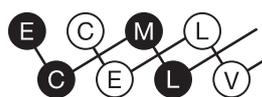




EMPOWERING LANGUAGE PROFESSIONALS  
VALORISER LES PROFESSIONNELS EN LANGUES  
SPRACHLEHRENDE IN IHRER ROLLE STÄRKEN



ECML  
PROGRAMME  
OF ACTIVITIES  
2008 - 2011



European Centre for Modern Languages  
Centre européen pour les langues vivantes



# EUROPEAN CENTRE FOR MODERN LANGUAGES

## PROGRAMME OF ACTIVITIES 2008 – 2011

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# THE EUROPEAN CENTRE FOR MODERN LANGUAGES

The European Centre for Modern Languages of the Council of Europe (ECML) is an institution whose mission is to encourage excellence and innovation in language teaching in order to help Europeans learn languages more efficiently.

Based on the underlying values of the Council of Europe and its pioneering work in cultural cooperation and language education, the ECML works with experts to assist its member states in implementing effective language teaching policies and bringing about change in the teaching and learning of languages.

The ECML was set up in Graz, Austria, in 1995 as an Enlarged Partial Agreement of the Council of Europe – it now numbers 33 member states<sup>1</sup>. The Austrian authorities fund the infrastructure of the Centre and put at its disposal modern premises in Graz where the Secretariat is based and where the great majority of ECML events are held.

Through its four-year programmes consisting of projects, workshops and conferences to which participants from the member states are invited, the ECML provides a platform for cooperation with experts, associations and institutions involved in enhancing European standards in language education. It also maintains Europe-wide networks for teacher trainers, researchers and educational administrators.

The Council of Europe's activities to promote linguistic diversity and language learning are carried out by the Department of Language Education and Policy, within the framework of the European Cultural Convention (1954), which has been ratified by 49 states. The Department consists of three units: the ECML in Graz and the Language Policy Division and the Secretariat of the European Charter for Regional or Minority Languages in Strasbourg.

The roles of the ECML and the Language Policy Division (LPD) are complementary - the Division in standard-setting and policy formulation, the ECML at the level of educational practice. Drawing from these different perspectives of policy and practice, the Council of Europe's commitment is to assist member states in developing and putting into practice effective approaches to all aspects of language education in a multilingual Europe.

A characteristic feature of all ECML projects is the vision of an overall concept of language education, integrating all languages rather than focusing on the teaching and learning of individual languages. This approach has proved to be highly effective in creating synergies between different linguistic and educational cultures and communities, promoting plurilingualism by addressing overall features of language education and responding to linguistic and cultural diversity.

<sup>1</sup> Albania, Andorra, Armenia, Austria, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Romania, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, "the former Yugoslav Republic of Macedonia", United Kingdom.

## HOW THE ECML WORKS

### Projects

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.

Since 2000 the Centre's projects have been organised within four-year programmes which are selected by the ECML's Governing Board as a result of a call for proposals setting the parameters for the programme. The second medium-term programme (2004–2007) grouped 21 projects under the title *Languages for social cohesion – language education in a multilingual and multicultural Europe*; the 2008-2011 programme is entitled *Empowering language professionals: competences - networks - impact - quality*.

Projects usually last three or four years, a typical operational sequence being: research and development, presentation of preliminary results at a workshop, piloting, drafting of final product or publication, dissemination.

Results of the programme 2004-2007: <http://www.ecml.at/mtp2/mtp2e-overview.htm>  
Results of previous programmes: <http://www.ecml.at/doccentre>

### 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.

### 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 set up by each of the member countries (see below). In order to ensure the impact of the results achieved within ECML projects and effectively support change, project participants are expected to be in a position to disseminate results on a national/international scale.

### 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, one of which at least must be one of the official languages. Interpretation is provided for workshops and other major programme activities.

### Website

The ECML's website <http://www.ecml.at> is the central reference point for all

those requiring information on the Centre's work. In particular, the publications, reports and CD-Roms resulting from the ECML's activities may be downloaded from it. In addition, the website has become a valued communication platform for members of the project teams.

The site offers four main areas of information:

- **general information** on the ECML (aims and objectives, latest news, structures, staff), its member states (national authorities and contact points) and how to get involved in its work;
- details of the **programme of activities** and the possibility to follow individual projects, each of which has its own website;
- access to the Centre's **documentation services**: downloadable publications and other project results, the ECML's electronic newsletter - the *European Language Gazette*, the online catalogue of the resources in the ECML library;
- **interactive features**: discussion forums and online databases for consultation and inputting (international events calendar, proverbs, European Day of Languages).

A collaborative working platform enables project teams to manage their own project sites. These individual sites provide comprehensive presentations of the projects, discussion forums and updates on expected results and outcomes. In addition, they also provide a password-protected working platform reserved for those involved in the projects, where documents may be edited collectively.

#### Documentation and resource centre

The main functions of the ECML's documentation and resource centre (DRC) are to:

- provide support and assistance to projects;
- manage and develop the documentation resources of the ECML library;
- coordinate production of the publications and CD-Roms resulting from ECML projects;
- disseminate these resources within the member states;
- respond to requests for information and documentation;
- support the network of national contact points in the ECML member states.

The DRC houses all the products of previous ECML project work, mainly in the form of publications and reports, together with nearly 4,200 other resources focusing on the main questions in the language field today. These resources may be accessed through the ECML online library catalogue.

All ECML publications and CD-Roms may be ordered from the DRC, be it for individual purposes or for dissemination.

Finally, the DRC can offer special support to researchers and students preparing university research projects focusing on a topic in the Centre's programme. The ECML may put them in touch with a reference person from its network to help them in their research work.

## THE ECML AND ITS MEMBER STATES

The ECML is financed by and works in direct cooperation with its member states. It collaborates in particular with three 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://www.ecml.at/aboutus/gb.asp>

### 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: <http://www.ecml.at/aboutus/nominating.asp>

### 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://www.ecml.at/aboutus/ncp.asp>

### 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.

# THE ECML PROGRAMME 2008-2011: EMPOWERING LANGUAGE PROFESSIONALS

The ECML's third medium-term programme (2008-2011) is entitled *Empowering language professionals: competences - networks - impact - quality*.

20 projects have been selected for inclusion in the new programme, which is divided into four thematic areas:

- Evaluation
- Continuity in language learning
- Content and language education
- Plurilingual education.

These have been identified by the representatives of the member states as key elements in innovative language education. They represent areas where there is increasing demand on the professional skills of teachers who are expected to contribute to national education reform processes and face up to major challenges such as:

- standard-linked tuition
- result-oriented assessment
- greater autonomy of educational institutions
- increasing ethnic and cultural heterogeneity among students
- promotion of lifelong or recurrent education.

The new medium-term programme takes place against the backdrop of major international developments in the sphere of education. These include the European Union's elaboration of a European Indicator of Language Competence, the action programme in the field of lifelong learning (2007-2013), the Lisbon strategy objectives in education and training, the European Year of Intercultural Dialogue (2008) and the United Nations International Year of Languages 2008.

With this programme, the ECML intends to pursue its unique contribution to language teaching in Europe by increasing awareness of and confidence in the capacities of professionals in language education and by enabling members of the profession to be more actively involved in defining and delivering higher standards of language education.

The vision of "empowerment" highlighted in the programme's title will be pursued through four objectives:

- **Enhancing the professional competence of language teachers**

ECML activities seek not only to encourage teachers and other actors in language education to acquire new knowledge in their field of expertise, but also, and even more importantly, to see that this knowledge is put into effective practice

in their working environment. Through this process of professional development, individual language experts will be able to make a better contribution to change and innovation in their work. Support for language professionals as agents of change is therefore a direct investment in higher quality language learning.

- **Strengthening professional networks and the wider community of language educators**

The dissemination of the major principles and instruments promoting enhanced standards in language education developed by the European organisations can only be achieved via effective information and communication structures. The sharing of knowledge, ideas and initiatives throughout the wider professional community of practice will have a powerful impact on the content and quality of the work of the individual, on overall developments in theory and practice, and on the cohesion of the educational community and its public profile.

