



European Centre for Modern Languages

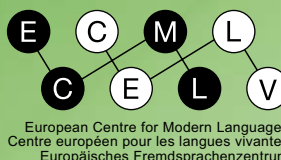
2012-2015 Programme



Learning through languages

Promoting inclusive, plurilingual and intercultural education

www.ecml.at/learningthroughlanguages



European Centre for Modern Languages
Centre européen pour les langues vivantes
Europäisches Fremdsprachenzentrum



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Contents

1. The European Centre for Modern Languages (ECML) of the Council of Europe	5
2. Learning through languages: Promoting inclusive, plurilingual and intercultural education	8
2.1. Policy context	8
2.2. Synergies with the Council of Europe's Language Policy Unit	9
3. Relevance of the programme for ECML member states	11
3.1. Rationale for the ECML programme	11
3.2. ECML long-term vision	12
3.3. Promoting inclusive, plurilingual and intercultural education	13
4. Lifelong learning: Formal, informal and non-formal contexts	16
5. Mediation	18
5.1. Mediation projects	18
5.2. ECML training and consultancy for member states	18
6. Presentation of all projects and activities	20
6.1. Lifelong learning projects	20
6.2. Mediation projects	32
6.3. ECML training and consultancy for member states	38
Appendix I: How the ECML works	45
Appendix II: The ECML and its member states	49
Appendix III: How to get involved in the work of the Centre	50



1. The European Centre for Modern Languages (ECML) of the Council of Europe

The main objectives defined by the Council of Europe in the area of education are:

- personal development;
- acquisition and consolidation of knowledge base;
- preparing for active citizenship in a democratic society;
- preparing for the labour market.

Language education is a fundamental element of all these objectives.

Competent language use plays an essential role in all forms of life and, specifically, in all forms of education. It involves more than just a command of linguistic means of communication. Language is a tool for acquiring and transferring knowledge. It is perhaps the most important aspect of the development of human beings, both as individuals and as members of society. Language helps us to understand and make sense of reality, while being a vehicle for creativity.

The European Centre for Modern Languages (ECML) in Graz, Austria, is an Enlarged Partial Agreement of the Council of Europe with 31 member states¹. The Centre was set up in 1994 to provide a practical response to a need expressed by the Council of Europe's member states: the reinforcement of language education and respect for the cultural and linguistic diversity in Europe.

The ECML's mission is to support its member states in the implementation of their language education policies taking account of the recommendations of the Council of Europe. It does so by promoting innovative approaches and disseminating good practice in the learning and teaching of languages and in this way addresses issues directly related to good quality education as a pre-requisite for social cohesion, intercultural dialogue, and democratic citizenship. These were identified as priority issues for the work of the Organisation as a whole at the Warsaw Summit in 2005 and highlighted again in May 2011 in the report of the Group of Eminent Persons of the Council of Europe entitled *Living together; Combining diversity and freedom in 21st century Europe* and in Parliamentary Assembly Recommendation (1975)2011 adopted as a follow-up to the report.

Through its focus on promoting excellence in language education, based on quality assurance, standard-setting and innovation, the Centre is well placed to assist member states in developing their national education systems as well as to offer support in improving language learning

1 Albania, Andorra, Armenia, Austria, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Estonia, Finland, France, Germany, Iceland, Ireland, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Montenegro, Netherlands, Norway, Poland, Romania, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, "the Former Yugoslav Republic of Macedonia"; as of July 2012.

provision in line with key international developments in education such as the Programme for International Student Assessment (PISA) and the European qualifications frameworks.

The ECML initiates and coordinates 4-year programmes of projects organised in cooperation with leading European specialists in the field of language education. Based upon a programme rationale and themes which address educational priorities identified by the Centre's member states, the expert public is invited to submit project proposals to the Centre.

The selected projects are supported by the ECML over the full programme term. Project activities consist of expert and network meetings as well as workshops to which participants from the member states are invited. All projects within a given programme lead to publications which take

the form of 'hands-on' training kits, guidelines and interactive websites and examples of good practice which can be applied to different contexts. In general these are targeted at teachers, teacher trainers, curriculum developers and decision-makers. Over 80 publications are currently freely available for download and contribute to the sustained impact of ECML programmes (see www.ecml.at/publications).

The ECML's work is based upon widescale international cooperation. The Centre maintains Europe-wide networks for teacher trainers, researchers and educational administrators as well with professional bodies, international non-governmental organisations (INGOs),



working in language education.

Formal cooperation agreements have been signed between the ECML and several INGOs having participatory status with the Council of Europe (see Appendix I).

The ECML also works together with other units of the Council of Europe operating in related areas, providing a comprehensive approach to language education. The roles of the ECML and the Language Policy Unit of the Council are complementary – the Language Policy Unit in standard-setting and policy formulation, the ECML at the level of educational practice. The ECML also addresses language education issues related to the European Charter for Regional or Minority Languages.

In addition to its core programme the Centre carries out other initiatives, such as the European Day of Languages which the Centre coordinates together with the Language Policy Unit and a network of national relays in participating states. Upon the initiative of the Council of Europe the Day is celebrated each year on 26 September to promote cultural richness and plurilingualism in Europe and to encourage lifelong language learning (see www.coe.int/edl).

In cooperation with the University of Graz, the Centre also provides support for the piloting and implementation of a Curriculum Framework for Romani (CFR) and two European Language Portfolio (ELP) models for Romani language developed by the Language Policy Unit of the Council of Europe, in co-operation with the European Roma and Travelers Forum (ERTF) (see <http://qualirom.uni-graz.at>).

Further areas for cooperation with the European Commission within the 2012-2015 programme are under development.

The ECML is financed by its member states. It works in direct cooperation with representatives from education ministries and national authorities. The benefits for member states of the ECML Partial Agreement include:

- access to the Centre's full range of facilities and services;
- the possibility of sending participants to ECML activities, of having experts as project coordinators or team members;
- direct influence, through participation in the Governing Board, on the ECML's programmes, activities and priorities;
- the possibility of proposing projects corresponding directly to national interests;
- access to the ECML's network of language experts from all over Europe;
- support for the implementation of reforms in language education through access to information and exchange of experience on new techniques and innovative practices in language teaching and learning derived from a pan-European context;
- a strong multiplier effect achieved via the involvement of national experts in the ECML networks; this can be further enhanced through hosting regional events or national training activities, thereby resulting in concrete adaptation of expertise to the national teaching and research community.

2. Learning through languages: Promoting inclusive, plurilingual and intercultural education



The ECML 2012-2015 programme is based on a long-term vision, aiming to develop inclusive, plurilingual and intercultural pedagogic approaches which reach beyond the foreign language classroom. They encompass all linguistic abilities and needs of all groups of learners in a lifelong-learning process (in-school and out-of-school).

Within this context language(s) represent(s) the principal medium through which learning is achieved.

The programme addresses not only the foreign language classroom but the teaching of the language of schooling, of other languages present in the educational environment and the languages used in subject teaching (formal learning). Projects also focus on informal and non-formal language learning and on the dialogue with stakeholders involved in the education process (mediation).

This vision is based upon concepts developed by the Language Policy Unit of the Council of Europe and recommendations adopted by the Committee of Ministers representing the Council's 47 member states. The programme reflects both the mission of the Centre and the current concerns of its member states and partners in the area of language education.

2.1. Policy context

The Council of Europe aims to maintain and enhance linguistic and cultural diversity in Europe and to promote the learning and use of languages as a means to support intercultural dialogue, social cohesion and democratic citizenship, and as an important economic asset in a modern knowledge-based society. These priorities were specified by the Council of Europe's Warsaw Summit in 2005 aiming at a more humane and inclusive Europe.

The Council of Europe's initiatives in this respect are illustrated by reference documents and tools developed by the Language Policy Unit, legal instruments such as the European Charter for Regional or Minority Languages, and policy documents such as the White Paper on Intercultural Dialogue "Living together as equals in dignity", the *Guide for the development of language education policies in Europe*, and Recommendation (2008)7 on the use of the Council of Europe's Common European Framework of Reference for Languages (CEFR) and the promotion of plurilingualism.



The European Union shares these aims and its support for linguistic diversity in Europe is reflected in policy documents such as COM(2008) 566: Multilingualism: an asset for Europe and a shared commitment and the 2008 Resolution of the Council of the European Union on a European strategy for multilingualism.

The efforts at European level are consistent with the principles outlined in the Universal Declaration on Cultural Diversity adopted by the United Nations Educational, Scientific, and Cultural Organisation (UNESCO) in 2001 and in its Convention on the Protection and Promotion of the Diversity of Cultural Expressions adopted in 2005.

The Council of Europe promotes the notion of plurilingualism², an individual ability to develop competences in and use more than one language, as an important human value.

In the Council's work adequate development of language competences is viewed as a pre-requisite for unrestricted and fair access to good quality education. This, in turn, constitutes the necessary basis for ensuring social cohesion, promoting democratic citizenship, fostering intercultural dialogue and managing migration. The long-term vision of the ECML's 2012-2015 programme builds on these policy concepts and promotes relevant pedagogic approaches for inclusive, plurilingual and intercultural learning.

