

# Welcome to the parallel session “Transversal dimension of language education/ Competences for life and work”

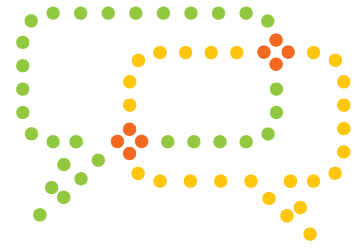
Moderated by PAULINE ERNEST

## Bienvenue à la session parallèle « Dimension transversale de l'éducation aux langues/ Compétences pour la vie et le travail »

Modérée par PAULINE ERNEST



# Overview / Aperçu



## New resources / Nouvelles ressources

1. Cross-border vocational education, **Claudia Polzin-Haumann**
2. Digital citizenship through language education, **Christian Ollivier**

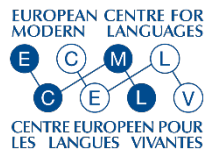


## Training & Consultancy / Formation et conseil

1. ICT in language teaching and learning, **Joe Hopkins**
2. Language for work, **Matilde Grünhage-Monetti (absent)**



## New ECML programme 2024-2027 / Nouveau programme 2024-2027 du CELV



### ECML PROGRAMME 2020-2023

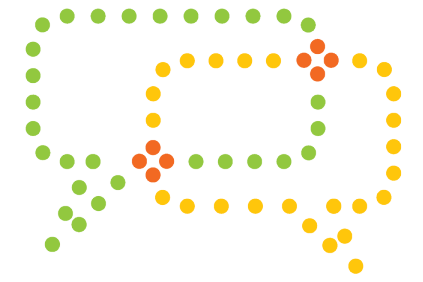
Inspiring innovation in language education: changing contexts, evolving competences

### PROGRAMME 2020-2023 DU CELV

Inspirer l'innovation dans l'éducation aux langues : contextes changeants, compétences en évolution

ECML CONFERENCE  
13-14 December 2023  
CONFÉRENCE DU CELV  
13-14 décembre 2023



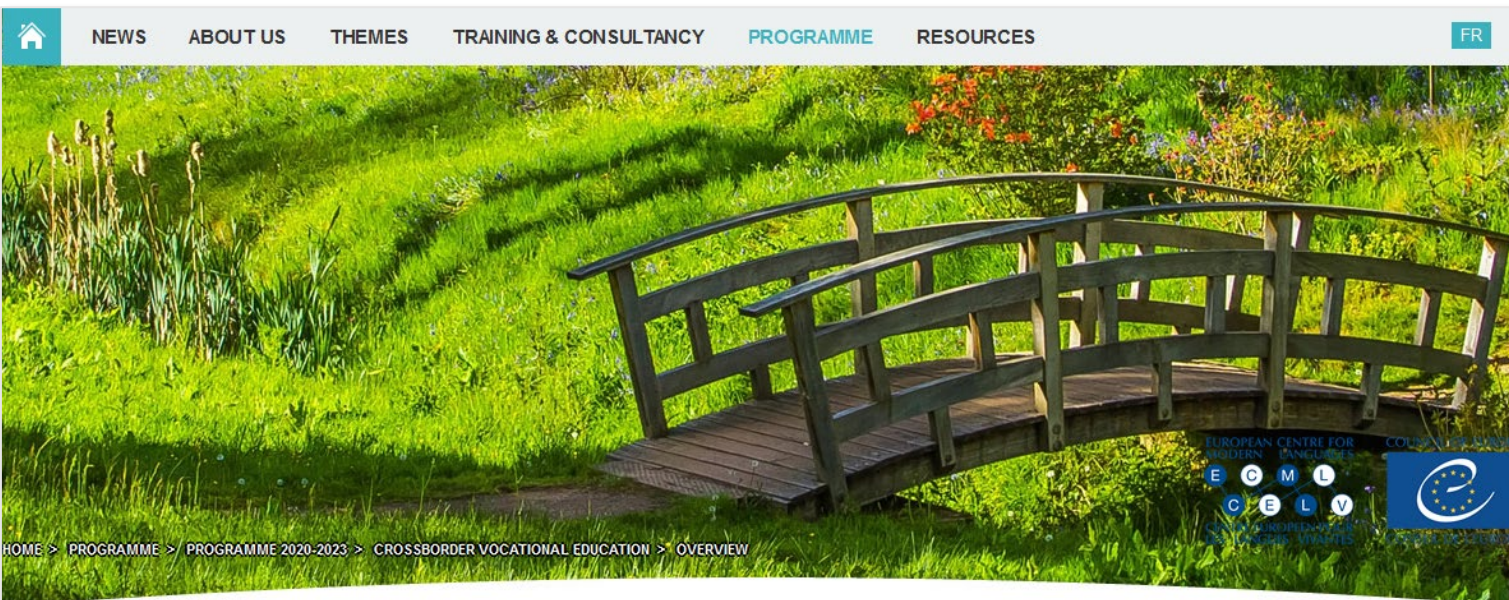


# Cross-border vocational education

## La formation professionnelle transfrontalière

Claudia Polzin-Haumann





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# Enhancing language education in cross-border vocational education



How to best promote language education in border regions, especially in professional and vocational education



## Resources



an online guide for educators in cross-border environments, working with learners in vocational education or with adults in professional education



a teacher and learner portfolio based on the European Language Portfolio

## Target groups

- teachers in the vocational sector
- teacher educators, researchers
- stakeholders in professional and vocational training in border regions

## Thematic areas



Plurilingual and intercultural education



Teacher and learner competences



Migrant education and employment

## Project team



**Claudia POLZIN-HAUMANN**  
Coordinator  
Germany



**Sabine EHRHART**  
Luxembourg

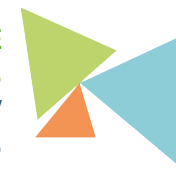


**Vaida MISEVIČIŪTĖ**  
Lithuania



**Barbara MORCINEK-ABRAMCZYK**  
Poland

**Supported by:** Camilla Hansen (Denmark), Fabienne Korb (Germany), Anna Gałęziowska-Krzystolik (Poland), Veronika Lovrits (Luxembourg), Christina Reissner (Germany), Elisabeth Venohr (Germany), Goethe Institut Nancy (France).