- **Enabling language professionals to have greater impact on reform processes**

The ECML's support for language education professionals and their networks will help teachers play a more influential role in their professional environment. They will also be better equipped to participate effectively in the consultations involved in decision-making processes.

- **Contributing to better quality of language education in Europe**

Through the improved competences, stronger networks and greater impact of its members, the language-teaching profession will become more actively involved in improving standards in language education.

### **European principles and tools for language education**

As a Council of Europe institution, the ECML operates within the context of the ongoing language education work of the major European organisations. A great number of the projects in its programme therefore build on existing European language education principles and tools, particularly the *Common European Framework of Reference for Languages* (CEFR) and the *European Language Portfolio* (ELP) developed by the Language Policy Division.

For a comprehensive guide to the Council of Europe's approach, see the publication "From linguistic diversity to plurilingual education: Guide for the development of language education policies in Europe" (Council of Europe, Strasbourg, 2007).

Within the ECML's second medium-term programme, an ELP resource and reference website has been developed: <http://elp.ecml.at>.

Thus the ECML offers access to developments and expertise within the Council of Europe and, in some projects, direct cooperation is foreseen in order to link up to ongoing work in the Division's programme. Two examples are:

- the project "The European Language Portfolio in whole-school use", which will closely liaise with the European Language Portfolio Validation Committee, an advisory body working under the aegis of the Steering Committee for Education;
- the project "Majority language instruction as a basis for plurilingual education", which is expected to contribute to the Language Policy Division's "Languages of Schooling" project.

Some ECML projects are linked to current or previous projects funded by the European Commission (e.g. "Piloting and implementing the European Portfolio for Student Teachers of Languages", "Content and Language Integrated Learning through Languages Other Than English – Getting started").

### Short/medium-term projects

Two project formats exist within the current programme:

- Medium-term projects, running over 3-4 years, which enable full development of new concepts or approaches via different phases in the project's lifespan;
- Short-term projects, lasting 1-2 years, which mainly pursue reflective practice in the process of implementing existing training materials/ training kits (e.g. developed in ECML projects).

The short-term format has been newly introduced to facilitate projects addressing current issues and innovative developments during the course of a four-year programme.

### Call for proposals for short-term projects, 2010-2011

The short-term projects described in this brochure will be held in the first half of the new programme only. In 2009, the ECML will issue a new call for proposals for further short-term projects to be run in the period 2010-2011.

### Cooperation partners

The experts collaborating on ECML projects as official team members do so in their own name. However, they generally receive the backing of the institution or association for which they work, the names of which are indicated in this booklet.

Experts listed as "associate partners" are receiving support from their institution for their participation in the project, outside the framework of the ECML's provision for team members.

Finally, 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.

### Programme consultants

As part of its 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 four thematic areas of the current programme, the following experts have been selected:

- Evaluation: *To be appointed*;
- Continuity in language learning: Isabel Landsiedler, Director of the Treffpunkt Sprachen language centre, Graz University, Austria;
- Content and language learning: Hanna Komorowska, Professor, Institute of English, Warsaw University, Poland;
- Plurilingual education: Frank Heyworth, Special Adviser, EAQUALS (European Association of Quality Language Services), Switzerland.

## HOW YOU CAN GET INVOLVED IN THE WORK OF THE ECML

There are various ways of getting involved in the work of the ECML:

- Submission of a project proposal for a short-term project to be carried out in 2010–2011, the second term of the *Empowering language professionals* programme (the call for proposals will be published on the ECML website in early 2009)
- Participation at ECML central events

Member states may normally nominate one participant to take part in each central event organised by the ECML. When more places are available, additional participants may attend either at their own cost or at that of their institution/Ministry.

Persons wishing to be considered for nomination should take up contact directly with their National Nominating Authority (see above).

For non-member states of the Partial Agreement, contact should be taken up with the corresponding national Ministry of Education or directly with the ECML.

- Other forms of participation

You are welcome to:

- visit the ECML's documentation and resource centre and consult the resources available on the spot;
- consult the library catalogue and download the resources available online;
- submit bibliographical requests to the documentation and resource centre;
- publicise events and conferences that you organise in the international calendar of events on the ECML website;
- take part in the online discussion forums;
- contribute to the collections of data;
- enter your professional profile into the experts database.

### Further information

Detailed and updated information on ECML project activities may be found on the websites of each project, the addresses of which are given in the following abstracts.

To know what is going on at the Centre at any time, consult the annual programme of activities on:

[http://www.ecml.at/documents/MTP3/calendar\\_2008E.doc](http://www.ecml.at/documents/MTP3/calendar_2008E.doc)

Further ideas for participation may be found on the ECML website in the "Involvement" section:

<http://www.ecml.at/participants/participants.asp?t=involvementintro>

# OVERVIEW OF THE PROGRAMME

## EMPOWERING LANGUAGE PROFESSIONALS: COMPETENCES - NETWORKS - IMPACT - QUALITY

### Evaluation

**Piloting and implementing the European Portfolio for Student Teachers of Languages (EPOSTL 2) David Newby**

Will work on supplementing the EPOSTL with examples of good practice and an information pack for stakeholders.

*Targeted sector: teacher education*

**Encouraging the culture of evaluation among professionals (ECEP)**

**Marie Berchoud (2008-2009), Enrica Piccardo (2010-2011)**

Will familiarise teachers with the CEFR; training kit for developing a culture of evaluation.

*Targeted sector: all educational levels*

**Assessment of young learner literacy linked to the Common European Framework of Reference for Languages (AYLLit) Angela Hasselgreen**

Will develop material to establish reading and writing levels linked to the CEFR.

*Targeted sector: primary level*

**Guidelines for university language testing (GULT) Johann Fischer**

Will develop guidelines for a task-based approach to testing in languages for special purposes (LSP) at university level.

*Targeted sector: tertiary level*

**Common European Framework of Reference for Languages - level estimation grid for teachers (CEF-ESTIM) Claire Tardieu**

Will adapt an existing online tool for teachers to use in linking activities in the classroom to the CEFR.

*Targeted sector: secondary level*

**Quality training at grassroots level (QualiTraining 2) Laura Muresan**

Will disseminate the QualiTraining Guide elaborated within the last ECML programme.

*Targeted sector: all educational levels*

**Training in relating language examinations to the Common European Framework of Reference for Languages (RelEx) Waldemar Martyniuk**

Will disseminate support material for teachers on the basis of the "Manual for relating language examinations to the CEFR" developed by the Council of Europe's Language Policy Division.

*Targeted sector: teacher education*

### Continuity in language learning

**Developing online teaching skills (DOTS) Ursula Stickler**

Will develop a training kit for distance teaching.

*Targeted sector: tertiary level*

**The European Language Portfolio in whole-school use (ELP-WSU) David Little**

Will focus on the role of the ELP in whole-school development processes, embracing stakeholders at different levels (students, parents, teachers, head teachers).

*Targeted sector: secondary level*

**Training teachers to use the European Language Portfolio - follow-up project (ELP-TT 2) Margarete Nezbeda**

Dissemination of ECML ELP Teacher Training Kit

*Targeted sector: teacher education*

**Exploring cutting-edge applications of networked technologies in vocationally-oriented language learning (E-VOLLution) Anthony Fitzpatrick**

Will develop and update the existing ECML GRAZVOLL website on ICT materials for use in vocationally-oriented language learning.

*Targeted sector: vocationally-oriented level*

## Content and language education

### **Content-based teaching for young learners (EPLC) Renate Krüger**

Will develop CLIL teaching modules in three languages (French, German, Russian) for use in primary schools.

*Targeted sector: primary level*

### **Curriculum development for Content and Language Integrated Learning (CLIL-CD) Maria Jesús Frigols-Martin**

Will produce a macro framework for CLIL teacher education and design adaptable CLIL curricular models applicable for different languages and age groups.