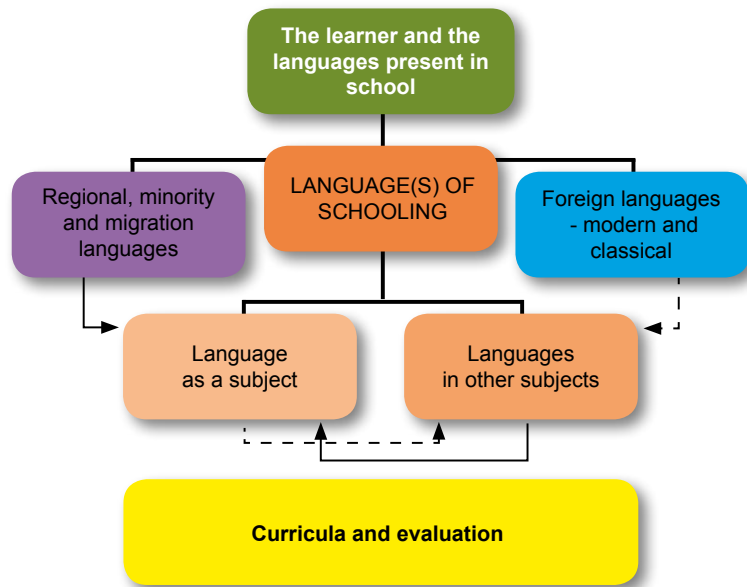
2.2. Synergies with the Council of Europe's Language Policy Unit

Amongst the major policy planning instruments developed by the Language Policy Unit are the Common European Framework of Reference for Languages (CEFR), the European Language Portfolio (ELP) and the *Guide for the Development of Language Education Policies in Europe*. These and other instruments of the Unit have initiated innovative reform processes in language education. They are key references of ECML project work.

The Unit's current project on "Language policies and the right to education for social inclusion 2010 - 2014" focuses on languages of schooling and on all other languages represented at school. Regional, minority and migrant languages are thus part of this project.

The policy guidelines and reference tools developed by the Language Policy Unit build on the plurilingual repertoires of the learners when they enter school. The Unit's "Online Platform of Resources and References for Plurilingual and Intercultural Education" (see www.coe.int/lang) presents a visual of how languages in schooling contexts interrelate:

2 According to the Common European Framework of Reference for Languages (Council of Europe, 2001), multilingualism is the co-existence of different languages in a given society. Plurilingualism, in turn, "refers to the repertoire ... of language which many individuals use, and is therefore the opposite of monolingualism ... Thus in some multilingual areas some individuals may be monolingual and some may be plurilingual." (*Guide for the development of language education policies in Europe*, executive version, Council of Europe, 2007, p. 8)



3. Relevance of the programme to ECML member states

3.1. Rationale for the ECML programme

The rationale for the ECML programme addresses key issues raised during a thorough consultation process with the ECML partners and stakeholders. The relevance of the following issues to developments in ECML member states has been confirmed by the Centre's Governing Board, composed of representatives of the national authorities of member states.

Context and challenges in language education in Europe:

- Linguistic and cultural diversity combined with migration and mobility characterises contemporary European societies. This phenomenon should not be viewed as an obstacle or a 'problem', but rather as an asset and a potential benefit to society.
- Social cohesion, intercultural dialogue and democratic citizenship, together with economic prosperity, represent important aims in building a more humane and inclusive Europe.

Implications for the learner:

- The learner has a fundamental human right to unrestricted and fair lifelong access to good quality education.
- The learner requires adequate support for the development of language competences. The provision for support will take into account, make use of, and build further on the learner's existing language competences. At the same time, the learner seeks, among other things, to develop the language skills required for his or her educational career in a given context.
- Learners with low socio-economic status, special needs and those whose linguistic or cultural background may disadvantage them in the educational system require special attention and support for the development of the language abilities necessary for educational success in a given context.

Assumptions for good quality education based on inclusive, plurilingual and intercultural pedagogy:

- All education uses language as its vehicle. Therefore well-developed language competences are a necessary basis for access to good quality education and successful learning.
- Good quality education provides adequate support for the appropriate development of learners' language competence – efficient and effective use of more than one language is both necessary for successful education and one of its desired outcomes.
- Good quality education acknowledges and includes the learners' "own" languages, especially if they are minority or migrant languages, as they are important features in their successful integration into the world of learning and help them in becoming self-confident and responsible members of society.

- A modification in approach is required, moving away from the teaching and learning of languages as separate, unrelated and thus isolated (school) subjects. The aim is to provide coherent support for the lifelong development of transversal, individual strategies in order to deploy available linguistic resources purposefully, thus making efficient use of one's own range of language competences.
- Effective use of communication technologies can play an important role in this strategy.

3.2. The ECML long-term vision

The 2012-2015 programme seeks to draw conclusions from the fact that access for all to good quality education represents a precondition for democratic developments in European societies. Against this backdrop, the ECML programme focuses on the learner as the key agent, the 'motor' or promoter of positive and productive multilingual societies.

Within societies and in cooperation between societies, developments at all levels, be it social, economic or political, heavily draw upon successful learning taking place at all stages of life and reaching out to all people living in the society. Thus, the learner is not only a child or adolescent between the ages of 7 to 16, which marks the period of obligatory schooling in most European countries. Rather, every human being, at all stages in life, is considered a learner within a lifelong learning process.

The learner, as addressed by the programme, may represent a majority or a minority population in a given country and speak a national and/or a regional or a migrant language. The learner may be a second generation migrant without special needs or a non-migrant with special needs. The extensive range of different linguistic and cultural backgrounds in today's European societies shows that in order to cater adequately for the right of all to a good quality education, provision needs to build on inclusive, plurilingual and intercultural pedagogic approaches.

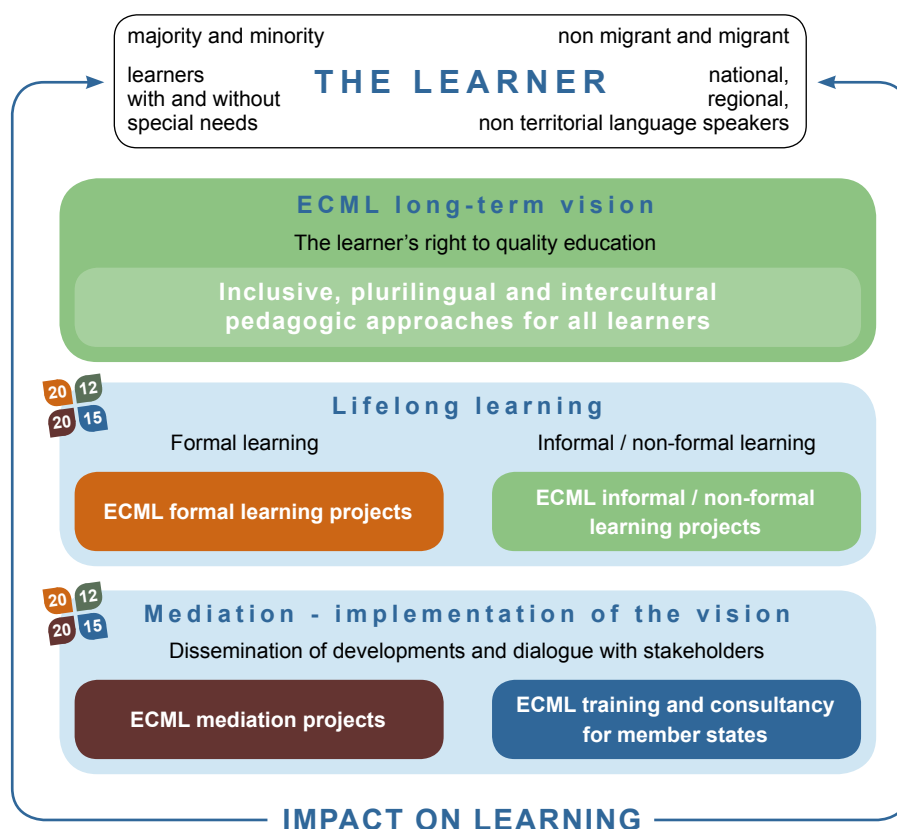
There is a reason why the learner in the ECML's programme is not categorised as a language learner only. This would imply that language learners, out of all learners, are one particular sub-group among others. But all education implies language education and thus all learners are concerned with languages. But do all teachers consider the language aspects of their teaching? Teacher training in subjects other than languages in most cases does not cater for developing teaching competences in inclusive, plurilingual and intercultural pedagogy. Therefore many teachers are ill-prepared to deal with the diverse backgrounds of their learners.

In the lifelong learning perspective the transversal aspect of language education becomes even more relevant because the subject areas are not maintained as strictly as they are during the schooling process. Indeed, interdisciplinary courses are far more frequently offered for adult education than at schools and this can be an asset in implementing inclusive, plurilingual and intercultural pedagogy.

In summary, the ECML vision provides a shift in perspective from a comparatively narrow focus on foreign language learning to learning in all educational contexts and domains taking into account and building on the mother tongue of the learner and any other language of the learner's repertoire.



The following scheme highlights the ECML's focus on the learner's needs and rights and the corresponding educational provision.



Projects under the lifelong learning strand and the mediation projects and activities are ultimately intended to impact on learning for the benefit of the learner. But all events included in the programme target language professionals and stakeholders in society functioning as facilitators and supporters of the learning process.

