Inspiring innovation in language education: changing contexts, evolving competences
Inspirer l'innovation dans l'éducation aux langues : contextes changeants, compétences en évolution
Innovationsimpulse in der Sprachenbildung: Kontexte und Kompetenzen im Wandel

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Participant's report

to the National Nominating Authority and
the National Contact Point

Meeting report

In the three weeks after the event, please complete this report. It contains two sections:

1. **Reporting**: this is intended as a feedback on the event, on what was learnt, on how the event will affect your work and on how it will be disseminated. In addition to the ECML National Nominating Authority and the National Contact Point in your country the ECML will use the report[1] in the "Experts involved in ECML activities" section of each ECML member state website (please see http://contactpoints.ecml.at).

   This section should be written in one of the project's working languages.

2. **Public information**: this is intended as an information on the ECML project and its expected value for your country. The content should be of interest for a larger audience. Thus it should link up to interesting publications, websites, events etc. which were discussed on the occasion of the workshop or which are relevant in your country. The public information should be a short, promotional text of about 200 words.

   This section should be written in (one of) your national language(s).

The completed file should be sent to

- **the ECML National Nominating Authority and the National Contact Point in your country (contact details can be found at http://www.ecml.at/aboutus/members.asp)**

- **and in copy to ECML Secretariat (Erika.komon@ecml.at)**

within the given deadline.

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[1] Only if you authorised the ECML to publish your contact details.

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Title of ECML project	Transversal competences in foreign language education
ECML project website	www.ecml.at/transversalcompetences
Date of the event	8-9 February, 2022
Brief summary of the content of the workshop	**Day 1** **Introduction** Think Tank was a 2-day workshop which aimed at bringing together language teachers, language teacher educators, policy makers and other professionals from ECML member states with experience in Transversal competences (TCs) in foreign language education (FLE). The main objectives of the workshop were to explore ways in which language students' TCs are being and could be developed as part of FLE, to build an overview of the current 'state of art' in ECML member states, and to develop proposals for guidelines and other resources that will be useful to language teachers and teacher educators. **Theme A: Orientation** The event opened with a presentation given by Susana Slivensky, the deputy executive director and head of programmes of ECML, in which she talked about the role of the Centre in promoting quality language education to its member states by forming links between research (through the development of international projects and publications) and expertise (through training and consultancy and the organisation of webinars and conferences throughout the year). The main objective, as she asserted, is to bridge policy, research, teacher education and classroom practice through the dissemination of information from ECML to teachers and vice versa. David Newby, ECML programme consultant, then informed participants of the aims of Think Tank and the programme of this 2-day workshop. The event continued on a positive note with opening remarks by Paula Mattila, a member of TT team, who welcomed everybody and made

the acquaintance of all the participants.

Theme B: Concepts & Frameworks

The following presentation by Richard Rossner, member of the moderator team, highlighted the need for a shared understanding of TCs. Although, as he argued, there is consensus across various frameworks that 'competence' is a combination of values, attitudes, knowledge and skills, there is considerable overlap between the competences focused on depending on the context and the aims of the organisation which developed the framework; there is also little agreement, as to how these values, knowledge and skills are described in each framework. These differences found in various existing frameworks pose a number of challenges for educational systems but also plenty of opportunities.

Following this presentation, participants were placed in breakout rooms and were invited to reflect on the Cs which they perceive to be especially important in their educational contexts, and on the ways these Cs can be best developed and integrated in foreign language teaching (FLT). The aim of this group discussion was to encourage participants to use existing frameworks as points of reference in order to make more informed decisions about the selection of TCs and their integration into the design of curricula, the development of pedagogies, and creation of teaching materials.

Theme C: Taking stock of TCs in European education

This session started with a short introduction on the relevance of curricula in TCs followed by three presentations on the area of TCs as approached and implemented in language teaching and teacher education in three different contexts: Finland, Germany and Romania. Group discussions followed, in which participants talked about TCs in their own contexts. The aim was to examine the role of TCs in language policy and curriculum design in member states and to also consider the role played by TE in supporting their implementation in school curricula. What emerged from the group discussions was that, even though TCs are part of language education and teacher education curricula, there is still considerable gap between the intended curriculum (what is written on the actual document), the implemented curriculum (what and how it is implemented in schools) and the attained curriculum (how it is attained by students).