*Targeted sector: primary, secondary, tertiary level*

### **Content and Language Integrated Learning through languages other than English – Getting started (CLIL-LOTE-START) Kim Haataja**

In cooperation with project CLIL-LOTE-GO. Will produce guidelines for the setting-up of CLIL-education through languages other than English.

*Targeted sector: all educational levels*

### **Good practice in Content and Language Integrated Learning for languages other than English (CLIL-LOTE-GO) Gérald Schlemminger**

In cooperation with project CLIL-LOTE-START. Will produce guidelines and modules for teacher training for CLIL teaching in French as a foreign language, taking into account different patterns of teacher training curricula.

*Targeted sector: primary, secondary, tertiary level*

### **Content-based teaching + plurilingual/cultural awareness (ConBaT+)**

**Mercé Bernaus**

Will produce material for teachers and learners for CLIL teaching aimed at developing a plurilingual repertoire.

*Targeted sector: primary and secondary level*

### **A framework of reference for pluralistic approaches (CARAP) Michel Candelier**

Will develop the existing draft framework for pluralistic approaches into a purpose-built tool for teachers for promoting teaching/learning activities involving several varieties of languages or cultures.

*Targeted sector: teacher education*

### **Minority languages, collateral languages and bi-/plurilingual education (EBP-ICI) Claude Cortier**

Will develop a kit promoting plurilingual approaches for teachers working in regions where minority languages are spoken.

*Targeted sector: primary level*

### **Majority language instruction as a basis for plurilingual education (MARILLE) Klaus-Börge Boeckmann**

Will examine teachers' strategies in dealing with linguistic diversity in classrooms and investigate support currently given by education systems.

*Targeted sector: secondary level*

### **Language associations and collaborative support (LACS) Terry Lamb**

Dissemination of ECML publications through the networks of language teacher associations.

*Targeted sector: all educational sectors*

## Plurilingual education

# THEMATIC AREA **A**

## EVALUATION

*Evaluation and assessment have an important formative as well as summative function. However, they sometimes consume disproportionate amounts of learning and teaching time. It is therefore of critical importance to ensure that the approaches used are based on recognised quality principles.*

*The projects in this area set out to answer questions such as: How can learners and teachers (and other stakeholders) know that learning has been successful? What evaluation strategies can they adopt? How can evaluation and assessment facilitate the planning of future learning? How can school examinations be linked to European standards? How should teachers react to the shift towards more centralised evaluation?*

*A number of the projects in this section deal with practical application of the Common European Framework of Reference for Languages (CEFR).*

## PILOTING AND IMPLEMENTING THE EUROPEAN PORTFOLIO FOR STUDENT TEACHERS OF LANGUAGES (EPOSTL 2) PILOTIERUNG UND IMPLEMENTIERUNG DES EUROPÄISCHEN PORTFOLIOS FÜR SPRACHLEHRENDE IN AUSBILDUNG

**Coordinator:** David Newby, Karl-Franzens Universität Graz, Austria

**Team members:** Anne-Brit Fenner, University of Bergen, Norway; Barry Jones, University of Cambridge, United Kingdom; Sylvia Velikova, St Cyril and St Methodius University, Veliko Turnovo, Bulgaria

**Medium-term project 2008 – 2011**

**Working languages:** English, German

**Project website:** <http://epostl2.ecml.at>

### **Aim**

This project will work on supplementing the EPOSTL\* with examples of good practice and an information pack for stakeholders.

### **Abstract**

The European Portfolio for Student Teachers of Languages (EPOSTL) was produced by a team of six authors in a project run within the ECML's second medium-term programme. The EPOSTL, a document intended for students undergoing their initial teacher education, is designed to encourage them to reflect on the didactic knowledge and skills necessary to teach languages. It helps them to assess their own didactic competences and enables them to monitor their progress and to record their experiences of teaching during the course of their teacher education.

In the current programme, this follow-up project will follow a modular structure, focusing on four principal areas: building up a network structure for dissemination; structured piloting of the EPOSTL in teacher education institutes; compilation of case studies of how the EPOSTL can be implemented; modes of using the EPOSTL for curriculum development in teacher education. In addition, activities held in connection with the EPOSTL will be monitored and documented.

It is intended to continue cooperation with Southampton University where one of the key reference documents of this project has been developed on behalf of the European Commission (*European Profile for Language Teacher Education – a Frame of Reference*).

### **Expected results**

Two products are envisaged. First, an information pack on the EPOSTL, intended for stakeholders, including a qualitative report on the piloting of the EPOSTL will be produced. The main product will be a publication containing examples of good practice related to the EPOSTL as well as the main findings of the related research projects which are to be set up.

**Targeted sector:** teacher education

\* Publication available as free download at: [www.ecml.at/epostl](http://www.ecml.at/epostl)

## ENCOURAGING THE CULTURE OF EVALUATION AMONG PROFESSIONALS (ECEP) ENCOURAGER LA CULTURE DE L'ÉVALUATION CHEZ LES PROFESSIONNELS

**Coordinators:** Marie Berchoud, Université de Bourgogne, France (2008-2009);  
Enrica Piccardo, Université Joseph Fourier - Grenoble 1, France (2010-2011)

**Team members:** Olivier Mentz, Pädagogische Hochschule, Freiburg, Germany;  
Malgorzata Pamuła, Pedagogical University of Kraków, Poland

**Associate partners:** Alister Cumming, University of Toronto, Canada; Gisèle Holtzer,  
Université de Franche-Comté, France; Tiziana Cignatta, Liceo Classico G. Da Vigo,  
Rapallo, Italy

### Medium-term project 2008 – 2011

**Working languages:** French, English  
**Project website:** <http://ecep.ecml.at>

### Aim

Will familiarise teachers with the CEFR; training kit for developing a culture of evaluation.

### Abstract

The ECEP project aims at building self-confidence among language teachers, who are still too often adversely affected by social, technological and political (in particular supranational) changes. This process should enable them to develop a free and autonomous attitude towards the Common European Framework of Reference for Languages, beyond the simple "for or against" debates.

The project aims at reinforcing the status and the image of teachers as well as their professionalism, in order to help them feel more confident and to enable them to adopt the Framework without cultural or personal reserves.

### Expected results

A **study** on how teachers really apply assessment in language classes and on the culture that underlies this practice and a **reference work**, including:

- a reflective approach to the "philosophy" of the Framework in relation to both diversity and unity of cultures;
- a reconsideration of teaching situations in order to enable a transfer of the "philosophy" of the Framework to didactic applications;
- a training kit on learning how to observe and reflect upon one's own pupils in order to:
  - try and become a reflective practitioner through self-education and mutual exchanges within teams of teachers;
  - develop a double competence of analysis of one's own cultural context and comparison of it with the Framework's "philosophy";
  - build an approach of integrated assessment based on guidelines and key questions.

**Targeted sector:** all educational levels

# ASSESSMENT OF YOUNG LEARNER LITERACY LINKED TO THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES (AYLLIT) EVALUATION DES COMPETENCES D'ECRIURE ET DE LECTURE DES JEUNES APPRENANTS EN RELATION AVEC LE CADRE EUROPEEN COMMUN DE REFERENCE POUR LES LANGUES

**Coordinator:** Angela Hasselgreen, Bergen University College, Norway

**Team members:** Violeta Kaledaite, Vytautas Magnus University, Lithuania; Natàlia Maldonado, Education Department, Generalitat de Catalunya, Spain; Karmen Pizorn, Faculty of Education, Ljubljana, Slovenia

## Medium-term project 2008 – 2011

**Working languages:** English, French

**Project website:** <http://ayllit.ecml.at>

### Aim

Will develop material to establish reading and writing levels linked to the CEFR.

### Abstract

The project aims to produce material allowing teachers to establish levels in reading and writing in a foreign language linked to the CEFR for young learners between 9 and 13. The characteristic features of the reading and writing skills of such pupils will be identified as they pass through the A1 to B1 stages of the CEFR. The research carried out will be based on longitudinal (classroom-based) studies.