3.3. Promoting inclusive, plurilingual and intercultural education

Catering adequately for each learner's needs means to support the development of the learner's linguistic and intercultural capacities required for personal well-being and success. This is ultimately for the benefit of the society the learner is a part of.

Teachers, educational institutions and society as a whole must provide and apply pedagogic approaches in implementing education. Consequently, pedagogical approaches following inclusive, plurilingual and intercultural thinking are practical steps to undertake in order to achieve good quality education for all.

Significant expertise has been built up in the area of foreign language education with regard to plurilingual and intercultural approaches. Therefore, foreign language experts will play a vital role in moving forward the relevant approaches by inviting new partners in the educational domain to collaborate and contribute to common and coherent developments across subject and language boundaries.

Inclusive education

“Inclusive education ... looks into how to transform education systems in order to respond to the diversity of learners. It means enhancing the quality of education by improving the effectiveness of teachers, promoting learning-centred methodologies, developing appropriate textbooks and learning materials and ensuring that schools are safe and healthy for all children. Strengthening links with the community is also vital: relationship between teachers, students, parents and society at large are crucial for developing inclusive learning environments.” (UNESCO web portal, June 2012).



Inclusive approaches are being promoted as a way to provide learning environments that allow for democratic, effective and sustainable learning processes, outcomes and output for the benefit of all. Following this ideal, the ECML programme intends to further elaborate the clear link between linguistic and intercultural competences and inclusion to facilitate practical implementation in the classroom.

Plurilingual education

“Plurilingual education (is)... not necessarily restricted to language teaching, which aims to raise awareness of each individual’s language repertoire, to emphasise its worth and to extend this repertoire by teaching lesser used or unfamiliar languages. Plurilingual education also aims to increase understanding of the social and cultural value of linguistic diversity in order to ensure linguistic goodwill and to develop intercultural competence.” (Council of Europe/Language Policy Unit, 2007).

Plurilingual education and resulting pedagogic approaches aim at respecting and developing each learner’s language repertoire enabling the speaker to use languages with different degrees of proficiency and adapted to different contexts (home, school, public, private, professional, etc.).

The concept of plurilingualism was first elaborated in the Common European Framework of Reference for Languages (Council of Europe, 2001). It was pointed out that the implementation of plurilingual education would have a profound impact on language education by moving away from the ideal of “mastering” a foreign language to the perspective of developing the learner’s unique individual linguistic abilities and competences.

Intercultural education

“Intercultural education: education that respects, celebrates, and recognises the normality of diversity in all aspects of human life, promotes equality and human rights, challenges unfair discrimination, and provides the values upon which equality is built” (National Council for Curriculum and Assessment, Ireland, 2005).

The need for European citizens to develop intercultural competences has been widely acknowledged by educational authorities and teaching professionals.

In the Council of Europe's White Paper on Intercultural Dialogue (2008) it is pointed out that attitudes, behaviour, knowledge and skills relevant in intercultural contexts are not acquired as a side-effect of developing language competences.



Intercultural learning needs to be explicitly placed on the educational agenda in order to be taught, learned, practised, elaborated and adapted to individual needs and social contexts.

4. Lifelong learning: Formal, informal and non-formal contexts



From a lifelong perspective, learning that takes place in formal educational settings covers only a limited period of time. This means that to a very substantial degree learning takes place in informal situations and in intentionally organised non-formal settings. It can be assumed, though, that formal education is paving the way for motivation and skills for autonomous language learning. Therefore, language educators can have a strong impact on whether language learning takes place outside school and how this may occur.

In this area, the ECML aims to explore provision for learning and settings that provide a low threshold for learners of any age inviting

them to become interested, involved and committed to language learning. The effective use of new communication technology, the exploration of pedagogic approaches introduced with the European Language Portfolio are areas to explore in order to impact on the quality of lifelong learning.

Formal learning: Learning that occurs in an organised and structured environment (in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to validation and certification (Glossary. Quality in education and training. European Centre for the Development of Vocational Training, 2011, p. 75).

Non-formal learning: Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's point of view. Comments: non-formal learning outcomes may be validated and lead to certification; non-formal learning is sometimes described as semi-structured learning (ibid. p. 113).

Informal learning: Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective. Comments: informal learning outcomes do not usually lead to certification but may be validated and certified in the framework of recognition of prior learning schemes; informal learning is also referred to as experiential or incidental/random learning (ibid. p. 85).

In some contexts a clear distinction between these learning contexts cannot be made and/or would not be effective.

As an example, the ECML project on “Developing migrants’ language competences at work” is targeting a wide range of stakeholders concerned with the learning of the majority language by migrants and ethnic minorities: language providers, employers, trade unions and policy-makers.



Thus, the learning contexts considered cover a wide range of formal, non-formal as well as informal learning opportunities (for details see p. 29).

In total, 10 projects within the ECML’s 2012-2015 programme explore the potential of formal and non-formal/informal learning contexts for developing quality education. Detailed descriptions of these projects can be found in section 6.1.

5. Mediation



Mediation is the process of communicating and disseminating results of ongoing and concluded ECML projects to key stakeholders in order to achieve sustainable impact on learning.

Mediation, as defined in this context, means communicating the developmental work carried out by ECML language and education experts to practitioners as well as to stakeholders in society who may not be experts in language education but are directly concerned with educational processes. For this purpose, the ECML invites the participation of representatives from parent associations, school boards, the business sector and/or

other organisations with a strong interest in improving language learning.

For the working area “Mediation” two different formats are being applied: mediation projects and ECML training and consultancy for member states.

5.1. Mediation projects

How can ECML project publications reach the target groups on a large scale so that the end-user, the learner, can fully benefit from the Centre’s work? Results from the ECML evaluation scheme provide evidence of significant take-up and adaptation in member states. However, more needs to be done in order to assist European countries in implementing their change processes. For this reason the aspect of mediation is specifically addressed in the 2012-2015 programme.

The ECML’s project work and its publications require adaptation to specific teaching and learning contexts. This adaptation needs to take into account the perspectives, expertise and experience of stakeholders involved in the implementation process on site. Therefore, practical work in the projects of the mediation area implies investigation of cross-border, national or local situations. The intention is to foster regional networks and to provide support for developing applications, real classroom scenarios or adapted strategies for defined contexts.

Descriptions of all five projects offered for this strand can be found in section 6.2.

5.2. ECML training and consultancy for member states

This new ECML activity format is intended to respond in a targeted and bilateral way to the needs of ECML member states requesting support for developments in language education. It aims



to strengthen the Centre's cooperation with ministries and decision-makers in member states. Activities in this area are complementary to the 'bottom-up' approach of the ECML projects. The activities under the training and consultancy scheme offer expert support upon demand from high level representatives for quality change processes in order to put plurilingual, intercultural and inclusive approaches into practice (in a 'top-down' approach).

This new format for ECML activities is expected to support the member states in:

- **addressing challenges in national language education**
 - meeting international standards;
 - dealing with the effects of mobility;
 - fostering the professional development of language educators;
- **conducting reform processes**
 - promoting quality and excellence;
 - facilitating exchange of good practice through professional networks.

In the long-term, all ECML projects may evolve to offer training and consultancy activities.

Both, mediation projects and the training and consultancy format promote Council of Europe language policies and ECML expertise in adapting European recommendations and instruments to local, regional and national contexts.

ECML mediation projects aim to serve all of the ECML's member states who are invited to nominate qualified participants for the workshops taking place within these projects. The ECML project teams take into account the variety and broad scope of the different national contexts.

In a complementary approach, ECML training and consultancy activities focus on the specific needs of a country taking up a particular offer. Thus, the expert team can design materials and provide training, awareness-raising and/or consultancy in a more contextualised way. The needs, as expressed by the partners in ECML member states requesting a particular training and consultancy activity, are the starting point for this training and consultancy process.

The training and consultancy activities offered for member states cover topics high on the agenda of educational ministries, such as the use of on-line technology, testing of language competences and migrants' education. They contribute to implementing the ECML's long-term vision as expressed in the rationale of the 2012-2015 programme: the learner's right to quality education which implies the use of inclusive, plurilingual and intercultural pedagogic approaches for all learners.

The teams conducting the activities offer international expertise and provide input which, combined with the expertise in the member state, will initiate quality developments and assist in change processes in language education at a number of levels (local, regional, national).

For descriptions of the 7 themes for training and consultancy offered to member states within this strand see section 6.3.

How to request an ECML training and consultancy activity?

Requests for a training and consultancy activity should be submitted via the national ECML representative on the Governing Board. Educational professionals interested in a particular activity should therefore contact their national representative (see <http://govboard.ecml.at/Members>).