Pulling things together

The first day ended with a summary of the points that emerged during the day. These related to the selection of frameworks, the prioritizing and assessment of TCs, their role and implementation in the curriculum, and the importance of including TCs in TE and CPD.

	Day 2
	Day 2 was more practical as it included more group discussions and reporting of the emergent ideas and fewer presentations. It started with a review of the previous day followed by group discussions related to the implementation of TCs in pre- and in-service programmes in participants' own context. The aim was to identify the challenges encountered in their implementation and discuss possible solutions for dealing with them.
	Theme D – Moving forward
	In order to explore and find solutions to the challenges of incorporating TCs in language education, participants were encouraged to work in groups once again and brainstorm ideas for a future ECML project which would be applicable and adaptable to other member states. Detailed information was also given on the structure and procedure for submitting a project proposal or being involved in one.
	The workshop ended with concluding discussions and recommendations for action plans (dissemination, setting up of networks etc.).
What did you find particularly useful?	The opportunities we were given throughout the workshop to engage in group discussions with participants from other member states, share experiences and brainstorm ideas. The presentations were also really insightful as they raised awareness of the role and implementation of TCs across member states and in different contexts.
How will you use what you learnt / developed in the event in your professional context?	▪ Pay more attention to the Integration of TCs in classroom activities and tasks ▪ Share what I've learnt (formally or informally) to colleagues
How will you further contribute to the project?	▪ I am interested in networking with other members of the Think Tank and being involved in a future project on TCs. Also, as a member of the CyTEA committee **(Cyprus Teachers of English Association),** I can suggest the organisation of an event or a conference which will focus on TCs.
How do you plan to disseminate the project? - to colleagues - to a professional	▪ Present an account of the project / event in my place of work. ▪ Write a report

association - in a professional journal/website - in a newspaper - other	

2. Public information
Short text (about 200 words) for the promotion of the ECML event, the project and the envisaged publication with a focus on the benefits for target groups. This text should be provided in your national language(s) to be used for dissemination (on websites, for journals etc.).
Το Ευρωπαϊκό κέντρο σύγχρονων γλωσσών (ECML) του Συμβουλίου της Ευρώπης πραγματοποίησε διαδικτυακό σεμινάριο εργαστηριακού τύπου (workshop), με θέμα "Transversal competences in foreign language education" www.ecml.at/transversalcompetences στις 8 και 9 Φεβρουαρίου, 2022. Το σεμινάριο παρακολούθησαν εκπαιδευτικοί, εκπαιδευτές, υπεύθυνοι λήψης αποφάσεων και άλλοι επαγγελματίες που σχετίζονται με τη γλωσσική εκπαίδευση από 34 μέλη κράτη και αποσκοπούσε στη διερεύνηση τρόπων ανάπτυξης ικανοτήτων (αξιών, γνώσεων και δεξιοτήτων) του 21ου αιώνα στους μαθητές. Ιδιαίτερη σημασία δόθηκε στο πώς αυτό μπορεί να επιτευχθεί μέσω της εκπαίδευσης και επαγγελματικής κατάρτισης των εκπαιδευτικών. Μέσα από παρουσιάσεις και ομαδικές συζητήσεις, οι συμμετέχοντες είχαν την ευκαιρία να ενημερωθούν και να ανταλλάξουν ιδέες σχετικά με το πώς αυτές οι ικανότητες προσεγγίζονται και εφαρμόζονται στα προγράμματα σπουδών στα σχολεία αλλά και στην εκπαίδευση εκπαιδευτικών σε άλλα κράτη μέλη. Το σεμινάριο είχε ως απώτερο σκοπό την ενίσχυση της επαγγελματικής ικανότητας των καθηγητών γλωσσών ως προς την επιλογή ικανοτήτων και την ενσωμάτωσή τους στο σχεδιασμό προγραμμάτων σπουδών στα σχολεία, την ανάπτυξη παιδαγωγικών προσεγγίσεων και τη δημιουργία διδακτικού υλικού. Το εργαστήριο ολοκληρώθηκε με συστάσεις για σχέδια δράσης όπως πρόσκληση για υποβολή προτάσεων προγραμμάτων, διάδοση πληροφοριών μέσω δημοσιεύσεων, παρουσιάσεων, δημιουργία επαγγελματικών δικτύων και άλλα.