## Examples of border regions



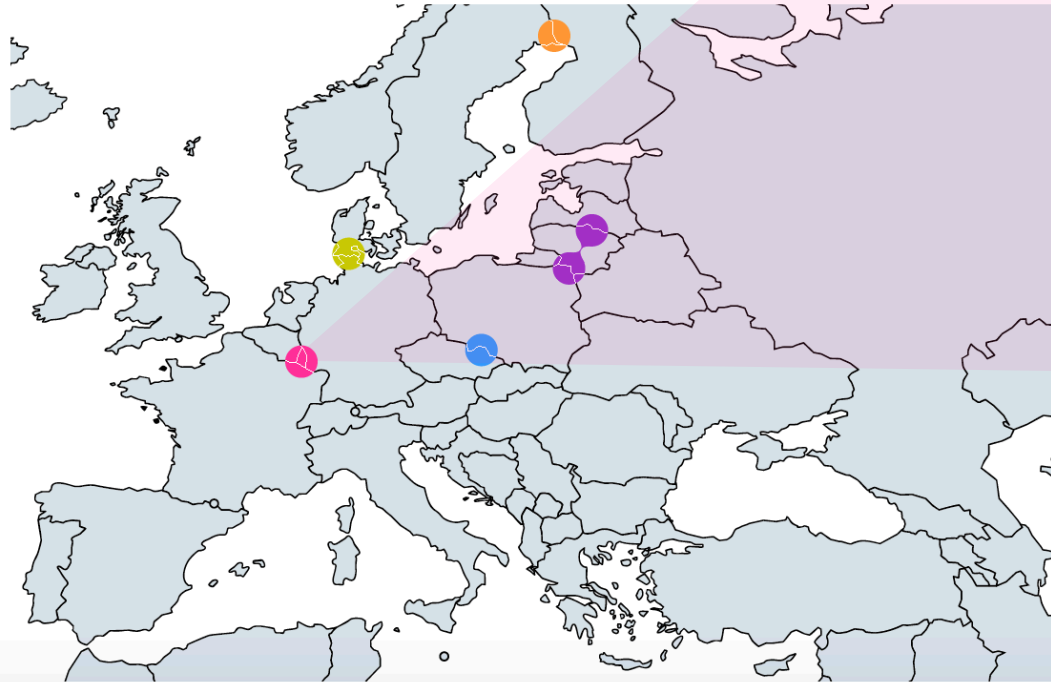
30%

Did you know that around 30% of the EU population is living in a border region? More than 150 million people live and work in cross-border contexts – representing an important potential for professional education and training as well as for the labour market. (cf. [REPORT on EU border regions: living labs of European integration](#))

Four border regions in Germany-France-Luxembourg-Belgium, Germany-Denmark, Poland-Czech Republic and Lithuania-Poland-Latvia were selected as examples to illustrate the variety of border region realities. This includes policies, economics, education, everyday life and much more. This section on examples of border regions aims to

- provide an insight into different border regions;
- invite everybody to discover the opportunities and challenges related to language education in cross-border vocational education settings

Click on the map to find out more about a particular border region and get inspired.



## Greater Region

### The border region at a glance



- consists of the territories Lorraine in the French region Grand Est; the areas of Wallonia, the Federation Wallonia-Brussels and East Belgium; the federal states of Saarland and Rhineland-Palatinate in Germany and the Grand Duchy of Luxembourg
- ~ 11,8 million inhabitants (2023)
- official languages: French, German, Luxembourgish

(Source: <https://www.grossregion.net/Die-Grossregion-kompakt/Die-Grossregion-in-Zahlen>)

### Language situation

- The Greater Region has around 267.000 cross-border commuters, the highest number in the EU. Hence, multilingualism is of special importance and opens up numerous perspectives for the cross-border labour market. In this context, several programmes. To find out more, see: [Examples of good practices \(hyperlink\)](#)
- Language policies focus on communication skills in French, German, Luxembourgish, without excluding further languages taught in the education systems, such as English, Spanish, Italian or Latin.
- Although the neighbouring languages are promoted as important for daily (work) life, in reality, language proficiency is very heterogeneous. This makes communication in different parts of everyday life (such as activities, work and education) in the official languages of the Greater Region difficult - especially in cross-border vocational education further support for language learning and teaching is needed

### The examples of border regions indicate that there are shared needs and challenges.



There are **different understandings and perceptions** of borders (national, historical, regional, mental, cultural, linguistic, social...).



**Geographical closeness** does not necessarily lead to close relationship and collaboration.



Borders can be described on a **continuum** between friendly and hostile (Henry Lefebvre "La production de l'espace" 1974).

An open mindset is one of the most important conditions for cross-border practices. Languages can build bridges. Borders and border regions are dynamic spaces or processes that start with us. So be part of it and cross the bridges!





## Cross-border vocational education

Language learning and teaching in cross-border vocational language education settings requires specific concepts and approaches.

During the project, we, the team members of this project, shared many different experiences and expertise from our different [European border regions](#), in order to co-construct the following content. In addition, we carried out a Europe-wide survey on language teaching and learning in cross-border vocational education. This provided important insights into different other border regions and we are grateful to all the survey participants for their support.

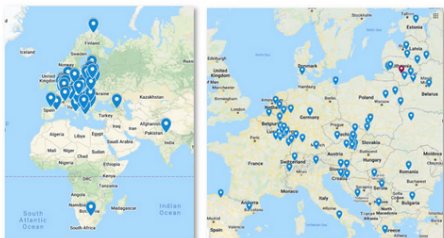
Based on the survey results, we developed our guide around the following three thematic sections in cross-border vocational language education contexts:



the three thematic sections  
les trois sections thématiques

## Lessons learned from a survey on language teaching and learning in cross-border vocational education

The survey was carried out in 2021 and completed by 139 participants from many different countries/border regions as illustrated in the maps:



About half of participants work as (language) teachers; other respondents were academic researchers, teacher educators, students/trainees and further persons involved in (language) education in cross-border contexts.

### Key findings of the survey

In general, language learning and teaching support in cross-border vocational training and teaching programmes is perceived as being somewhat insufficient, according to participants' knowledge and experience. In addition, the conception that English language skills are sufficient in today's multilingual society needs to be discussed.

On balance, fostering intercultural competences and language skills are at the same time the most important benefits and challenges of cross-border vocational training and teaching programmes. They can also be understood as the ability to change perspectives and connect the language competence(s) to a varying social and professional context.

If you are interested in more detailed insights into the findings of our survey, please check below or follow the link [here](#).

[Survey - Part 1: Languages and cultures in border regions](#)

[Survey - Part 2: Cross-border vocational education and training programmes](#)

insight into survey findings  
aperçu des résultats d'une enquête

### YOUR TURN What is your view?



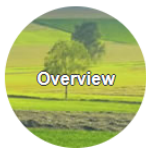
Since every cross-border vocational (language) education context is individual, we prepared 10 questions from our survey for you. You are invited to reflect on your language teaching and learning context. You can also share and discuss the

questions and reflections with your colleagues.