The project will build on a local project involving schools in Bergen, Norway, where longitudinal research on young learners' reading and writing has been carried out since autumn 2007. The project will have as a common core the study of English learning, for practical purposes. Additionally, second language learners of some of the national languages (e.g. Norwegian) will also be included in the study. The central workshop will provide access to a diversity of L2s, and one of its functions will be to consider the applicability of the material for other L2s and to initiate work on adapting the material to these.

### Expected results

- A tool for teachers to use to judge whether a learner is able to read a given text;
- Data which will provide the basis for a set of general descriptors of texts, illustrated with benchmarks, representing a range of CEFR levels/sublevels for young learners' reading;
- Data which will provide the basis for a set of general descriptors of writing, illustrated with benchmark written products, representing a range of CEFR levels/sublevels for young learners' writing;
- Web-based presentations and documentation of products, processes and outcomes;
- Final report on recommendations and strategies for further dissemination.

**Targeted sector:** primary level

# GUIDELINES FOR UNIVERSITY LANGUAGE TESTING (GULT) CAHIER DES CHARGES POUR L'ÉVALUATION EN LANGUES À L'UNIVERSITÉ

**Coordinator:** Johann Fischer, Universität Göttingen, Germany

**Team members:** Catherine Chouissa, Université Louis Pasteur, Strasbourg, France; Stefania Dugovičová, Comenius University Bratislava, Slovak Republic; Anu Virkkunen-Fullenwider, University of Helsinki, Finland

## Medium-term project 2008 – 2011

**Working languages:** English, French

**Project website:** <http://gult.ecml.at>

### Aim

Will develop guidelines referring to the CEFR for a task-based approach to testing in languages for special purposes (LSP) at university level.

### Abstract

The project aims to extend current trends in language testing, evaluation and assessment. The team will pay special attention to the teaching and testing of LSP at university and to a task-based approach in language testing. It aims to improve university language testing by offering guidance for LSP testing and to stimulate universities to introduce a task-oriented approach into language testing.

LSP courses offered at universities, where subject specificity can vary from a complete content-based approach to the mere inclusion of some subject-specific topics in a general language course, do not always correspond to students' future professional needs. The task-based approach offers the advantage that tasks can be constructed around the academic or professional context of the students' specific subject.

The task-based approach needs also to be reflected in testing. Relevant testing specifications have to be developed since guidelines for LSP testing according to the CEFR or for task-based language testing are not commonly available at universities. These guidelines will be developed in cooperation with subject-specific departments (e.g. departments of engineering, business and economics, natural sciences etc.) and with specialists in departments of philology (e.g. specialists in language testing, in LSP teaching and testing or in task-based language teaching).

The cooperating partner of this project is CercleS (European Confederation of Language Centres in Higher Education).

### Expected results

By the end of the project, the team will have developed the GULT handbook for university language testing, particularly in the area of LSP testing, based on a task-oriented approach.

**Targeted sector:** tertiary level

# COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES - LEVEL ESTIMATION GRID FOR TEACHERS (CEF-ESTIM) GRILLE D'ESTIMATION DES NIVEAUX DU CADRE EUROPEEN COMMUN DE REFERENCE POUR LES LANGUES POUR LES ENSEIGNANTS

**Coordinator:** Claire Tardieu, IUFM Paris, France

**Team members:** Raili Hildén, University of Helsinki, Finland; Magda Lehmann, University of Pécs, Hungary; Monique Reichert, University of Luxembourg, Luxembourg

**Short-term project 2008 – 2009**

**Working languages:** French, English

**Project website:** <http://cefestim.ecml.at>

## **Aim**

Will adapt an existing online tool for teachers to use in linking activities in the classroom to the CEFR.

## **Abstract**

This project aims at disseminating the CEFR level estimation grid, known as the "Dutch CEFR Grid"\*, among foreign language teachers in Europe. This consists of an online tool in two skills - oral and written comprehension - meant for testers and exam makers. Users are also provided with a training module.

The new project assumes that other users, such as teacher trainers and teachers, could benefit from an adapted version of the Dutch Grid. The CEF-ESTIM Grid is intended to be used more generally in the ordinary context of teaching practices, either to estimate the level of a text or the level of a task or of the combination of the two.

In Phase 1 (2008) the project will aim at adapting the Dutch Grid through expert group work and hands-on experience of the CEF-ESTIM grid in a workshop. It will include familiarisation with the CEFR descriptors and parameters referred to in the Grid and application of the dimensions to texts and recordings. Workshop participants will be asked to bring materials for estimation.

Phase 2 (2009) will be devoted to producing a training kit on the use of the CEF-ESTIM grid including sample material (recordings and texts). The expert group will also provide a final report on recommendations and strategies for further dissemination.

## **Expected results**

The project will contribute to enlarging the scope of CEFR estimation from text and item to text and activity. The online CEF-ESTIM training kit will thus include a grid to be applied to texts, listening and reading comprehension activities, macro-tasks and micro-tasks, as well as examples and guidelines for easy use. The samples will be chosen from a range of A1 to B2 levels (corresponding to secondary school levels). There will also be an online final report.

**Targeted sector:** secondary level

\* Website of the CEFR level estimation grid: [www.lanacs.ac.uk/fss/projects/grid](http://www.lanacs.ac.uk/fss/projects/grid)

## QUALITY TRAINING AT GRASSROOTS LEVEL (QUALITRAINING 2) QUALITÄTSENTWICKLUNG FÜR DIE UNTERRICHTSPRAXIS

**Coordinator:** Laura Muresan, Academy of Economic Studies/QUEST, Romania

**Team members:** Galya Mateva, Sofia Technical University, Bulgaria; Mary Rose, International Learning and Research Centre, United Kingdom; Mária Matheidesz, EAQUALS, Hungary

### Short-term project 2008 – 2009

**Working languages:** English, German

**Project website:** <http://qualitraining2.ecml.at>

### Aim

Will disseminate the ECML Training Guide for Quality Assurance in Language Education.\*

### Abstract

This project aims at ensuring wider dissemination of the outcomes of a previous ECML project "QualiTraining - a training guide for quality assurance". Its main goal is to promote "QualiTraining" processes and products in different national and regional contexts, while adapting workshop materials and supplementing them with further case studies. This will be achieved through the ECML "Quali-Training" network, as well as through reflective action and the development of tools for monitoring and evaluating the implementation of the "QualiTraining Guide" in specific educational contexts.

By further developing the web-based component and targeted networking, the project will also offer a framework for sharing best practice. It will help trainers to better understand the inter-relatedness between generic "QualiTraining" concepts and Council of Europe language education instruments and educational practice, and to link these to their work in real educational environments.

Cooperating partners of this project are EAQUALS and the National Association of Language Advisers, UK.

### Expected results

- Consolidated "QualiTraining" network of professionals;
- Refined strategies for implementation of "QualiTraining" materials and processes in real educational environments;
- Bank of revised materials, further case studies, including tools for monitoring and evaluating training and dissemination processes; an extended glossary of key-terms;
- Web component for networking, the provision of online training materials, and the publishing of dissemination articles and reports;
- Action research on the implementation of the QualiTraining Guide.

**Targeted sector:** all educational levels

\* Publication available as free download at: [www.ecml.at/mtp2/QualiTraining](http://www.ecml.at/mtp2/QualiTraining)

## TRAINING IN RELATING LANGUAGE EXAMINATIONS TO THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES (RELEX) FORMATION POUR RELIER LES EXAMENS DE LANGUES AU CADRE EUROPEEN COMMUN DE REFERENCE POUR LES LANGUES

**Coordinator:** Waldemar Martyniuk, Jagiellonian University, Poland

**Team members:** Jana Berešová, Trnava University, Slovak Republic; José Noijons, CITO (Dutch Institute for Educational Measurement), Netherlands; Gábor Szabó, University of Pécs, Hungary

**Short-term project 2009**

**Working languages:** English, French

**Project website:** <http://relex.ecml.at>

### Aim

Will disseminate support material for teachers on the basis of the *Manual for relating language examinations to the CEFR* developed by the Council of Europe's Language Policy Division.\*

### Abstract

The project aims at assisting test developers in the ECML member states in relating national language examinations to the CEFR.