6. Presentation of all projects and activities



6.1. Lifelong learning projects

Plurilingual whole school curricula



Schulische Gesamtsprachencurricula

COORDINATOR: Britta Hufeisen, TU Darmstadt, Germany

TEAM MEMBERS: Elisabeth Allgäuer-Hackl, Innsbruck University, Austria; Kristin Brogan, School of Business and Social Studies, Ireland; Joachim Schlabach, University of Turku, Finland

ASSOCIATE PARTNERS: Peter Broeder, Tilburg University, Netherlands; Gisela Fasse, Zentralstelle für das Auslandsschulwesen, Germany; Ulrike Jessner, University Innsbruck, Austria; Eva Vetter, Verbal, Vienna University, Austria

TARGET AUDIENCE INVOLVED IN PROJECT ACTIVITIES: teachers; teacher educators; decision-makers in educational policy and researchers

PROJECT TERM: 2012-2015

WORKING LANGUAGES: English, German

PROJECT WEBSITE: www.ecml.at/plurcur

Abstract

The project will pilot and assess the concept of a plurilingual, inclusive and intercultural whole school policy comprising majority and minority, regional, heritage and neighbouring languages. It will provide tools which help to clarify, develop and implement plurilingual, intercultural and inclusive whole school policies in different contexts in ECML member states.

Major output

A publication with models and teaching materials for schools adopting a plurilingual whole school curricula approach to languages in education

Creation of a network of schools using plurilingual whole school curricula approaches

Major outcomes

School managers and teachers gain experience in implementing language policies that comprise plurilingual whole school curricula and display positive attitudes to linguistic and cultural diversity.

European portfolio for student teachers of pre-primary education



Europäisches Portfolio für die Erstausbildung von Erzieher(innen) in vorschulischen Einrichtungen

COORDINATOR: Francis Goullier, Ministère de l'Education nationale, de la Jeunesse et de la Vie associative, France

TEAM MEMBERS: Catherine Carré-Karlinger, University of Education Upper Austria, Austria; Natalia Orlova, University of J.E. Purkyne, Czech Republic; Maria Roussi, Ministère de l'Education, de la Formation tout au long de la vie et des Cultes, Greece

ASSOCIATE PARTNERS: Strategic Committee on Modern Languages (Comité stratégique pour les langues vivantes), France; French-German Youth Office (Office franco-allemand pour la Jeunesse), Germany and France

TARGET AUDIENCE INVOLVED IN PROJECT ACTIVITIES: pre-school teachers and trainers of teachers at this level; primary school teachers

PROJECT TERM: 2013-2015

WORKING LANGUAGES: French, German

PROJECT WEBSITE: www.ecml.at/preelementaire

Abstract

The project will develop a tool for reflective practice in initial teacher training, targeting professional competences and attitudes of teachers of 3 to 6 year olds with regard to languages and cultures. The tool will be based on the ECML publication "European Portfolio for Student Teachers of Languages" (<http://epostl2.ecml.at>).

Major output

A European portfolio for pre-service training for pre-primary school teachers - in print and online

Major outcomes

Teacher training institutions adopt the portfolio as a basis for the training of pre-primary teachers who use it as a tool for self-assessment.

Mobility programmes for sustainable plurilingual and intercultural learning



Programmes de mobilité pour un apprentissage plurilingue et interculturel durable

COORDINATOR: Mirjam Egli Cuenat, Pädagogische Hochschule des Kantons St. Gallen, Switzerland

TEAM MEMBERS: Kristin Brogan, School of Business and Social Studies, Ireland; Anna Czura, University of Wrocław, Poland; Chantal Muller, Haute Ecole de Namur, Belgium

ASSOCIATE PARTNERS: Lukas Bleichenbacher; Katharina Höchle Meier; Barbara Wolfer, Pädagogische Hochschule des Kantons St. Gallen, Switzerland

TARGET AUDIENCE INVOLVED IN PROJECT ACTIVITIES: teachers; teacher educators; personnel responsible for curriculum design, development and implementation (such as ministry officials, school principals, head teachers etc.); personnel responsible for international exchange (international officers); organisers of mobility programmes

PROJECT TERM: 2012-2014

WORKING LANGUAGES: English, French

PROJECT WEBSITE: <http://plurimobil.ecml.at>

Abstract

The project aims to promote good practice in mobility programmes, developing linguistic and intercultural competences based on the use of tools developed by the Council of Europe. It will provide model learning scenarios for trainee teachers and pupils in upper secondary education (college and vocational).

Major output

A guide and website including learning scenarios and worksheets to prepare, accompany and offer follow-up to teachers and learners engaged in educational mobility programmes

Major outcomes

Teachers use the guide to implement exchange programmes aiming at effectively developing linguistic and intercultural competence.

Diversity in majority language learning – Supporting teacher education



Sprachliche und kulturelle Vielfalt im Unterricht der Mehrheitssprache - Fokus LehrerInnenbildung

COORDINATOR: Eija Aalto, University of Jyväskylä, Finland

TEAM MEMBERS: Andrea Abel, Accademia Europea di Bolzano, Italy; Nathalie Auger, University of Montpellier III, France; Katja Schnitzer, Fachhochschule Nordwestschweiz, Pädagogische Hochschule Freiburg, Switzerland; Dagmar Gilly, Pädagogische Hochschule Steiermark, Austria (associate member)

ASSOCIATE PARTNERS: Sofie Jonckheere, Regional Integration Centre Foyer, Belgium; Patricia Lamarre, Université de Montréal, Canada; Terry Lamb, FIPLV, United Kingdom; European Academy of Bolzano, Italy; Fachhochschule Nordwestschweiz, Switzerland; IAIMTE International Association for the Improvement of Mother Tongue Education, Netherlands; Pädagogische Hochschule Liestal, Switzerland; The University of Jyväskylä, Finland

TARGET AUDIENCE INVOLVED IN PROJECT ACTIVITIES: teachers and teacher educators; decision-makers; curriculum developers

PROJECT TERM: 2012-2015

WORKING LANGUAGES: English, German

PROJECT WEBSITE: www.ecml.at/maledive

Abstract

The project will focus on teacher education for the majority language (e.g. French in France, Polish in Poland). It aims to provide access to plurilingual approaches so that teachers can address and build on linguistic and cultural diversity in classrooms. The project will also promote collaboration between teachers of all languages.

Major output

A review (with bibliography) of practice in teacher education for majority language teachers; models with sample teaching materials to illustrate good practice including guidelines for teacher educators

Major outcomes

Teacher training institutions use the guidelines in pre-service training to promote an intercultural and plurilingual approach by teachers teaching the language of the school as a subject.

Signed languages for professional purposes

PROSIGN Langues des signes à des fins professionnelles

COORDINATOR: Lorraine Leeson, Trinity College, Ireland

TEAM MEMBERS: Tobias Haug, University of Applied Sciences of Special Needs Education Zurich, Switzerland; Christian Rathmann, Universität Hamburg, Germany; Beppie Van den Bogaerde, Hogeschool Utrecht University of Applied Sciences, Netherlands

ASSOCIATE PARTNERS: European Union of the Deaf (EUD); European Forum of Sign Language Interpreters (efsli); Marie Dolezalova, Charles University Prague, Czech Republic; Mireille Golaszewski, Inspecteur général honoraire de l'Education nationale, France; Verena Krausnecker, University of Vienna, Austria; Maria Mertzani, University of Bristol, United Kingdom; Annie Rislér, University Lille 3, France; Elina Tapio; University of Jyväskylä, Finland; Myriam Vermeerbergen, Lessius University College, Belgium

TARGET AUDIENCE INVOLVED IN PROJECT ACTIVITIES: teachers; teacher educators; curriculum developers in tertiary educational environments; university level educators who practice applied linguistics and offer signed language courses at the C1/C2 level or equivalent for professional purposes; international NGOs such as the European Union of the Deaf (EUD), the World Federation of the Deaf (WFD), the European Forum of Sign Language Interpreters (EFSLI) and relevant international organisations like the Conference of Interpreter Trainers for dissemination

PROJECT TERM: 2012-2015

WORKING LANGUAGES: English, International Sign

PROJECT WEBSITE: www.ecml.at/pro-sign

Abstract

The PRO-Sign project aims to establish European standards for signed language proficiency for professional purposes, focusing specifically on sign language teaching in Deaf Studies and Sign Language Interpreting programmes. The project will provide definitions of Common European Framework of Reference for Languages (CEFR) proficiency levels for signed languages and develop a sample assessment kit for signed language competency at the C1/C2 level indicating the qualification of professional interpreters.

Major output

Definitions (in English and International Sign Language) of proficiency levels for signed languages and development of curricula for hearing learners of signed languages; C1/C2 definitions for signed languages with a sample assessment kit; teaching and learning guidelines; a draft ELP for signed languages

Major outcomes

Deaf communities and employers (especially of signed language interpreters) have standard levels to guide them; teachers and lecturers can benchmark curricula across Europe and benefit from networks of shared practice.

Language descriptors for migrant and minority learners' success in compulsory education

language descriptors

Descripteurs linguistiques pour favoriser la réussite des apprenants issus de l'immigration et des minorités dans l'enseignement obligatoire

COORDINATOR: Eli Moe, University of Bergen, Norway

TEAM: Marita Härmälä, Finnish National Board of Education, Finland; José Pascoal, Universidade de Lisboa, Portugal; Meilutė Ramonienė, Vilnius University, Lithuania

ASSOCIATE PARTNERS: Paula Kristmanson, University of New Brunswick, Canada; Institute of Education and Centre for Assessment of Portuguese, University of Lisbon, Portugal; University of Bergen, Bergen University College, Faculty of Teacher Education, Norway

TARGET AUDIENCE INVOLVED IN PROJECT ACTIVITIES: policy-makers; school heads; teacher educators and teachers

PROJECT TERM: 2012-2013

WORKING LANGUAGES: English, French

PROJECT WEBSITE: www.ecml.at/language-descriptors

Abstract

The project will focus on the language competence required in the language of schooling in order to achieve educational success. Eliciting language requirements in curriculum subjects and linking these to CEFR levels will raise educators' awareness of the language migrant and minority language learners' need to perform successfully in compulsory education.