What is your view?

involving readers; initiating self-reflection (portfolio)  
impliquer les lecteurs ; initier une réflexion personnelle (portfolio)





## Plurilingualism in cross-border language education

In this section, we combine activities that raise awareness of plurilingualism and plurilingual language learning in relation to the special needs of border regions. We start with a short introduction on plurilingualism in cross-border vocational language education contexts. This is followed by five exemplary thematic chapters. The first three chapters aim at promoting language awareness, language teaching awareness and language learning awareness. In a next step, we suggest the concept of "Intercomprehension" as a systematic approach to plurilingual language learning and teaching and we show how to integrate it in language teaching and learning in cross-border vocational language education settings. The importance of neighbouring languages and how their potential can be used is at the centre of the subsequent activities.



Let's talk about (your) language(s)



Let's think about your language learning



Let's talk about your language teaching



Understanding languages through other languages



Why are neighbouring languages so important?

### The practice-oriented sections include Les sections pratiques comprennent

- short introduction
- objectives
- theoretical background
- Your turn! - Activities (portfolio)
- Take away

- une brève introduction
- les objectifs
- le contexte théorique
- À vous - Activités (portfolio)
- À emporter

Let's talk about (your) language(s)

Let's think about your language learning

Let's talk about your language teaching

Understanding languages through other languages

Why are neighbouring languages so important?

## Let's talk about your language teaching

Teaching languages in professional contexts requires competences and background knowledge that are quite different from those needed for example to teach very young learners. Within the required background knowledge, specific factors come into play, such as the geographical, economic and political situation. In border regions, the cross-border labour market presents an important issue for vocational formation: the vocational training must prepare learners for their professional future, including the crossing of national – and often linguistic and cultural – borders. In order to meet this challenge, teachers need to have the appropriate professional background, which includes learning about how to approach the particularities of teaching in a border region and including the transmission of special regional aspects in teaching. They should be familiar with the specific requirements of the cross-border and/ or the labour market on the other side of the border. In addition, the attitudes of the teachers are of great importance.



Objective

Raising awareness of language teaching in border regions.

YOUR TURN



You can file your activities in the portfolio suggested in this project (insert link to portfolio explanation). In this way, you can record your thoughts and reflections. This enables you to develop more awareness of the issue as well as to find out where you might need further support or information.

## Let's think about language teaching

The European Commission postulates for European teachers: "[...] essential competences they require in order to be effective in the classroom is one of the keys to raising levels of pupil attainment" (EU 2013, p.5). In general, teaching competences are to be seen as "complex combinations of knowledge, skills, understanding, values and attitudes, leading to effective action in situation" (EU 2013, p.9). The *European Trade Union Committee for Education (ETUCE)* describes quality teachers as equipped with the ability to integrate knowledge, to handle complexity, and to adapt to the needs of individual learners as well as groups. Thus, teacher competences are built on a concept of teaching as praxis in which theory, practice and the ability to reflect critically on one's own and others' practice illuminate each other, rather than on a concept of teaching as the acquisition of technical skills (ETUCE, 2008).

With his meta-analysis of hundreds of studies related to learning achievement, John Hattie gives a synthesis of evidence of success. He emphasizes the teacher's key role in learning success: „It is the teachers who are open to experience, learn from errors, seek and learn from feedback from students and who foster effort, clarity and engagement in learning" (2009, p.35).

In addition to general professional competence, which includes knowledge, ability and reflexivity as the core of professionalism, there are specific features for each field of expertise that needs to be taught. In particular, the competences needed by language teachers vary considerably according to the context in which they are teaching.

In the following section, we propose some thought-provoking ideas and activities for language teaching staff, in order to develop an initial awareness of the specific situation of vocational language training in border regions.

## Activities

Activity 1: Language portrait

Activity 2: The languages in your border region

Activity 3: Thinking about language teaching requirements

Activity 4: Create a plan for your future teaching



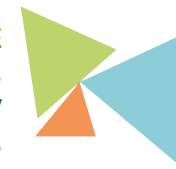
Take away

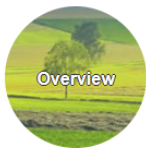
Critical self-reflection and the willingness to further develop are important for successful teaching and improvement.

The teachers' role is not limited to traditional teaching, but also to facilitating and supporting the students' learning process. Reflecting together and discussing one's own language(s) and language learning promotes (multi)language awareness and language learning awareness.

Teachers can learn from students' feedback.

Everyone is in a lifelong learning process.





## Plurilingualism in cross-border language education

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Let's talk about (your) language(s)



Let's think about your language learning



Let's talk about your language teaching



Understanding languages through other languages



Why are neighbouring languages so important?

### The practice-oriented sections include

- short introduction
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- Your turn! - Activities (portfolio)
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- une brève introduction
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Let's talk about (your) language(s)



Let's think about your language learning



Let's talk about your language teaching



Understanding languages through other languages



Why are neighbouring languages so important?

## Understanding languages through other languages (intercomprehension)

Have you ever had the experience that just by using your language skills you could understand elements of a text in a foreign language without having learnt it before?

YES

Super! Understanding languages through other languages is called intercomprehension. You will get to know more about intercomprehension in this chapter and you can further develop your comprehension skills.

NO

Time to learn something new! Discover intercomprehension with us, the ability to understand languages through other languages.

The following input is based on the new digital EuroComCenter-website and adapted to our project context.

### What is intercomprehension?

In general, intercomprehension is defined as the ability to communicate in a group of languages that have a common origin by understanding, through processes of inference and transfer, a language that was not formally learned.

Intercomprehension is based primarily on linguistic affinities. Each of the three major European language groups – the Romance, Slavic and Germanic language families – share many similarities. This means: If you know one language, you already know a lot about the other members of this language family. Not only does this apply to similar vocabulary, but also to the functioning of the languages, e.g. with regard to sentence structure, grammar, etc.

A further distinction is made between receptive and interactional intercomprehension competence, depending on whether it is 'only' about understanding or 'also' about actively communicating with speakers of other languages. In both cases, linguistic or language-related as well as cognitive skills and knowledge are at the centre; understanding is the indispensable core of intercomprehension competence.

Intercomprehension contributes to developing and fostering

- learner autonomy
- language awareness
- learning strategies and techniques
- reading strategies and techniques
- self-evaluation
- optimised deduction techniques for understanding texts
- the use of transfer resources.