Responding to a growing need expressed by CEFR users, the Council of Europe's Language Policy Division has developed a set of procedures and tools to be used in order to establish a link between local language examinations and the common reference levels of language proficiency in a reliable and responsible way.

The objective of the project is to prepare training material and to run a workshop with participants nominated by the member states of the ECML to train them in applying the procedures and using the supporting tools developed by the experts of the Council of Europe.

### Expected results

- Dissemination of the Manual for relating language examinations to the CEFR and related tools and documents;
- Development and dissemination of training material for each of the four stages of the linking process:
  - familiarisation with the descriptive scheme and the common reference level system of the CEFR;
  - specification of the examination content in categories of the CEFR;
  - standardisation of the interpretation of the common reference levels, using illustrative test items and samples of performances already calibrated to the CEFR;
  - empirical validation of the relationship to the levels of the CEFR.
- Training of testers responsible for the development of national language tests in using tools to relate examinations to the CEFR;
- Web-based documentation;
- Final report.

**Targeted sector:** teacher education

\* Publication available at: [www.coe.int/t/dg4/linguistic](http://www.coe.int/t/dg4/linguistic)

## THEMATIC AREA **8**

### CONTINUITY IN LANGUAGE LEARNING

*Climbing the educational ladder from primary school up often involves negotiating missing “rungs” in certain subject matters. These gaps are particularly acute between primary and secondary and between lower and upper secondary school programmes. In language learning, the difficulty of passing from one level to another is often compounded by different approaches and materials. In addition, there is sometimes even competition rather than cooperation between different language sections in schools.*

*Some of the burning issues dealt with in this thematic area are: What aptitudes do language teachers need to equip their students with key skills for learning any language? How can schools encourage positive attitudes to language learning through holistic approaches? What tools can assist in ensuring a smooth transition between educational levels or promote common approaches across different languages? What role can implementation of the European Language Portfolio play in this process? How can Europeans be motivated to continue language learning in their careers after their formal education at school or university?*

*The European Language Portfolio, an important tool for promoting continuity in language learning, is the focus of two projects in this area.*

## DEVELOPING ONLINE TEACHING SKILLS (DOTS) (WEITER-)ENTWICKLUNG VON ONLINE-LEHRFÄHIGKEITEN

**Coordinator:** Ursula Stickler, The Open University, United Kingdom

**Team members:** Martina Emke, VHS Ostkreis Hannover, Germany; Pauline Ernest, Universitat Oberta de Catalunya (UOC), Spain; Mateusz Milan Stanojevic, University of Zagreb, Croatia

**Associate partners:** Aline Germain-Rutherford, University of Ottawa, Canada; Tita Beaven and Regine Hampel, The Open University, United Kingdom; Joseph Hopkins, Universitat Oberta de Catalunya, Spain

### Medium-term project 2008 – 2011

**Working languages:** English, German

**Project website:** <http://dots.ecml.at>

### Aim

Will develop a training kit for distance teaching.

### Abstract

The project will develop an online platform for delivering teacher training at a distance using an approach based on sociocultural and constructionist theories, in terms of pedagogy and technology. Moodle has been chosen for the virtual learning environment as it is based on constructionist principles. Promoting innovative, technology-based approaches necessitates a close consideration of the real life context of language teachers. Therefore, the DOTS project will include the needs of teachers working part-time or freelance.

DOTS will bring together a group of specialists in teaching languages to adult learners of all backgrounds. Their pedagogic expertise will ensure that the products are focused on best practice in the application of ICT, using technology as a means to support the development of communicative and intercultural skills. The network of institutions will build on its experience in a) the teaching of different languages, b) open and distance learning, c) supported online language tuition, and d) teacher training, in order to develop training materials.

### Expected results

This project will encourage new forms of teaching and learning languages and improve the quality of online language education. It will:

- identify teachers' ICT training needs by enquiry and observation;
- evaluate bite-size training materials by participants and experts;
- collect reflective activities (website);
- disseminate DOTS materials, cascade results and training experience.

Products:

- guidelines for writing training materials;
- training kit: DOTS project website with bite-size activities for online language teaching.

**Targeted sector:** tertiary level

## THE EUROPEAN LANGUAGE PORTFOLIO IN WHOLE-SCHOOL USE (ELP-WSU)

### EMPLOI DU PORTFOLIO EUROPEEN DES LANGUES A L'ECHELLE DE L'ETABLISSEMENT SCOLAIRE

**Coordinator:** David Little, Trinity College Dublin, Ireland

**Team members:** Francis Goullier, Ministère de l'Education nationale, France; Rosanna Margonis-Pasinetti, Haute Ecole pédagogique de Lausanne, Switzerland; Rose Margarethe Oehler, KPH Edith Stein, Innsbruck - Stams, Austria

**Associate partner:** Marnie Beaudoin, Edmonton Public Schools, Canada

#### Medium-term project 2008 – 2011

**Working languages:** English, French

**Project website:** <http://elp-wsu.ecml.at>

#### Aim

Will focus on the role of the ELP in whole-school development processes, embracing stakeholders at different levels (students, parents, teachers, head teachers).

#### Abstract

The project is concerned with the use of the ELP to support the learning and teaching of languages on a whole-school basis: all languages from the beginning to the end of the curriculum. The project has five interacting aims:

- to identify whole-school projects that already exist;
- to support the implementation of new whole-school projects;
- to study the impact of such projects on schools, teachers and learners;
- to develop guidelines for the design, implementation and management of whole-school ELP projects, and
- to communicate project outcomes to decision-makers.

The project team will cooperate with the Council of Europe's ELP Validation Committee.

#### Expected results

The project results will be partly process and partly product. The central workshop will be aimed at participants who are either already involved in a whole-school ELP project or in a position to design and implement such a project. The process of ongoing whole-school project implementation will be supported by online communication and reporting; also by the network meeting planned for the third year of the project.

These processes will feed into two products: a guide for developing, implementing and evaluating whole-school ELP projects and a set of case and impact studies of whole-school ELP projects. In the final year of the project these products and the processes that underlay them will be mediated to decision-makers (ministry officials, school inspectors, school principals) at a concluding workshop.

**Targeted sector:** secondary level

## TRAINING TEACHERS TO USE THE EUROPEAN LANGUAGE PORTFOLIO – FOLLOW-UP PROJECT (ELP-TT 2) FORMER LES ENSEIGNANTS A L'UTILISATION DU PORTFOLIO EUROPEEN DES LANGUES – PROJET DE SUIVI

**Coordinator:** Margarete Nezbeda, Austrian Centre for Language Competence, Graz, Austria  
**Team members:** Heike Speitz, Telemark Educational Research, Norway; Martine Cécile Tchang-George, independent/freelance, Switzerland; Ülle Türk, University of Tartu, Estonia

### Short-term project 2008 – 2009

**Working languages:** English, French  
**Project website:** <http://elp-tt2.ecml.at>

### Aim

Dissemination of ECML ELP Teacher Training Kit\*

### Abstract

This project, which will run from 2008-2009, is the first of two short-term projects designed to disseminate the ELP training kit developed during the original “ELP\_TT” project (“Training teachers to use the European Language Portfolio”) run in the ECML’s second medium-term programme.

These follow-up projects will organise training events aimed at ELP multipliers and teacher trainers from different cultural backgrounds and educational settings in 16 ECML member states which did not benefit from training events during the first project (Andorra, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Greece, Hungary, Ireland, Luxemburg, Malta, Netherlands, Slovak Republic, Slovenia, Spain, Switzerland and United Kingdom).

The materials - in English and in French - will be evaluated during these training events and adapted if necessary and recommendations will be made as to how they may be used in different training contexts.

Eight of the sixteen countries will be targeted during the first project and eight more during the second, “ELP-TT 3” (2010-2011), which will continue the dissemination and evaluation process and complete the adaptation of the training kit.