Major output

Descriptors in four languages (Finnish, Lithuanian, Norwegian, Portuguese) for required levels of the language of schooling in different subjects (social sciences and mathematics) and in different grades of compulsory education (learners aged 11/12 and 15/16); guidelines to draft levels for other languages

Major outcomes

National and school administrators have level descriptors to help define language support adapted to migrants' learning needs; teachers of migrant children use guidelines to adapt language support to subject requirements.

Literacies through Content and Language Integrated Learning: effective learning across subjects and languages



Diskurskompetenzen und bilingualer Sachfachunterricht:
sprachen- und fächerübergreifende Kompetenzen
für erfolgreiches Lernen

COORDINATOR: Oliver Torsten Meyer, Catholic University of Eichstätt, Germany

TEAM MEMBERS: Do Coyle, University of Aberdeen, United Kingdom; Ana Holbach, Universidad de Alcalá, Spain; Kevin Schuck, Penta College CSG Jacob van Liesveldt, Netherlands

ASSOCIATE PARTNERS (to be confirmed): Roy Lyster, McGill University, Canada; Katrien Mondt, Ministry of Education, France; Teresa Ting, University of Calabria, Italy

TARGET AUDIENCE INVOLVED IN PROJECT ACTIVITIES: teachers; teacher educators; educational authorities responsible for CLIL programmes; teacher associations

PROJECT TERM: 2013-2015

WORKING LANGUAGES: English, German

PROJECT WEBSITE: www.ecml.at/clilandliteracy

Abstract

The project aims to develop CLIL approaches, which teachers can use in the classroom, with a special focus on providing support for academic literacies in secondary education. A toolkit for transforming CLIL practice will be developed, evaluated, adapted and disseminated by practitioners.

Major outputs

Online toolkit for CLIL teachers / teacher educators with a guide on developing academic literacy at secondary level; a self-evaluation guide on good CLIL practice and sample teaching materials; report on academic literacies for CLIL to inform policy and practice

Major outcomes

Decision-makers can use theory and practice to introduce and manage CLIL programmes. Teachers employ the self-evaluation guide and the teaching materials for improved CLIL practice.

Languages in corporate quality



Les langues dans la qualité des entreprises

COORDINATOR: Wolfgang Mackiewicz, European Language Council (CEL/ELC), Germany

TEAM MEMBERS: Lusine Fljyan, Yerevan State Linguistic University, Armenia; Michael John Hammersley, Fondazione Aldini Valeriani, Italy; Isabelle Ortiz, Freie Universität Berlin, Germany

ASSOCIATE PARTNERS: Kristin Brogan, School of Business and Social Studies, Ireland; Ksenia Golubina, Moscow State Linguistic University, Russian Federation; Enrica Piccardo, University of Toronto, Canada; Rosanna Vallarelli, Bologna Municipal Authority, Italy; Conseil européen pour les langues / European Language Council (CEL/ELC), Belgium

TARGET AUDIENCE INVOLVED IN PROJECT ACTIVITIES: teachers; heads of training and curriculum development with public and private sector employers; heads of personnel; entrepreneurs; employer associations; business sector organisations; employee representatives; quality certification organisations; recruitment agencies; career consultants

PROJECT TERM: 2012-2013

WORKING LANGUAGES: English, French

PROJECT WEBSITE: www.ecml.at/LINCQ

Abstract

The LINCQ project will prepare tools and resources designed to enhance awareness of innovative language competence development and assessment within the broad business community, in particular encouraging companies to recognise plurilingualism as a significant element of the corporate quality framework.

Major outputs

Tools and resources designed to enhance the awareness of language proficiency assessment systems; guidelines to support the integration of language expertise into corporate quality programmes

Major outcomes

Greater recognition in the business community of informal and non-formal language learning; integration of language expertise into corporate quality programmes

Developing migrants' language competences at work



Développer les compétences langagières des migrants sur le lieu de et pour le travail

COORDINATOR: Matilde Grünhage-Monetti, Deutsches Institut für Erwachsenenbildung, Germany

TEAM MEMBERS: Alexander Braddell, Oxfordshire Skills Escalator Centre CIC Ltd, United Kingdom; María Teresa Hernández García, Comunidad de Madrid, Spain; Florence Mourlhon-Dallies, University Sorbonne nouvelle, France

ASSOCIATE PARTNERS: Deutsches Institut für Erwachsenenbildung, Germany; DGB-Bildungswerk (Education Dept. of the Trade Unions' Federation), Germany; Fachstelle Berufsbezogenes Deutsch im Netzwerk Integration durch Qualifizierung - IQ (Agency for vocationally oriented German), Germany; National Institute of Adult Continuing Education (NIACE), UK; National Association for Teaching English and Community Languages to Adults (NATECLA), UK; Trades Union Congress Unionlearn, UK; Centre International d'Etudes Pédagogiques (CIEP), France; Centre National de la Fonction Publique Territoriale (CNFPT), France; Institut FEPEM (Fédération des employeurs particuliers d'employés de maison), France; Co-alternatives Consultancy, France; Confederación Sindical de Comisiones Obreras (trade union confederation), Spain; Ministry of Education, Spain; Deusto University, Spain; Alicante University, Spain

TARGET AUDIENCE INVOLVED IN PROJECT ACTIVITIES: teachers; teacher educators; researchers; employers; trade unions; policy-makers

PROJECT TERM: 2012-2015

WORKING LANGUAGES: English, French

PROJECT WEBSITE: www.ecml.at/languageforwork

Abstract

The project seeks to establish a European learning network to support researchers, learning providers, employers, trade unions and policy-makers in an emerging field: learning (including formal, non-formal and informal learning) of the majority language by migrants and ethnic minorities for work. A website to share and develop practice across different European countries will be set up.

Major outputs

A web-based European learning network for professionals concerned with learning of the majority language by migrants and ethnic minorities for work; a web-based resource centre including a library (containing material with theoretical/analytical focus), a toolkit (containing material with a practical focus) and a contact database aimed at supporting active networks

Major outcomes

Different categories of practitioners involved in this field can network and access information and guidelines to help organise, carry out and assess language provision for work. Learning professionals/providers can use the toolkit and materials to support language provision for work.

Collaborative community approach to migrant education



Approche communautaire à l'éducation des migrants - Co-construire l'éducation des migrants

COORDINATOR: Andrea Young, IUFM d'Alsace, Université de Strasbourg, France

TEAM MEMBERS: Ruth García Carrasco, Ministry of Education – Junta de Andalucía, Spain; Vicky Macleroy Obied, University of London, United Kingdom; Roula Tsokalidou, Aristotle University of Thessaloniki, Greece

ASSOCIATE PARTNERS: Ria Bartlett, Schools programme, British Library, United Kingdom; Fatima Khaled, Peace School, UK and Reem Abdelhadi, Ealing Arabic School, UK (headteachers of Arabic complementary schools); Katja Ting, Hua Hsia Chinese School, UK and Luyu Huang, Yu-Hua Chinese School, UK (headteachers of Chinese complementary schools); Christine Hélot, Groupe d'études sur le Plurilinguisme Européen (GEPE), University of Strasbourg, France; Lid King, The Languages Company, United Kingdom; Melody Kostiuik, Edmonton Public School Board, Canada; Stéphanie Paul, le CASNAV (Centre académique pour la scolarisation des nouveaux arrivants et des enfants du voyage) de Strasbourg, France; Albanian Community School "Mitera Teresa", Greece; Polydromo Group, Greece; Department of Early Childhood Education, Faculty of Education, Aristotle University of Thessaloniki, Greece; European Parents Association

TARGET AUDIENCE INVOLVED IN PROJECT ACTIVITIES: parent associations and community language organisations; national associations promoting language education; schools liaison officers in museums, art galleries etc.; teachers, teacher educators and school management teams; national teacher education organisations

PROJECT TERM: 2013-2014

WORKING LANGUAGES: English, French

PROJECT WEBSITE: www.ecml.at/community

Moodle site: <http://moodle.community.ecml.at>

Abstract

This project will explore new ways to enhance young migrants' education by developing links between schools, the home and local partners in education. This educational joint venture aims to develop the learners' skills in the language of schooling and their plurilingual competences. New ways of teaching will be explored by producing multi-modal texts. Online resources as well as accompanying documents will be developed in cooperation with libraries and other local partners.

Major output

Guidelines on the development of literacy for migrants in schools including recommendations on how to establish links between the community, especially parents, and the school to improve literacy skills and on how to use resources such as libraries and arts centres to enhance the majority language classroom.

Major outcomes

Teacher educators use the guidelines in the training of majority language subject teachers, who have guidance on good practice in integrating community resources to classroom learning; parents are more closely involved in their children's educational development.

ECML training and consultancy for member states is also offered for this theme (see section 6.3).