### Objectives



Getting to know intercomprehension - a simple way for understanding languages through other languages. Familiarising yourself with the EuroCom-concept - a systematic approach for developing understanding competences in closely related languages and their varieties. Reflect on possibilities and potentials of integrating intercomprehension in cross-border vocational language education.

### YOUR TURN



Take part in our quizzes about European language families below!

START QUIZ

Romance languages

START QUIZ

Germanic languages

START QUIZ

Slavic languages

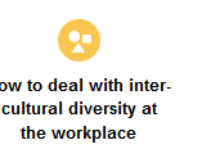
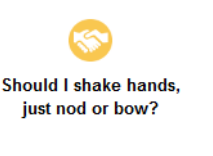
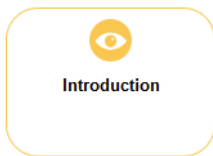
START QUIZ







## Intercultural competences in cross-border vocational education



### A few words on intercultural competences

In the mid-eighties of 20th century, a new tendency appeared in teaching foreign languages - the intercultural approach. Its aim is building comprehension and establishing communication between members of different cultures by raising awareness also of cultural aspects in language teaching.

Intercultural competence is described as a complex of analytic, strategic and affective abilities like tolerance and respect for otherness in contact with representatives of other nations. One must gain knowledge about culture and forms of cultural behaviour, be able to make analysis without prejudices and raise awareness of otherness. Intercultural learning includes developing both: language and psychological skills.

[Read more](#)



#### Objectives

In this section, we focus on intercultural competences and their relevance for language education in cross-border vocational education. We give a short introduction on the topic and suggest some concrete practical

activities about the following topics:

1. Why is it so important to talk about intercultural competences in language learning contexts?
2. How to be polite and respectful and behave appropriately in social situations at work and outside the workplace?
3. Should I shake hands or just nod when I greet people?
4. How to deal with intercultural diversity at the workplace?

examples from border regions

exemples de régions frontalières

### Example 1: Offering food to guests



Image by garetvisual on Freepik

Let's have a look at some typical situations in Poland and France that differ from each other. But always keep in mind: we are talking about some typical tendencies in the two country's cultures – that doesn't mean that each and everyone follows those behaviours! Especially younger generations often come up with different behaviours, not following the traditional lifestyle of older generations in all regards.

[Hide details](#)

#### Upper Silesia, Poland

In Poland, if you are invited to somebody's house for a meal you are often asked if you don't want a second serving of the dish which is served. It is considered polite and respectful both to say 'yes' and 'no'. But be prepared that even though you refuse, you might be asked again, especially by older people. In the region of Upper Silesia, people might think that you were too shy to say that you want more food. So declining food during festivities in Poland does not mean that you will not be asked again.

#### Grand Est, France

When you are invited for a meal, the host often proposes only once and it is up to you to ask for more. Furthermore, conviviality around a glass of wine plays an important role in France. This not only presents an opportunity to have a good time together, it is even more a way to strengthen the bonds in a group (without overdoing and drinking too much).

#### YOUR TURN



How is it in your country? Have you already experienced differences in a border region? Have you already taken part in a cross-border exchange (at work or school)? What were your experiences?





## Languages, disciplines and professions

Plurilingual and inter-/pluricultural competences are of special importance for language education in cross-border vocational education contexts (insert hyperlinks to plurilingualism und intercultural comp. sections), but it is also essential to choose suitable teaching methods and to know how communication in multilingual teams work. In this section, you can discover different teaching methods and ways of integrating them into your teaching contexts. Further, you can find out why English is not always the appropriate language for communication, how many languages can be part of a successful company communication and why this is important for vocational language learning and teaching in border regions. Start to discover right away.



Teaching methodologies



One, two or multiple languages?



Multilingual resources in professional practice



The role of mobility

up to date topics discussed in the context of (language) education in cross-border vocational education, including ready-to-use activities for the classroom

des thèmes actuels abordés dans le contexte de l'enseignement (des langues) dans l'enseignement professionnel transfrontalier, y compris des activités prêtes à employer en classe



## Working in multilingual teams: more than English only?!

### What do research studies say about English use?

Companies nowadays are multilingual. Employees often speak and/or understand at least two or three languages. Hence, language education is of special importance in vocational training. Nevertheless, English as the only common (or shared) language often seems to be the most effective way to communicate. Let's check the two sides of the coin.

### Reasons for English only

On the one hand, an argument in favour of English as common language can be found, e.g., in the article "A growing number of global firms are using as English their main language – even if they are based in Japan or France" by Borzykowski (2017). He explains the consensus among many companies that are not based in English speaking countries and are run by non-native English speakers that English simplifies life in the companies.

[Read more](#)

### English only - in practice only for a minority!

On the other hand, practice shows that there is not the same need or the same motivation for only one language at all working levels, and that English does not automatically have to be the technical language used. While managers often communicate with each other in English, at the production level different national languages - including migrant languages - are an important tool for understanding and building relationships (cf. Smart case study (hyperlink), Venohr 2016).

[Read more](#)

### YOUR TURN



1. Think about the following sentence/utterance from the very famous Austrian-American psychologist, and communication theorist Paul Watzlawick:

*"Communication has both a content and a relationship level."*

What does this mean for your own work while teaching a foreign language in the context of vocational training?

2. The supporters of English as a lingua Franca are using the argument of crossing borders by using only English, especially in professional international settings.

Here are three statements that you should comment either approving or disagreeing. Does this approach of 'English only' correspond to your (border) region?

[Read more](#)

## Multilingualism in cross-border working environments

As we have seen, even in companies acting worldwide the language choice is not always limited to English as Lingua Franca. Due to another language's repertoire in border regions, language management can be very specific and varied. Let's have a look at three different examples:

### 1. English on the rise in Lithuanian border region

In the Lithuanian context, three languages seem to dominate workplaces: English, Russian, and Lithuanian. However, the use of languages depends highly on the education, age, and ethnic identity. The younger learners use English while the older people use Russian in multilingual companies. The dominance of English is predicted to take over in the future (cf. Ramonienė M. (2011). Kalbų vartojimas darbe didžiųjų Lietuvos miestuose).

[View Lithuanian border region page](#)

### 2. The role of languages and cultures at the automotive manufacturer Smart situated in the German-Luxembourg-French border region – a case study

[Download case study \(pdf\)](#)

[View page of the German-Luxembourg-French border region](#)

### 3. Insights into languages and cultures at railway companies in the French-German border region - a case study

### YOUR TURN



For trainers and learners

(1) Which could be the role of other „Linguae francae“ than English? Think also about minority languages or dialects that are spoken on both sides of a national border.