### Expected results

- Further implementation of the ELP in 8 ECML member states;
- Training ELP-multipliers at national level in these countries;
- Documentation of national training events on the ECML website;
- Recommendations for and useful additions to the ECML materials for different training contexts made available on the ECML website.

**Targeted sector:** teacher education

\* Publication available at: [www.ecml.at/mtp2/Elp\\_tt](http://www.ecml.at/mtp2/Elp_tt)

## EXPLORING CUTTING-EDGE APPLICATIONS OF NETWORKED TECHNOLOGIES IN VOCATIONALLY-ORIENTED LANGUAGE LEARNING (E-VOLUTION)

### VERNETZTE TECHNOLOGIE VON MORGEN IM BERUFSBEZOGENEN SPRACHUNTERRICHT

**Coordinator:** Anthony Fitzpatrick, Independent consultant commissioned by Folkuniversitetet Göteborg, Sweden

**Team members:** Bernard Moro, Université Pierre Mendès, Grenoble, France; Kerstin Namuth, Folkuniversitetet Göteborg, Sweden; Robert O'Dowd, University of León, Spain

**Associate partners:** Andreas Lund, InterMedia, University of Oslo; Martina Möllering, Macquarie University, North Ryde, Australia; Bernd Rüschoff, Universität-Gesamthochschule Essen-Duisburg, Germany; Irina Smoliannikova, Moscow State Linguistic University, Russian Federation

#### Short-term project 2008 – 2009

**Working languages:** English, German

**Project website:** <http://evolution.ecml.at>

#### Aim

Will develop and update the existing ECML GRAZVOLL website on ICT materials for use in vocationally-oriented language learning ([www.ecml.at/projects/voll](http://www.ecml.at/projects/voll)).

#### Abstract

The ECML workshop series “ICT VOLL IMPACT” (2000 – 2003 programme) proved highly successful, and the accompanying GRAZVOLL website was widely acclaimed. This project aims to update the content of the website and develop strategies for the practical implementation of the products and the group’s findings. Links to teacher training materials for VOLL, to exemplar language learning modules in VOLL (ICT) and to resources/models of good practice will be provided on the site, which is housed on the ECML server.

The team will incorporate recent findings in ICT in language teaching and learning (e.g. e-portfolios, intercultural issues) and conduct a survey of specific needs in vocational/professional contexts. A system will be put in place for introducing ICT in VOLL throughout Europe by creating and piloting a user manual for multipliers, who will address problems identified by national authorities, providing workshops designed to tackle perceived deficits.

#### Expected results

- An updated version of the GRAZVOLL website, including latest Web 2.0 applications (e.g. blogs, wikis, e-portfolio, podcasts, etc.) and featuring case studies illustrating the meaningful use of modern media in VOLL.
- A web “market place” for training needs and training offers for the member states and the establishment of a pool of experts.
- A central training event on the implementation of ICT in VOLL leading to:
  - documentation of successful events and models on the website;
  - the establishment of (non-permanent) networks for exchange on specific aspects of ICT in FLT/FLL identified in workshops.

**Targeted sector:** vocationally-oriented level

## THEMATIC AREA C

### CONTENT AND LANGUAGE EDUCATION

*Approaches to teaching content through languages, Content and Language Integrated Learning (CLIL) and bilingual education are increasingly popular across Europe, but teacher training programmes for language teachers with an explicit focus on CLIL remain rare and, for subject teachers, almost non-existent.*

*It has been claimed that the implementation of CLIL is outpacing a measured debate about the impact on students and teachers of using an L2 as the medium of instruction.*

*How can the content of conventional foreign language classes further contribute to overall aims like intercultural competence or learner autonomy? When evaluating student performance, should there be a focus on language or content? What is the place of content in vocational language courses? What would a model CLIL teacher training look like?*

*Some of the projects in this section also aim to encourage the use of CLIL in languages other than English.*

## CONTENT-BASED MODERN LANGUAGE TEACHING FOR YOUNG LEARNERS (EPLC)

### ENSEIGNEMENT PRECOCE DES LANGUES MODERNES PAR DES CONTENUS INHALTSORIENTIERTES FRÜHES FREMDSPRACHENLERNEN

**Coordinator:** Renate Krüger, Universität Erfurt, Philosophische Fakultät, Germany  
**Team members:** Dominique Groux, Université de Cergy Pontoise (IUFM Versailles), France; Chantal Muller, Haute Ecole de Namur, Belgium; Dorietta Zdravkova Chakarova, University of Shumen, Bulgaria

#### Medium-term project 2008 – 2011

**Working languages:** French, German  
**Project website:** <http://eplc.ecml.at>

#### Aim

Will develop CLIL teaching modules in three languages (French, German, Russian) for use in primary schools.

#### Abstract

This project will produce and pilot content-based modules for language classes in French, German and Russian for use in primary schools. The subject matter will essentially be taken from history/geography, music and the arts and the themes and didactic and methodological approach chosen will be adapted to the needs and level of the learners. The teaching of meaningful and new content should stimulate the interest of the learners and encourage them to use the L2 as a tool of communication.

In contrast to the bilingual education courses taught in some specialised primary schools, these modules may be used in all primary schools in Europe. They may be easily integrated into any foreign language teaching curriculum and teachers may adapt them to suit their needs. As language teaching commonly begins from the age of six in Europe, the modules will be designed for children from six to eleven. They can be used as required in normal language courses, but also in interdisciplinary courses or projects.

#### Expected results

The modules will be available on a website giving information on the project and on teaching languages in primary education using content-based modules. The modules will be presented in chapters according to the relevant subjects and each will contain worksheets for the learners and teachers. Some of the learner sheets may be translated into Bulgarian, Spanish and Dutch.

From the second year of the project, piloting and evaluation of the material will begin. Thus the website, which constitutes the final product of this project, will evolve out of a process of cooperation between researchers, teacher trainers, teachers and learners.

**Targeted sector:** primary level

# CURRICULUM DEVELOPMENT FOR CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL-CD) CURRICULUM-ENTWICKLUNG FÜR DEN BILINGUALEN SACHFACHUNTERRICHT

**Coordinator:** Maria Jesús Frigols-Martin, Conselleria de la Generalitat Valenciana, Spain

**Team members:** David Marsh, University of Jyväskylä, Finland; Peeter Mehisto, self-employed, Estonia; Dieter Wolff, Bergische Universität Wuppertal, Germany

**Medium-term project 2008 – 2011**

**Working languages:** English, German

**Project website:** <http://clil-cd.ecml.at>

## **Aim**

Will produce a macro framework for teacher education for Content and Language Integrated Learning (CLIL) and design adaptable CLIL curricular models applicable for different languages and age groups.

## **Abstract**

CLIL curricula - whether designed for initial/in-service teacher training or for learners at any educational level - need to be complementary. In an integrated approach, what the student learns depends on the teacher's CLIL competence. The project team proposes the development of a teacher-training curriculum for CLIL that may be linked to learners' curricula.

To date this has not been appropriately achieved for a European context. Many schools and teachers involved with CLIL still operate individually without a sufficient macro framework. Fully-fledged teacher training programmes for CLIL exist only in a few countries; learner-focused curricula are equally rare. Thus, quality transferable European curricula are now in great demand.

It is not advisable to attempt to create identical curricula for diverse combinations of languages and content subjects for all the member states of the Council of Europe. This project aims therefore to design adaptable curricular models, suitable for both foreign language and content teachers, including all the fundamental CLIL components for local implementation in teacher training.

## **Expected results**

A dissemination strategy will be developed with a double aim:

- to involve practitioners in the development stages of the curriculum framework by linking into existing CLIL-type educational provision networks;
- to give practical information on the potential of CLIL to key stakeholders.

An innovative curriculum for CLIL teacher training will be developed. This will be a flexible, generic tool which can be adapted for local implementation so as to contribute to achieving better quality and facilitate reform processes within language education. It will be suitable for different vehicular languages, content subjects, and age ranges in various contexts.