6.2. Mediation projects



Empowering language networks



Sprachennetzwerke stärken

COORDINATOR: Terry Lamb, International Federation of Language Teacher Associations (FIPLV), United Kingdom

TEAM MEMBERS: Daniel Xerri, University of Malta, Malta; Sigurborg Jónsdóttir, FIPLV Nordic-Baltic Region, Iceland; Nadezhda Georgieva Doychinova, Secondary Vocational School for Audio, Video and Telecommunication "A.S.Popov", Bulgaria

ASSOCIATE PARTNERS: Paolo Balboni, Vice President of FIPLV, Italy; Sarah Breslin, SCILT, Scotland's National Centre for Languages, United Kingdom; Wendy Carr, University of British Columbia, Canada

TARGET AUDIENCE INVOLVED IN PROJECT ACTIVITIES: teachers; teacher educators; decision-makers: curriculum planners; ECML National Contact Points/Nominating Authorities; language teacher associations; in-service training providers; members of other associations such as those in the Professional Network Forum and the International Network of National Language Centres (INNLAC)

PROJECT TERM: 2012-2015

WORKING LANGUAGES: English, German

PROJECT WEBSITE: <http://lacs.ecml.at>

Abstract

The project will mediate between ECML projects and language teacher associations and other networks at regional and national levels to those who can benefit: teachers, learners and policy-makers. It will raise awareness of existing projects and seek to motivate people to adapt them to their local environment in order to facilitate widespread impact on learning and teaching.

Major outputs

A Directory of associations and other language organisations; case studies of activities in different countries/regions, to illustrate ways in which ECML projects are being used and having an impact; guidance on how to adapt projects to different contexts.

Major outcomes

Members of language teacher associations are more aware of the resources developed by the ECML; language teacher associations use the guidance and case studies to establish more effective educational dissemination and improve practice in language teaching; teachers and associations involved in different aspects of language education (foreign modern, heritage or majority languages) learn to collaborate in order to develop learners' full linguistic potential.

ECML publications for plurilingual and intercultural education in use



EFSZ-Publikationen für plurilinguale und interkulturelle Bildung in der Praxis

COORDINATOR: Ulrike Haslinger, Österreichisches Sprachen-Kompetenz-Zentrum (ÖSZ), Austria

TEAM MEMBERS: Gerard Doetjes, Norwegian National Centre for Foreign Languages in Education, Norway; Marita Gareis, Uppsala University, Sweden; Peter Lenz, Institute of Multilingualism, University of Fribourg, Switzerland

ASSOCIATE PARTNERS: Terry Lamb, coordinator of the ECML project “Empowering language networks”; International Network of National Language Centres (INNLC); Österreichisches Sprachen-Kompetenz-Zentrum (ÖSZ), Austria

TARGET AUDIENCE INVOLVED IN PROJECT ACTIVITIES: teacher educators; decision-makers; ECML National Contact Points

PROJECT TERM: 2013-2014

WORKING LANGUAGES: English, German

PROJECT WEBSITE: www.ecml.at/piu

Abstract

The “ECML publications for plurilingual and intercultural education in use” project disseminates ECML publications for plurilingual and intercultural education to language professionals and provides realistic implementation plans for interested users.

Major output

A collection of plans illustrating how to use ideas and approaches presented in ECML publications on plurilingual and intercultural education

Major outcomes

Language professionals will benefit from ECML work on plurilingual education to a greater extent by being able to adapt and implement the proposed plans more easily.

Plurilingual and intercultural competences: descriptors and teaching materials



Compétences plurilingues et interculturelles : descripteurs et matériaux didactiques

COORDINATOR: Anna Schröder-Sura, Justus-Liebig Universität Giessen, Germany

TEAM MEMBERS: Michel Candelier, Université du Maine, France; Ildikó Lőrincz, Université de Hongrie de l'Ouest, Hungary; Petra Gilliyard Daryai-Hansen, Roskilde University, Denmark

ASSOCIATE PARTNERS: Jean-François de Pietro, Institut de recherche et de documentation pédagogique (IRDp), Switzerland; Danièle Moore, Simon Fraser University, Canada

TARGET AUDIENCE INVOLVED IN PROJECT ACTIVITIES: ECML National Contact Points; representatives of minority or majority populations, speaking a national and/or a regional /migrant language; teachers or teacher educators

PROJECT TERM: 2012-2013

WORKING LANGUAGES: English, French

PROJECT WEBSITE: <http://carap.ecml.at>

Abstract

In cooperation with the ECML's National Contact Points the project aims to disseminate the tools developed within the CARAP/FREPA project (A Framework for Pluralistic Approaches to Languages and Cultures) to support the development of plurilingual and intercultural competence of learning at all levels: the reference document FREPA - Competences and Resources, a bank of online teaching materials and a training kit.

Major output

All events and all publications disseminating the FREPA tools will be presented through an interactive map representing the member states and the involvement of ECML's National Contact Points.

Major outcomes

Teachers and teacher trainers increase their knowledge of pluralistic approaches, their principles, their benefits and their links with the policies of the Council of Europe; teachers strengthen their ability to implement pluralistic approaches and hereby give the learners the possibility to strengthen their intercultural and plurilingual competence, based on their existing knowledge, attitudes and skills, including their competences in socially undervalued languages.

Involving parents in plurilingual and intercultural education



Implication des parents dans l'éducation plurilingue et interculturelle

COORDINATOR: Stéphanie Clerc, Université de Provence, France

TEAM MEMBERS: Anna Maria Curci, Istituto Tecnico Statale "Vincenzo Arangio Ruiz" Rome, Italy; Brigitte Gerber, Université de Genève, Switzerland; Xavier Pascual Calvo, Universitat Autònoma de Barcelona, Spain

ASSOCIATE PARTNERS: Danièle Moore, Canada; Philippe Blanchet, Laboratoire PREFIcs, Université Européenne de Bretagne, Rennes, France ; ADEB (Association pour le Développement de l'Enseignement BiPlurilingue) ; APIC (Association pour la Promotion de l'Intercompréhension des Langues) ; EDiLiC (Éducation et Diversité Linguistique et Culturelle) ; LEND - Movimento di Lingua e Nuova Didattica, Italy

TARGET AUDIENCE INVOLVED IN PROJECT ACTIVITIES: teachers; teacher educators; parents and parents' associations; associations (national or international) of experts in education promoting plurilingual approaches and didactics of plurilingualism.

PROJECT TERM: 2013-2014

WORKING LANGUAGES: English, French

PROJECT WEBSITE: www.ecml.at/forparents

Abstract

The project aims to disseminate knowledge relating to the cognitive and social benefits of plurilingual and intercultural education. It also aims to develop the inclusion of parents in the elaboration of plurilingual and intercultural activities in school. To achieve this second aim, teachers must be informed about and trained in the benefits of involving families in pluralistic approaches - plurilingual and intercultural.

Major output

Information material designed to inform the general public – especially parents - of the benefits of pluralistic approaches; creation of networks of mediators to present and disseminate the plurilingual projects of the ECML

Major outcomes

Parents support the development of pluralistic approaches and are involved in their implementation in schools, alongside teachers aware of and trained in the advantages of such partnership.

Using open resources to develop online teaching skills



Die Entwicklung von online Lehrfähigkeiten
mit Hilfe von frei verfügbaren Ressourcen

COORDINATOR: Mateusz-Milan Stanojević, University of Zagreb, Croatia

TEAM MEMBERS: Martina Emke, b.i.b International College, Germany; Pauline Ernest, Universitat Oberta de Catalunya, Spain; Ursula Stickler, The Open University, United Kingdom

ASSOCIATE PARTNERS: Aline Germain-Rutherford, Middlebury College, USA; Regine Hampel, The Open University, United Kingdom; Joseph Hopkins, Universitat Oberta de Catalunya, Spain

TARGET AUDIENCE INVOLVED IN PROJECT ACTIVITIES: “Language mentors” (individuals working as language teachers in formal, non-formal and informal contexts), including non-qualified teachers, volunteers, tandem learning partners; local organisations involved in language teaching; teachers, teacher educators, decision-makers (representatives of organisations funding or organising teaching heritage, minority languages or teaching migrants majority language); National Authority representatives; representatives of organisations/associations with a stake in quality language education: e.g. members of the Professional Network Forum (e.g. CercleS), the British Council, EUROCALL

PROJECT TERM: 2012-2013

WORKING LANGUAGES: English, German

PROJECT WEBSITE: <http://dots.ecml.at> Moodle site: <http://moodle.dots.ecml.at>

Abstract

Using open resources to develop online teaching skills (More DOTS) provides integrated pedagogical and technological resources to practitioners involved in language teaching in traditional and non-traditional settings (e.g. volunteers working with migrants). The project brings together the expertise of specialists in language teaching and learning, teacher training, and online technology and collaboration.

Major output

A self-sustaining community of practice online; adaptations of the existing DOTS activities to online teaching tailored to the users' specific context

Major outcomes

Raising awareness of language mentors in terms of language pedagogy - establishing a clear focus on the learner; lifelong learning of language mentors through continuous, individualized and accessible support

ECML training and consultancy for member states is also offered for this theme (see section 6.3).



6.3. ECML training and consultancy for member states

The focus of the training and consultancy offered under this strand will be tailored according to the specific needs and context of ECML member states interested in taking up the individual proposals.