(2) Could you draw a typical vocational biography showing this linguistic cross-border effect? How can the value of multilingual practices be promoted at the workplace for apprentices in your own lessons?

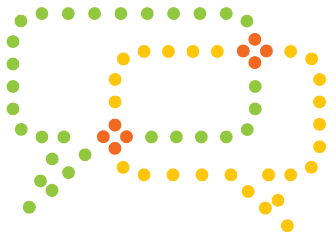
(3) What about your experiences with language use in cross-border professional contexts? Which strategies can you observe? Which languages are used? Do you agree with the results from the case studies?

You can take notes and file them in your portfolio.

In addition: Exchange with a colleague. Do you share the same experiences and observations? Which similarities and differences exist?

This task can also easily be used in class: Ask your students to reflect on the questions above. You can also provide the case studies to them. Afterwards, let them exchange and collect their experiences and findings with the group. You can also switch in the (foreign) language of teaching, in this way, your students can also train their communication skills.





Thank you for your attention!

Merci pour votre attention!

Prof. Dr. Claudia Polzin-Haumann



# Digital citizenship through language education

## Citoyenneté numérique par la formation en langues

Christian Ollivier

# Une équipe

# A team



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e-lang citizen, un  
projet pour...

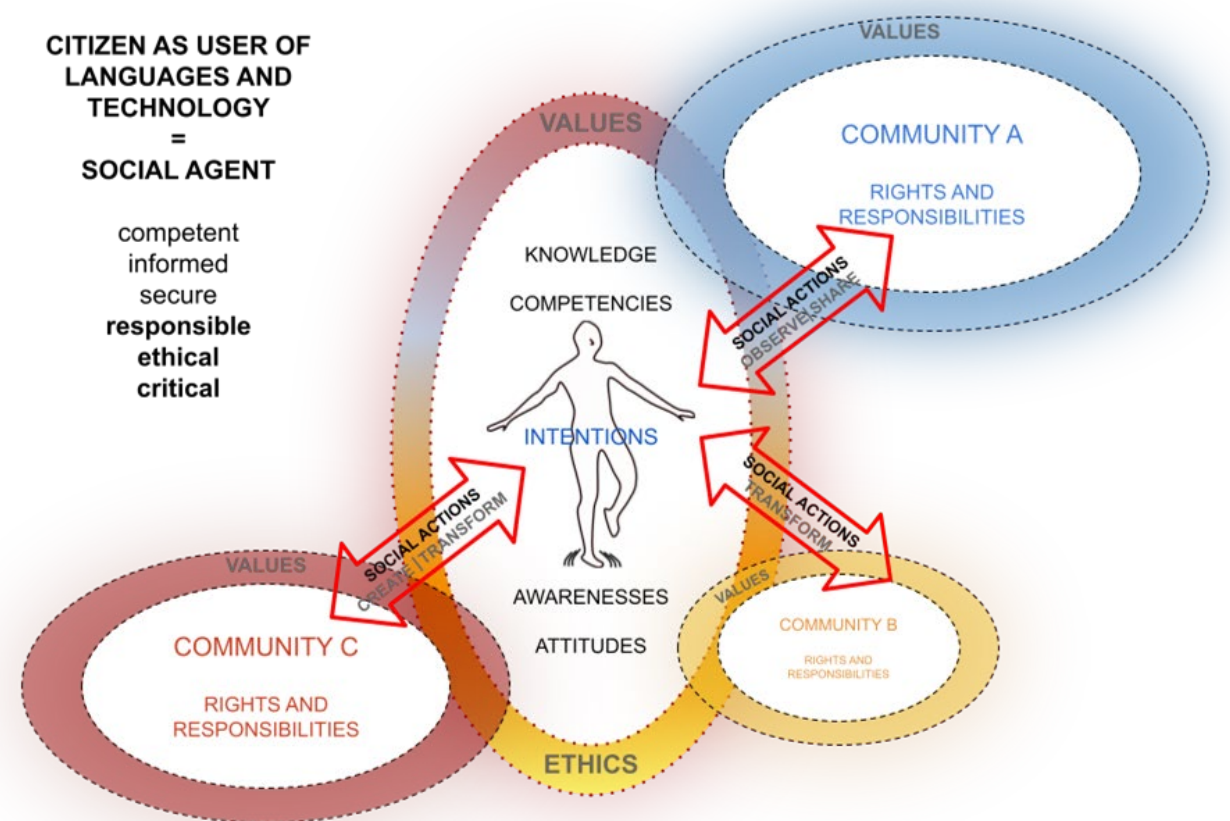
e-lang citizen: a project  
to...

associer éducation langagière et  
éducation à la citoyenneté  
numérique

link language education with Digital  
Citizenship Education



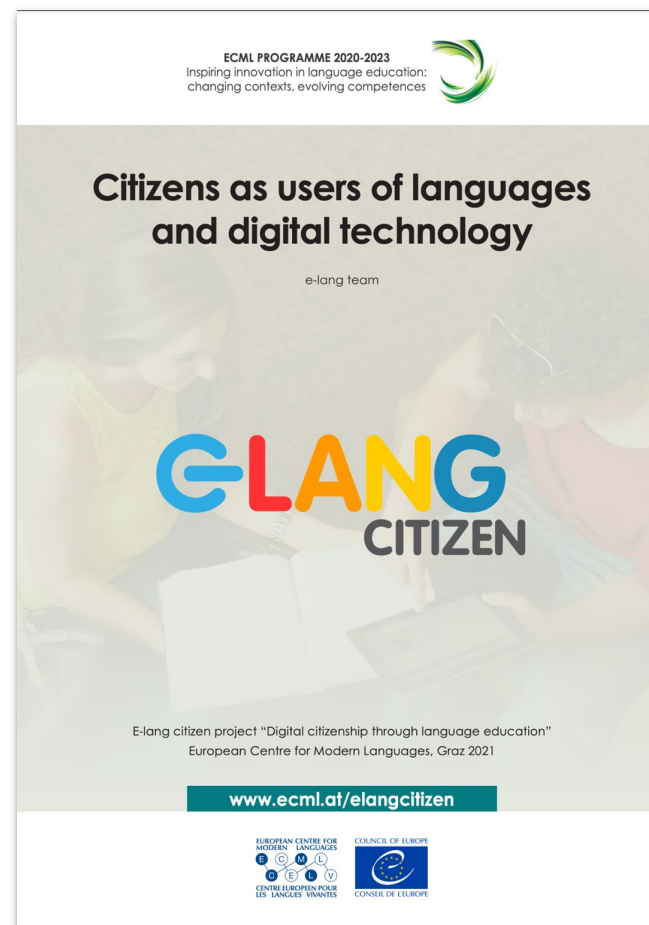
# Citoyenneté numérique? Digital Citizenship?