**Targeted sector:** primary, secondary, tertiary level

## CONTENT AND LANGUAGE INTEGRATED LEARNING THROUGH LANGUAGES OTHER THAN ENGLISH – GETTING STARTED (CLIL-LOTE-START)

### INTEGRIERTES SPRACH- UND FACHLERNEN IN ANDEREN SPRACHEN ALS ENGLISCH – FÜR EINSTEIGER

**Coordinator:** Kim Haataja, OPEKO (National Centre for Professional Development in Education), Finland

**Team members:** Clarisse Afonso, FCSH - Universidade Nova de Lisboa, Portugal; Katalin Árkossy, Eötvös Loránd University of Budapest, Hungary; Rolf Kruczinna, Central Agency for German Schools Abroad, Germany

#### Medium-term project 2008 – 2011

**Working languages:** German, English

**Project website:** <http://clil-lote-start.ecml.at>

#### Aim

Will produce guidelines for the setting up of CLIL-education through languages other than English (CLIL-LOTE). Examples of good practice will be highlighted from the context of Content and Language Integrated Learning in German (CLILiG).

#### Abstract

In recent years, the educational approach of Content and Language Integrated Learning (CLIL) has gained significant acknowledgement in Europe and beyond. The potential of CLIL with respect to the goals of plurilingual education has clearly been taken into account in recent developments in pan-European language education policies (cf. the Council of Europe's work on a European Framework of Reference for Language(s) of School Education and the European Commission's New Framework Strategy for Multilingualism in Europe).

The growing focus on "English learning only" is however proving a major concern in European language education, not least in CLIL-contexts. Consequently, the need for fostering the cross-linguistic dialogue in the field of CLIL and the study and development of CLIL through languages other than English (CLIL-LOTE) have become key development areas for language education across the continent.

In this project, guidelines will be produced for initial planning and organisation of CLIL-LOTE with special reference to German-medium CLIL-education. Themes such as awareness-raising and public relations work, as well as language education policy, curriculum and lesson-planning and accompanying research and development measures will be covered, with examples of recent developments in the context of CLIL in German.

The project will work in complementarity with the CLIL-LOTE-GO project (see over).

#### Expected results

A publication with information and practical guidelines on the initial organisation and practical realisation of CLIL-LOTE with special reference to German as a foreign language.

**Targeted sector:** all educational levels

## GOOD PRACTICE IN CONTENT AND LANGUAGE INTEGRATED LEARNING FOR LANGUAGES OTHER THAN ENGLISH (CLIL-LOTE-GO)

BONNES PRATIQUES D'ENSEIGNEMENT D'UNE MATIERE PAR L'INTEGRATION  
D'UNE LANGUE ETRANGERE AUTRE QUE L'ANGLAIS

INTEGRIERTES SPRACH- UND FACHLERNEN IN ANDEREN SPRACHEN ALS  
ENGLISCH – MODELLE FÜR FORTGESCHRITTENE

**Coordinator:** Gérald Schlemminger, Pädagogische Hochschule, Germany

**Team members:** Anemone Geiger-Jaillet, IUFM d'Alsace, France; Andrzej Kaczmarek, Uniwersytet Zielonogórski, Poland; Manuele Vanotti, Pädagogische Hochschule FHNW, Switzerland

### Medium-term project 2008 – 2011

**Working languages:** French, German

**Project website:** <http://clil-lote-go.ecml.at>

### Aim

Will produce guidelines and modules for teacher training for CLIL teaching in languages other than English. The project will focus on French as a foreign language (FLE) by way of example, taking into account different patterns of teacher training curricula.

### Abstract

This project will work on the development of a training kit for CLIL teachers in languages other than English, in complementarity with the CLIL-LOTE-START project, which focuses on CLIL in German as a foreign language.

It will put together different models, approaches and practice of CLIL teaching in universities. A number of European university centres and networks will be associated with the work of this project, which will particularly target those involved in training or research in non-language subject teaching.

The project aims to create a common training manual for CLIL teachers, addressing theoretical aspects and giving examples of good practice taken from primary and secondary levels. It will take account of the different subject matters studied in the target language (life sciences, history, geography, music, art, mathematics etc.). The final product may be used in pre- and in-service CLIL training cycles for teachers, students of bilingual courses (Bachelor or Master level) and teacher trainers teaching non-language subjects in languages other than English using examples from French and German.

### Results

Publication of a manual (DVD or book accompanied by a DVD) for teachers of non-language subjects in French and German in pre- and in-service training (but also of interest to researchers). This will address theoretical aspects of CLIL, including foreign language acquisition and foreign language teaching in a CLIL context, and include examples of language-centred and non-language subject-centred classes. Teaching and learning materials for student teachers will also be provided.

**Targeted sector:** primary, secondary, tertiary level

## CONTENT-BASED TEACHING + PLURILINGUAL/CULTURAL AWARENESS (CONBAT+)

### ENSEIGNEMENT D'UNE MATIERE PAR L'INTEGRATION D'UNE LANGUE ETRANGERE + CONSCIENCE PLURILINGUE ET PLURICULTURELLE

**Coordinator:** Mercé Bernaus, Universitat Autònoma de Barcelona, Spain

**Team members:** Áine Furlong, Waterford Institute of Technology, Ireland; Sofie Jonckheere, Regional Integration Centre Foyer, Belgium; Martine Kervran, IUFM de Bretagne, France

**Associate partners:** Fernando Trujillo Sáez, Universidad de Granada, Spain; Peter MacIntyre, Cape Breton University, Canada

#### Medium-term project 2008 – 2011

**Working languages:** English, French

**Project website:** <http://combat.ecml.at>

#### Aim

Will produce material for teachers and learners for CLIL teaching aimed at developing a plurilingual and pluricultural repertoire.

#### Abstract

The project acronym ConBaT+ means that content-based teaching needs to be complemented with activities enhancing plurilingualism and pluriculturalism: these concepts need to be taken into account in the development of second and foreign language teaching where languages are used to teach other subject areas. The project aims to produce materials in three languages - English, French and Spanish - for teaching non-language subjects at primary and secondary level.

Educational institutions also face the challenge of plurilingualism and pluriculturalism in their classrooms; for that reason, the materials developed will contain activities aimed to raise awareness of this challenge in order to foster positive attitudes toward languages, their speakers and their cultures.

#### Expected results

Processes:

- to make teachers aware of the advantages offered by the use of a plurilingual and pluricultural approach to their content-based teaching;
- to provide teachers with instruments to facilitate this process.

Products:

- a training kit containing the team members' as well as the participants' materials and teacher guidelines in electronic and paper format;
- an evaluation questionnaire for learners;
- an evaluation questionnaire for the teacher participants.

**Targeted sector:** primary and secondary level

## THEMATIC AREA D

### PLURILINGUAL EDUCATION

*Council of Europe policy attaches particular importance to the development of plurilingualism - the lifelong enrichment of the individual's linguistic and cultural repertoire - with the aim of enabling Europeans to interact in a number of different languages and cultural contexts.*

*However, although in most European countries learners are encouraged to learn at least two foreign languages at school, in practice, it is observed that the compulsory learning of a second foreign language is often questioned.*

*Projects in this section demonstrate ways in which this development can be counteracted. How can plurilingual education be put into practice? How can learners best be encouraged to value and respect other languages and cultures apart from their own? What is the place of regional and minority languages in the education systems? How can teachers cope with multilingual classes where all pupils do not necessarily have the required level in the language of instruction?*

*This section also includes a project run in collaboration with language teacher associations, whom the ECML values as important partners in promoting plurilingual education and disseminating the Centre's work.*

## A FRAMEWORK OF REFERENCE FOR PLURALISTIC APPROACHES (CARAP)

### UN CADRE DE REFERENCE POUR LES APPROCHES PLURIELLES

**Coordinator:** Michel Candelier, Université du Maine – Le Mans, France

**Team members:** Jean-François de Pietro, IRDP (Institut de recherche et de documentation pédagogique), Switzerland; Raymond Facciol, Ministry of Education, Culture, Youth and Sport, Malta; Artur Noguerol Rodrigo, Universitat Autònoma de Barcelona, Spain

**Associate partner:** Ildikó Lórinicz, University of West Hungary/EDILIC, Hungary

#### Medium-term project 2008 – 2011

**Working languages:** English, French

**Project website:** <http://carap.ecml.at>

#### Aim

Will develop the existing draft framework for pluralistic approaches into a purpose-built tool for teachers for promoting teaching/learning activities involving several varieties of languages or cultures.