For further details of the individual offers in this strand see www.ecml.at/trainingandconsultancy

Offers for online technology for lifelong language education

Developing online teaching skills

TEAM Mateusz-Milan Stanojević (coordinator), University of Zagreb, Croatia; Ursula Stickler, The Open University, United Kingdom; Martina Emke, b.i.b International College, Germany; Regine Hampel, The Open University, United Kingdom; Pauline Ernest, Universitat Oberta de Catalunya, Spain; Joseph Hopkins, Universitat Oberta de Catalunya, Spain; Aline Germain-Rutherford, Middlebury College, USA

Overall objective

The aim of this initiative is to offer training on the use of one or several of the following tools in a variety of different language teaching settings: wikis, forums, blogs, surveys, audio-conferencing, Audacity®, podcasting, YouTube, quizzes, the Moodle platform. The settings can vary from classroom teaching to distance learning, blended tuition and online courses. The workshops will focus on two aspects: using the tool in teaching and cascading training to other interested teachers and trainers. In effect, the participants will become experts in pedagogic implementation of ICT tools able to provide training to other teachers and trainers in the member state country, both face-to-face and on-line using the DOTS Moodle platform (<http://moodle.dots.ecml.at>).

Target groups

- secondary school and tertiary teachers;
- teacher trainers;
- part-time language teachers;
- language mediators.

A project on this theme is also featured under section 6.2.

Supporting local networks of users of the European Language Portfolio through an e-platform

TEAM: Bärbel Kühn (coordinator), Universität Bremen, Germany; Jürgen Friedrich, Universität Bremen, Germany; Michael Langner, University of Fribourg, Switzerland; Maria Luisa Perez Cavana, The Open University, United Kingdom

Objectives

- promote efficient use of the ELP;
- initiate and support networks of ELP users;
- set up an e-platform to support local networks of ELP users;
- train users of the ELP to make efficient use of the e-platform in formal and informal language learning;
- stimulate regular exchange of expertise and good practice, and to consolidate communities of good practice.

Target groups

- language teachers, teacher trainers, school heads;
- decision-makers in public and private sectors (e.g. language education departments of ministries, educational institutes, companies);
- INGOs (e.g. parent organisations);
- multipliers (e.g. the media).

Offer for testing and assessment in language education

Constructing and validating language tests linked to the Common European Framework of Reference for Languages (CEFR)

TEAM: José Noijons (coordinator), Cito, Netherlands; Jana Berešová, Trnava University, Slovak Republic; Gilles Breton, Ministry of Education, France; Gábor Szabó, University of Pécs, Hungary

Overall objective

To support relevant stakeholders in the member states in their effort to ensure quality and equity in language testing and assessment, to provide valid language tests and examinations – in terms of their content and function, and their claims of links to the CEFR – and in their effort to implement, where applicable, the European qualifications frameworks

Target groups

- teachers and teacher trainers;
- language testers and examiners, item writers;
- curriculum developers;
- language inspectors;
- policy-makers, decision-takers.

Offers for the education of young migrants and the language of schooling

Community support for (language) education of young migrants

TEAM: Andrea Young (coordinator) IUFM d'Alsace, Université de Strasbourg, France; Ruth Garcia Carrasco, Ministry of Education – Junta de Andalucía, Spain; Vicky Macleroy Obied, University of London, United Kingdom; Roula Tsokalidou, Aristotle University of Thessaloniki, Greece

Objectives

The main objective is to raise awareness of the importance of the community for students' learning, especially in multicultural and multilingual settings by:

- attracting students' families and helping them to feel comfortable at the school site;
- encouraging parents to become more involved in education projects;
- promoting teacher participation in events organised outside school by (migrant) community organisations (such as complementary schools and community celebrations, events offered by local museums and libraries);
- supporting teachers in co-constructing dynamic interactive activities in cooperation with parents and community members, in and out of the classroom.

Target groups

- teachers operating in multilingual settings;
- decision-makers of national/regional/local school authorities;
- school heads and head-teachers;
- complementary school/mother tongue teachers;
- classroom assistants;
- community associations;
- librarians;
- parents.

A project on this theme is also featured under section 6.1.

Enhancing learners' subject competences through adequate language support

TEAM: Claudia Popov-Jenninger (coordinator), Sächsisches Bildungsinstitut, Germany; Catherine Carré-Karlinger, University of Education Upper Austria, Austria; Áine Furlong, Waterford Institute of Technology, Ireland; Sofie Jonckheere, Regional Integration Center Foyer, Belgium

Objectives

The main objective is to provide support to non-language teachers who teach in multilingual schools/classrooms by:

- raising awareness of findings offered by relevant specialist literature and projects and thus enhancing the level of expertise of teachers and teacher trainers in delivering education in multilingual settings;
- presenting solutions for daily occurring problems in multilingual classrooms;
- offering guidelines for successful subject teaching in multilingual classrooms;
- stimulating the regular exchange of expertise and good practice in the field, and consolidating communities of good practice.

Target groups

- teachers of subjects other than languages;
- teacher trainers of subjects other than languages;
- decision-makers of national/regional/local school authorities;
- school heads.

Offers for the education of adult migrants

Quality assurance in language and citizenship courses for adult migrants

TEAM: Richard Rossner (coordinator), Evaluation and Accreditation of Quality in Language Services (EAQUALS); Laura Muresan, Academy of Economic Studies Bucuresti, Romania; Ludka Kotarska, ELS-Bell Education Ltd., Poland; Pernelle Benoit, Centre international d'études pédagogiques (CIEP), France

Objectives

The main objectives of this offer are to:

- enhance the quality of language and citizenship courses focusing on the integration of adult migrants by providing targeted support in quality assurance and quality initiatives;
- enable national and regional authorities to establish or upgrade quality assurance and quality control measures for optimum effectiveness;
- enhance the level of expertise of teachers, teacher trainers and course directors in delivering language education to adult migrants;
- stimulate the regular exchange of expertise and good practice in this field, and to consolidate communities of good practice.

Target groups

- managers of institutions and/or directors of courses for migrants;
- decision-makers;
- trainers of teachers of migrants and teachers, as well as other personnel involved in course delivery.

Training and education in public service interpreting and translation for migrants and second-generation migrants

TEAM Mira Kadric (coordinator), University of Vienna, Austria; Danielle D'Hayer, London Metropolitan University, United Kingdom; Carmen Valero Garcés, University of Alcalá, Spain; Maurizio Viezzi, Università degli Studi di Trieste, Italy

Objectives

The overall objective is to assist member states in developing competences in public service interpreting and translation.

The team proposes to offer training and consultancy to ECML member states wishing to set up or develop further public service interpreting and translation programmes addressed to migrants and second-generation migrants. Such courses are meant to develop professional figures – translators and interpreters – properly trained to operate in public service settings. Through proper training and the professionalisation of public service interpreting and translation the member states can ensure adequate language assistance serving the needs of both foreign residents and public service providers.

Support can either consist in consultancy on existing training curricula for interpreters and translators, i.e. evaluation and further development of such curricula; or in the development of new training curricula according to the needs of the member state.

Target groups

- national and local authorities;
- healthcare authorities;
- education authorities and institutions;
- public service providers;
- migrant associations.

Appendices



Appendix I

How the ECML works

Projects and programmes

The hallmark of the ECML is the organisation of international language education projects. Coordinated by teams of experts, these projects primarily target multipliers in language education such as teacher trainers, textbook authors and experts in the area of the development of curricula, educational standards, evaluation/assessment and plurilingual education.

The Centre's projects are organised within four-year programmes. They are selected by the ECML's Governing Board as a result of a call for proposals which is based on the topics of the programme.

The 2008-2011 programme grouped 21 projects under the title *Empowering language professionals: competences - networks - impact - quality*. As a result of the projects within this programme the ECML published more than 20 innovative instruments and tools in the areas of evaluation, continuity in language learning, content in language education and plurilingual education. These publications are available in English, French and some in German. Details of the programme and its publications can be found at www.ecml.at/empowerment

Languages for Social Cohesion was the title of the 2004-2008 programme. It covered the working strands linguistic and cultural diversity, the development of intercultural communicative competence, professional development and reference tools for language educators and innovative approaches and new technologies in the teaching and learning of languages. All publications are accessible at www.ecml.at/socialcohesion

Publications from all ECML programmes can be found at www.ecml.at/publications

Teams

Each ECML project is run by a coordinator with the assistance of three team members who are also experts in language education questions. The teams, which reflect a balance of expertise, experience, working languages and nationality, are responsible for the running of the project on the basis of the agreed action plan and for monitoring, reporting and evaluating progress and results.

Associate partners

This special form of cooperation has already been widely used within the ECML's 2008–2011 programme to further promote cooperation at institutional level and/or as a means to familiarise representatives from non-member states with the activities of the ECML in order to promote accession to the Centre.

The Centre has set up a memorandum of cooperation with the Official Languages and Bilingualism Institute (OLBI) of the University of Ottawa in order to increase contacts with Canadian language experts, with the long-term aim of creating favourable conditions for full Canadian membership of the ECML. A number of Canadian experts thus participate in the projects of the current programme as associate partners.