# Plus d'information ?



# Find out more about it



**ECML PROGRAMME 2020-2023**

Inspiring innovation in language education: changing contexts, evolving competences

**PROGRAMME 2020-2023 DU CELV**

Inspirer l'innovation dans l'éducation aux langues : contextes changeants, compétences en évolution

**ECML CONFERENCE**

13-14 December 2023

**CONFÉRENCE DU CELV**

13-14 décembre 2023





# 2 types de tâches

# 2 types of tasks

## Tâches réflexives

## Reflective tasks

## Tâches ancrées dans la vie réelle

## Real World Tasks



# Tâches réflexives

## Agir sûr

Créer une affiche contre le cyberharcèlement

Agir informé, critique  
Identifier des fake news

## Agir critique

Wikipédia - Forces et limites

# Reflective tasks to be...

## Safe

Creating a poster against cyberbullying

Informed and aware  
Identifying fake news

## Critical

Wikipedia - Strengths and Limitations



# Tâches ancrées dans la vie réelle

Recommander un restaurant, bar, café... dans un guide touristique participatif

Commenter un article de journal

Réaliser une vidéo « engageante » pour Instagram ou TikTok

Reddit - participer pour comprendre

# Real World Tasks

Recommending a restaurant, bar, café, etc. on a participative travel guide

Commenting on a newspaper article

Producing an “engaging” video for Instagram or TikTok

Reddit: understanding through participation

# Tâche et CN

Recommander un restaurant, bar, café... dans un guide touristique participatif

**Compétent** : savoir utiliser un wiki

**Informé** : vérifier les informations

**Sûr** (pour les autres) : préserver la réputation de l'établissement

**Ethique** : faire un choix en fonction de ses principes éthiques

**Responsable et critique** : être conscient de l'impact sociétal, environnemental... d'une recommandation

# Task and DC

Recommending a restaurant, bar, café, etc. on a participative travel guide

**Competent**: knowing how to use a wiki

**Informed**: checking information

**Safe** (for others): preserving the reputation of the location

**Ethical**: choice in accordance with ethical principles

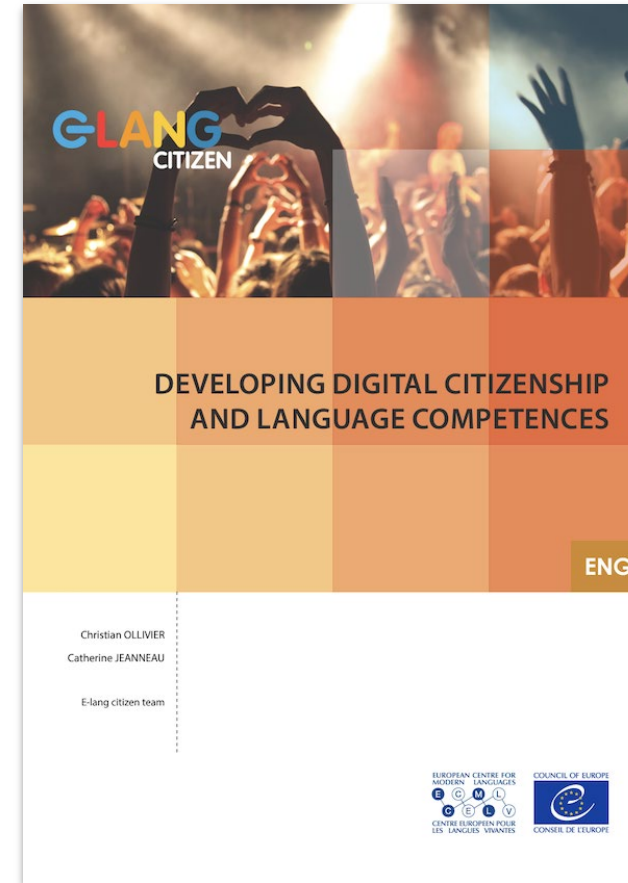
**Responsible and critical**: being aware of the societal, environmental... impact of recommendations



# Plus d'information dans le cadre didactique



# Further information in the pedagogical framework



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<http://www.christianollivier.eu>

e-lang citizen

<https://www.ecml.at/elangcitizen>

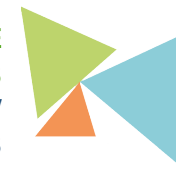
elang

<https://www.ecml.at/elang>



# Training & Consultancy

## Formation Et Conseil





# ICT in language teaching and learning

## Les TIC dans l'enseignement et l'apprentissage des langues

Joe Hopkins





## Why?

### Language educators need

- effective, hands-on training in using ICT in their work
- time for reflection/discussion on pedagogical principles, online task design and selection of appropriate tools and resources.

## What?

- Professional development workshops for language educators
- Inventory of freely available ICT tools

## Pourquoi ?

### Les enseignants de langues ont besoin

- d'une formation pratique et efficace à l'utilisation des TIC dans leur travail
- du temps pour la réflexion/discussion sur les principes pédagogiques, conception des tâches en ligne et sélection d'outils et de ressources appropriés.

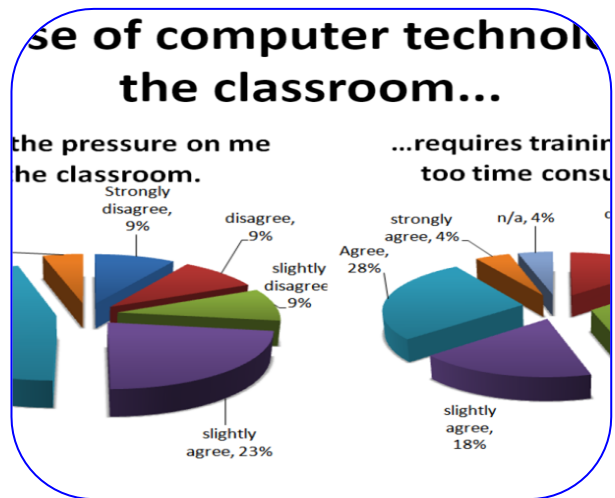
## Qu'est-ce que.. ?