ECML Professional Network Forum

The Professional Network Forum is formed of international associations and institutions that share common values and have overlapping expertise in the field of language education and assessment. Under the auspices of the ECML, the members of the Forum have agreed to share their know-how and have committed themselves to work together on areas of common interest in the service of language education. The work of the ECML is being disseminated via the extensive networks of the Forum members which represent hundreds of thousands of language education practitioners. The current members of the ECML's Professional Network Forum are¹:

International Association of Applied Linguistics (AILA),
Association of Language Testers in Europe (ALTE),
European Confederation of Language Centres in Higher Education (CercleS),
Conseil européen pour les langues / European Language Council (CEL/ELC),
Evaluation and Accreditation of Quality in Language Services (EAQUALS),
European Association for Language Testing and Assessment (EALTA),
European Parents Association (EPA),
European Union National Institutes for Culture (EUNIC),
World Federation of Modern Language Associations (FIPLV),
International Association of Multilingualism (IAM),
International Certificate Conference (ICC),
Official Languages and Bilingualism Institute (OLBI) of the University of Ottawa, Canada
American Council on the Teaching of Foreign Languages (ACTFL)

Consultations with the heads and presidents of these associations take place on an annual basis at the ECML premises.

Participants

Participants at ECML workshops are national experts nominated by the member states in response to a participant profile issued by the Centre for each activity. This process is coordinated by the National Nominating Authorities (www.ecml.at/nomination) set up by each of the member countries. In order to ensure effective outreach and impact of ECML projects on a national, regional and/or local level, project participants are expected to be in a position to disseminate ECML work to a larger-scale audience relevant for innovative developments.

1 As of July 2012

Programme evaluation

The ECML uses evaluative procedures and tools in order to monitor and assess its programmes. The evaluation results help establishing constructive dialogue with the ECML partners, in particular with the project teams, the programme consultants (see below) and the ECML Governing Board.

The ECML evaluation is consistent with the Council of Europe Evaluation Policy and with internationally accepted standards and good practices.

Details of the evaluation scheme can be found at www.ecml.at/evaluation. Results of the evaluation are presented in the ECML's annual reports available at <http://govboard.ecml.at>.

Programme consultants

As part of its programme evaluation and quality assurance procedures, the ECML calls on the assistance of external programme consultants to provide feedback on ongoing activities, to contribute to the evaluation of projects and to review the publications and other results arising from them.

The consultants also contribute to transparency towards the Centre's stakeholders by assisting in systematic and effective evaluation of the quality and impact of its activities, products and services. Finally, their involvement facilitates wider professional communication of the ECML's work in the expert community.

ECML consultants are appointed for a four-year period covering a medium-term programme. They are chosen according to their professional expertise, their experience at European level and their commitment to reform in European language education.

For the current programme, the following experts have been selected:

Marisa Cavalli, independent consultant;

Frank Heyworth, Special Adviser, Evaluation and Accreditation of Quality in Language Services (EAQUALS);

Hanna Komorowska, Institute of English, Warsaw University;

Isabel Landsiedler, Graz Technical University

Languages

The ECML's official languages are English and French, the official languages of the Council of Europe. All of the Centre's projects have two working languages, at least one of which must be one of the official languages. Interpretation is provided for workshops and other major programme activities.

Website

The ECML's web platform (www.ecml.at) is the central reference point for all those requiring information on the Centre's work.

The main site showcases over 80 publications on different aspects of language education which are available for download free of charge. As well as surveys, information on developments at national level, up to date details on the Centre's projects and access to the newsletter, the

European Language Gazette, the site includes an ‘international events calendar’ promoting activities relating to language education in Europe and beyond and an ‘experts database’ to promote the services of language professionals in their domains of specialisation. The site also contains ‘ready to use’ materials for the Centre’s principle target groups of its work: teachers; teacher trainers and decision-makers as well as for people simply interested in languages and language education.

Over 30 ECML sites comprising the web platform present language education instruments and approaches related to thematic areas such the European Language Portfolio (<http://elp.ecml.at>), act as a communication tool and reference point for facilitating the work of national and international networks such as the Centre’s National Contact Points (<http://contactpoints.ecml.at>).

The websites provide up to date information and offer collaborative working on individual ECML projects, for example the ECML project portal “Using open resources to develop online teaching skills” (<http://dots.ecml.at>) which links to a Moodle platform supporting a large community of users.

Publications

The ECML’s communication, documentation and resource centre houses all the products of previous ECML project work, mainly in the form of publications and reports, together with a series of Council of Europe collections (such as the John Trim Collection tracing the history of the Council’s work on language education and the collections of European Language Portfolios and all language versions of the Common European Framework of Reference for Languages). In total the CDRC has over 7,000 resources focusing on language education, details of which may be accessed through the ECML online library catalogue.

All ECML publications are available for free download after registration: www.ecml.at/publications



Appendix II

The ECML and its member states

The ECML is financed by and works in direct cooperation with its member states (see section 1). It collaborates in particular with the following instances at national level:

Governing Board and its Bureau

The Governing Board is the Centre's executive organ, composed of one representative from each member state: it defines and adopts the ECML's medium-term programme, monitors its implementation and oversees the management of the Centre's resources.

The Bureau of the Governing Board is composed of the Chair of the Board, the two Vice-Chairs and four other members; it adopts the Centre's annual programme of activities and is more closely involved in the day-to-day work of the Centre.

List of Governing Board members: <http://govboard.ecml.at>

National Nominating Authorities

These are the official agencies set up by each member state which are responsible for selecting participants to attend the Centre's activities in response to the profile indicated by the ECML.

List of National Nominating Authorities: www.ecml.at/nomination

National Contact Points

The offices in the member states which assist in disseminating the Centre's publications and other products and distribute information on its work through their own established national networks.

List of Contact Points: <http://contactpoints.ecml.at>

Austria and the ECML

The ECML is hosted in Graz by the Austrian authorities who provide the Centre's premises and assure its infrastructure, managed by a local secretariat, the "Austrian Association of the ECML" (Verein EFSZ in Österreich). This acts as the local partner of the ECML in Graz, maintaining and developing the premises of the ECML and providing assistance in day-to-day logistics. It also plays a valuable role in acting as an interface between the Centre and local, national and regional bodies.

As part of this function, the Austrian Association organises initiatives and facilitates synergies between the ECML and the region. It supports events aimed at a broader interested local or regional public and works to facilitate the transfer of ECML project results to the region.

Appendix III

How to get involved in the work of the ECML

In advance of each programme there is a call for proposals which seeks experienced professionals in language education wishing either to submit proposals for projects in their area of expertise (and subsequently coordinate them) or to be involved as team members.

The call for the next programme of the ECML will be published on its website at the beginning of 2015.

During a programme persons with a special interest in the subject area of the individual projects are invited to take up contact with their National Nominating Authorities so that they can be considered for selection as participants within a workshop of a particular project. It is expected that the participants are in a position to act as multipliers for passing on information and involving a wider group of people in their countries. When more places are available for a particular workshop, additional participants may attend either at their own cost or at that of their institution/Ministry.

Information on upcoming ECML events and on the expected profile of participants for workshops can be found at www.ecml.at/calendar.

It is also possible to contact ECML experts and team members directly to inquire about possible cooperation in ongoing project work. Contact details are available on each project website, accessible through www.ecml.at/learningthroughlanguages.

Useful links

- **Find out about and get involved in an ECML project:**
Consult the respective project websites: www.ecml.at/programme
- **Contact participants from your country involved in a particular project:**
<http://contactpoints.ecml.at>
- **Apply for participation at an ECML project workshop:**
 - Consult the online ECML calendar of events for dates and the required profile for participants: www.ecml.at/calendar
 - For an official nomination - contact your National Nominating Authority (if a resident of an ECML member state) www.ecml.at/nomination
 - Participation at own cost - contact the ECML directly information@ecml.at (limited availability of places)
- **Join in the celebrations on the European Day of Languages (EDL) on 26 September each year**
 - Visit the website: www.coe.int/edl



- Events on the Day: promote an event online and view and search for events taking place
- Language facts and fun: download/order interactive games, greeting cards, 'language treasures' and much more
- Download/order stickers, posters, buttons, lanyards and other promotional materials
- **Subscribe to the *European Language Gazette*, the ECML's newsletter**, providing up-to-date news about ECML events, projects and resources as well as developments on all aspects of language work carried out by the Council of Europe.
www.coe.int/gazette

Online / distance services

Publications: all ECML books are available for download free of charge

www.ecml.at/publications

International events calendar: promotion of events related to language education

www.ecml.at/internationalevents

Experts' database: promotion of expertise according to specified areas of language education

www.ecml.at/experts

On site services at the ECML

Presentations and guided tours for groups and public access to the reference library

information@ecml.at

Rental of ECML premises to host events corresponding to the Centre's vocation

verein.efsz@ecml.at

Services for large-scale / international events

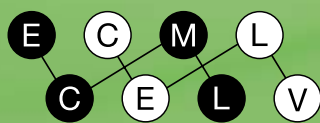
ECML publications and posters for display

ECML travelling exhibition: 21 display stands presenting the ECML publications

information@ecml.at

European Centre for Modern Languages 2012-2015 programme

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European Centre for Modern Languages
Centre européen pour les langues vivantes
Europäisches Fremdsprachenzentrum



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