- Ateliers de développement professionnel pour les enseignants de langues
- Inventaire des outils TIC disponibles gratuitement

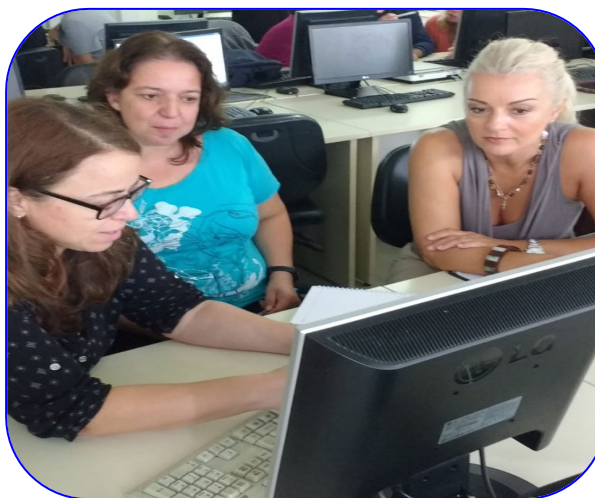


# Workshops / Ateliers

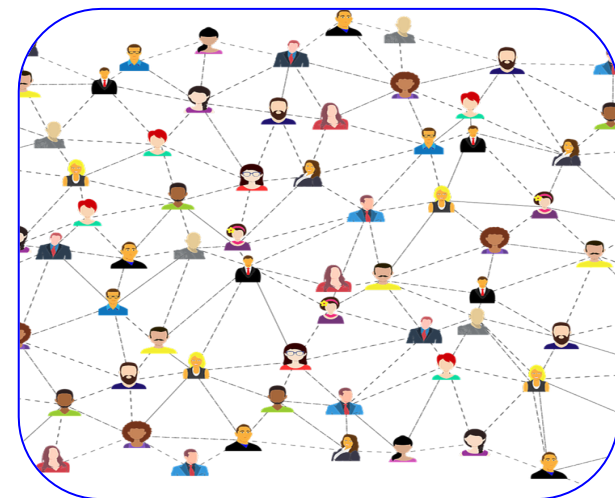
Before  
*Avant*



During  
*Pendant*



After  
*Après*



# Inventory of ICT tools and open educational resources

## Inventaire d'outils TIC et de ressources éducatives ouvertes

[www.ecml.at/ict](http://www.ecml.at/ict)

### Inventory of ICT tools and open educational resources

Welcome to the inventory of freely available online tools and open educational resources for language teaching and learning developed by the ICT-REV project! The inventory contains a list of tools that have been evaluated with specific criteria in mind. [Read more](#)

★★★★★ (124 votes) Rate this resource

**Improved layout!**

Search for a keyword

This tool was developed within the framework of a cooperation agreement between the European Centre for Modern Languages and the European Commission

205 tools found

<p>Playphrase</p> <p>Tool to find the pronunciation of words from movies</p> <p><a href="#">View details</a></p>	<p>Google Docs</p> <p>Collaborative writing tool</p> <p><a href="#">View details</a></p>	<p>PickerWheel</p> <p>Spinning wheel creator</p> <p><a href="#">View details</a></p>
<p>Talkpal AI</p> <p>AI-powered chatbot for language learning</p> <p><a href="#">View details</a></p>	<p>BigBlueButton</p> <p>Open-source web conferencing tool</p> <p><a href="#">View details</a></p>	<p>Photos For Class</p> <p>Bank of images for classroom use</p> <p><a href="#">View details</a></p>

**Filter these tools**

**Principal Functions**

- Audiobooks
- Autonomous learning
- Audio recording
- Blogging
- Bookmarking
- Citation managers
- Collaborative writing
- Course management
- Crossword puzzle creators
- Digital whiteboards
- Educational sharing
- File sharing/syncing
- Flashcard creators
- Game apps
- Image and video editing
- Image banks
- Marking and feedback
- Mind mapping
- News aggregators
- Note taking
- Streaming/radio services
- Poster/infographic creators
- Poll and survey creators
- Quiz/exercise makers
- Screen recording
- Slide presenting

**Type Of Interaction**

- Group/pair work - classmates
- Group/pair work - outsiders
- Individual work
- Presenting (e.g. lecturing, storytelling)

**Skills**

- Listening
- Speaking
- Reading
- Writing
- Vocabulary
- Grammar
- Pronunciation
- Intercultural

**Content**

- You supply
- Website/other users supply

### Inventory of ICT tools and Open Educational Resources

Welcome to the inventory of freely available online tools and open educational resources for language teaching and learning developed by the ICT-REV project! The inventory contains a list of tools that have been evaluated with specific criteria in mind

**Highlighted tools!**

**Canva, an online graphic design tool for creating posters flyers and presentations**

[View Details](#)

PLAY

Infographic/creators

Search

**What would you like to do?**

[Manage my classroom](#)
[Increase learner engagement](#)
[Find and organize resources](#)
[Teach by creating](#)

[Use audio, video, images](#)
[Provide learners with extra practice](#)
[Provide learners with extra practice](#)
[Miscellanea](#)

Principal Function  Skills  Content  Interaction  Language  Reset

### Use audio, video, images

<p><b>Arte</b></p> <p>Streaming platform in six languages</p> <p><a href="#">Streaming/radio services</a></p>	<p><b>Canva</b></p> <p>Create collaborative and educational quizzes</p> <p><a href="#">Infographic/creators</a></p>	<p><b>Socrative</b></p> <p>Create collaborative and educational quizzes</p> <p><a href="#">Quiz/exercise makers</a></p>
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### Manage my classroom

<p><b>Arte</b></p> <p>Streaming platform in six languages</p> <p><a href="#">Streaming/radio services</a></p>	<p><b>Canva</b></p> <p>Create collaborative and educational quizzes</p> <p><a href="#">Infographic/creators</a></p>	<p><b>Socrative</b></p> <p>Create collaborative and educational quizzes</p> <p><a href="#">Quiz/exercise makers</a></p>
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Help us to improve the inventory!

**Do you have a favorite tool that you miss on the ICT Tool Inventory?**

[Suggest a tool](#)



# Thank you!

# Merci beaucoup !

Joseph Hopkins: [jhopkins@uoc.edu](mailto:jhopkins@uoc.edu)

Pauline Ernest: [pernest@uoc.edu](mailto:pernest@uoc.edu)

[ict-rev.ecml.at](http://ict-rev.ecml.at)



# Language for work

## La langue pour le travail

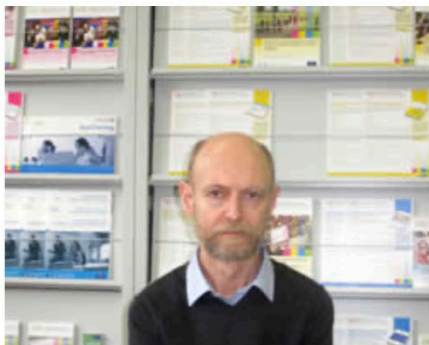
### Matilde Grünhage-Monetti (absent)



## Project team



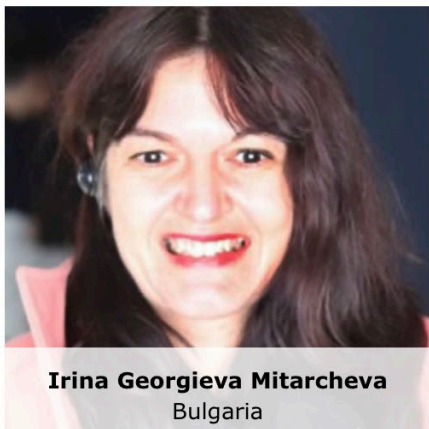
**Matilde Grünhage-Monetti**  
Germany



**Alexander Braddell**  
United Kingdom



**Fernanda Minuz**  
Italy



**Irina Georgieva Mitarcheva**  
Bulgaria



**Deirdre Ní Loingsigh**  
Ireland



**Christophe Portefin**  
France



**Kerstin Sjösvärd**  
Sweden



[HOME](#) > [TRAINING & CONSULTANCY](#) > [LANGUAGE FOR WORK](#)

# Language for work: how to support work-related language learning for adult migrants

INTRODUCTION

EVENTS

TEAM

THEMES AND PUBLICATIONS

MANAGEMENT



## ECML PROGRAMME 2020-2023

Inspiring innovation in language education: changing contexts, evolving competences

## PROGRAMME 2020-2023 DU CELV

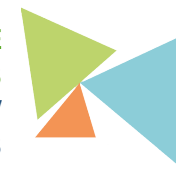
Inspirer l'innovation dans l'éducation aux langues : contextes changeants, compétences en évolution

## ECML CONFERENCE

13-14 December 2023

## CONFÉRENCE DU CELV

13-14 décembre 2023

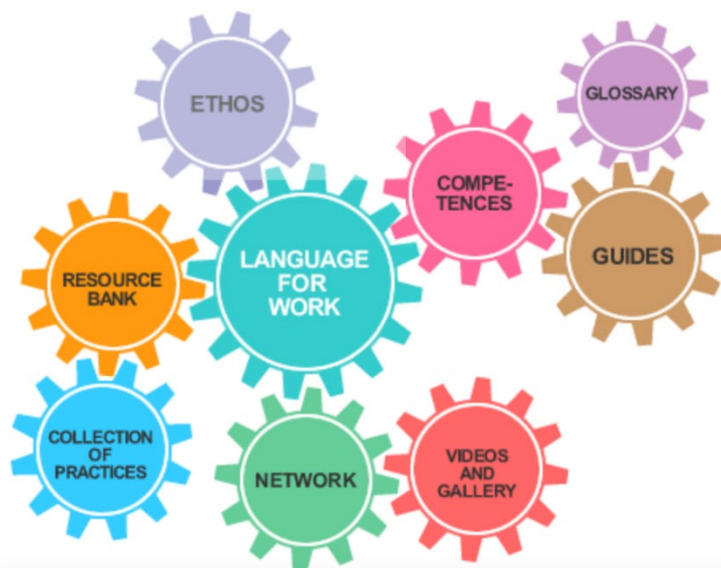


Work-related language skills are crucial to the integration and participation of adult migrants. New approaches are emerging across Europe to help them develop those skills. This offer brings together a team of experts familiar with these approaches to offer practical guidance to teachers, employers, trade unions, labour market administrators, policymakers and others working in this field.



This training & consultancy activity is a result of the project "Language for work".

[www.ecml.at/languageforwork](http://www.ecml.at/languageforwork)



## Target groups

- Teacher trainers;
- Language teachers, vocational teachers;
- Learning providers;
- Civil servants responsible for integration programmes;
- Linguistic researchers;
- Employer organisations and trade unions;
- Human resources;
- Policymakers.

The team is open to consultation with national agencies regarding target group(s), according to needs and priorities of member statesstakeholders who are concerned with teacher education across languages and different subjects.

## Results and benefits

This training and consultancy activity will enable participants to

- increase their knowledge and skills regarding practical ways to support work-related L2 learning;
- enhance local resources to support work-related L2 learning.





## New ECML programme 2024-2027: *Languages at the heart of democracy*

### New Projects

- Artificial intelligence in language teaching and learning
- Competences for democratic culture in diverse primary schools
- Language teachers' plurilingual identities, autonomy and wellbeing
- Sign languages – special focus on migrant and refugee children
- Deeper learning in the foreign language classroom
- CLIL teaching materials for 21st century competences

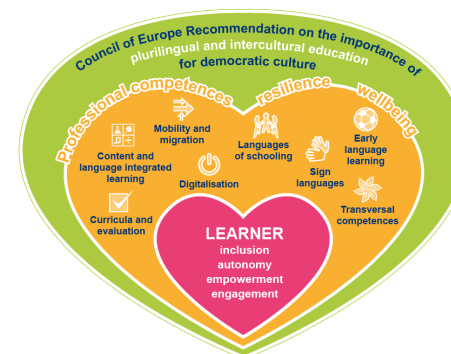
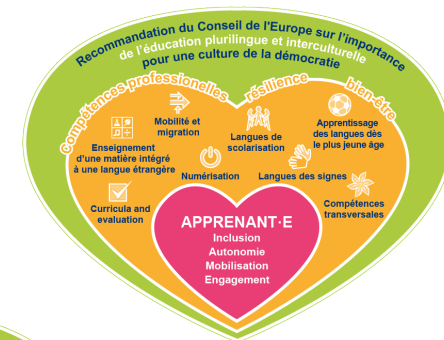
### New Think Tanks

- Valorising and assessing home languages
- Mediation in primary language learning

### Bridging developments and implementation

- First steps towards implementing CM/Rec (2022)1- adapting ECML resources, measuring impact
- Integrated didactics in support of CM/Rec (2022)1

## Nouveau programme 2024-2027 du CELV : *les langues au cœur de la démocratie*



# Questions / Remarks / Outlook

## Questions / Remarques / Perspectives