#### Abstract

This project builds on the results of the previous ECML project *Across Languages and Cultures* (ALC) which lead to the development of the central part of a “Framework of Reference for Pluralistic Approaches” (CARAP/FREPA)\* consisting of lists of “resources” in terms of knowledge, attitudes and skills which are promoted by pluralistic approaches, and a presentation of global competences to which the “resources” contribute.

The current project aims to produce, on the basis of the CARAP, a tool for use by teachers designed to raise their awareness about the necessity of a global approach to resources that learners must construct for themselves in the process of developing their plurilingual and pluricultural competence.

In order to do this, a simplified version of the CARAP will be developed, accompanied by 1) an indication as to which pluralistic approaches are more directly relevant to different categories of descriptors; 2) commentaries on the levels of learners and elements of progression; 3) examples of didactic activities relevant to pluralistic approaches; 4) a pedagogical guide on use of the tool.

The second half of the 2008-2011 programme will be dedicated to a revision of the first complete version of the CARAP as created during the ALC project, and to the development of a tool aimed at facilitating its use in curriculum development.

#### Expected results

- An online tool for teachers, in 2 languages (English, French) with a hypertext function and a pedagogical Guide;
- A guide for teacher education about the utilisation of this tool.

**Targeted sector:** teacher education

\*Publication available as free download at:

[http://www.ecml.at/mtp2/publications/C4\\_report\\_ALC\\_E.pdf](http://www.ecml.at/mtp2/publications/C4_report_ALC_E.pdf)

## MINORITY LANGUAGES, COLLATERAL LANGUAGES AND BI-/PLURILINGUAL EDUCATION (EBP-ICI)

## LANGUES MINORITAIRES, LANGUES COLLATERALES ET EDUCATION BI-/PLURILINGUE

**Coordinator:** Claude Cortier, INRP (Institut national de recherche pédagogique), France

**Team members:** Marisa Cavalli, IRRE-VDA, Italy; Matthew Fitt, Itchy Co, United Kingdom; Virginia Unamuno-Kaschapava, Universitat Autònoma de Barcelona, Spain

**Associate partners:** James Costa, INRP, France; Diane Dagenais, Simon Fraser University, Canada

### Medium-term project 2008 – 2011

**Working languages:** French, English

**Project website:** <http://ebp-ici.ecml.at>

### Aim

Will develop a kit for teachers in minority language areas promoting plurilingual approaches.

### Abstract

Based on European objectives promoting linguistic diversity and plurilingual and pluricultural education, this project will develop experimental activities and didactic tools for primary schools, designed to bring together in an integrated didactic framework both the dominant language(s) and the minority or regional language(s) in a number of European regions where linguistic interchange is a reality: Catalonia, Scotland, some regions of France (Corsica, Catalonia, Occitania), the Val d'Aosta.

The languages dealt with will be used as stepping-stones to work, through interlinguistic or intercomprehension-related activities, on two continuums: a) linguistic, geographic and cultural proximity (collateral or “near” languages, neighbouring languages, heritage languages); b) a variational continuum (varieties of the dominant language, minority languages, interlects).

The aim will be to develop awareness and valorisation of language varieties from an early age, as well as to enable children to develop meta- and interlinguistic competences which will help them to develop their own linguistic repertoires and plurilingual competences.

### Expected results

The final product will include:

- the creation of a sustainable network of connected schools;
- a multimedia web-based didactic kit for teachers, teacher trainers and decision-makers including:
  - a collection of practical examples transferable to other contexts including language samples (written and oral) for use in class;
  - activities promoting intercomprehension between collateral/near languages;
  - suggestions and recommendations for decision-makers in the field of education.

**Targeted sector:** primary level

## MAJORITY LANGUAGE INSTRUCTION AS A BASIS FOR PLURILINGUAL EDUCATION (MARILLE)

## MEHRHEITSSPRACHENUNTERRICHT ALS BASIS FÜR PLURILINGUALE ERZIEHUNG

**Coordinator:** Klaus-Börge Boeckmann, University of Vienna, Austria

**Team members:** Eija Aalto, University of Jyväskylä, Finland; Andrea Abel, Accademia Europea di Bolzano, Italy; Terry Lamb, University of Sheffield, United Kingdom

**Associate partner:** Waldemar Martyniuk, Jagiellonian University, Poland

### Medium-term project 2009 – 2011

**Working languages:** English, German

**Project website:** <http://marille.ecml.at>

### Aim

Will examine teachers' strategies in dealing with linguistic diversity in classrooms and investigate support currently given by education systems.

### Abstract

The project deals with the integration of plurilingualism into the teaching of the majority language as a subject in secondary schools. The majority language, as defined by this project, is the official/one of the official languages used as medium of instruction in school, i.e. Bulgarian in Bulgaria, Spanish in Spain etc.

Today, many different languages are present in the classroom. As a result, the teaching of the majority language has to move away from traditional L1 teaching and integrate elements of L2 teaching, for the benefit of those whose L1 is different from the majority language. Therefore, the pedagogy and practice of majority language teaching must at the same time be integrated into plurilingual education approaches such as "language across the curriculum" and "language awareness".

The project will look at the development of majority language instruction in secondary schools in ECML member states to find out about the strategies employed by classroom teachers. How do these strategies relate to the national/regional/local situation? How does curriculum reform deal with the challenges of multilingual societies and plurilingual students?

This project will cooperate with the World Federation of Modern Language Associations (FIPLV) and the Language Policy Division of the Council of Europe.

### Expected results

- Collection of strategies for change management in the field of plurilingual majority language teaching;
- Illustrative case studies/examples of good practice from a variety of countries;
- Conclusions on how to transfer good ideas to other contexts in order to improve majority language teaching with regard for plurilingualism.

**Targeted sector:** secondary level

## LANGUAGE ASSOCIATIONS AND COLLABORATIVE SUPPORT (LACS) ASSOCIATIONS LINGUISTIQUES ET SOUTIEN COOPERATIF SPRACHENVERBÄNDE UND STÄRKUNG IHRER GEGENSEITIGEN ZUSAMMENARBEIT

**Coordinator:** Terry Lamb, University of Sheffield, United Kingdom and FIPLV (World Federation of Modern Language Associations)

**Team members:** Sigurborg Jonsdóttir, FIPLV and STIL (Association of Foreign Language Teachers in Iceland), Iceland; Lucka Pristavec, IDV (Der Internationale Deutschlehrerverband), Slovenia; Janina Zielinska, FIPF (Fédération internationale des professeurs de français), Poland

**Associate partner:** Nicole Thibault, CASLT (Canadian Association of Second Language Teachers)

### Medium-term project 2008 – 2011

**Working languages:** English, French, German

**Project website:** <http://lacs.ecml.at>

### Aim

Dissemination of ECML publications through the networks of language teacher associations.

### Abstract

The project will focus on dissemination of the work of the ECML to those national multilingual and international monolingual teacher associations which are members of FIPLV. Its primary purpose is to facilitate greater collaboration between the associations and with the ECML in order to better support language professionals across Europe through more effective dissemination of new language pedagogies, including teaching and learning methodologies as well as language policies and curricular models appropriate to the 21<sup>st</sup> century.

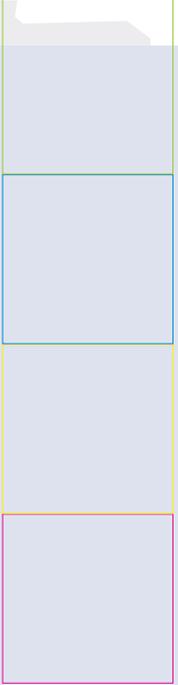
In order to do so, the project will map the ways in which a wide range of language associations are organised (nationally, regionally and locally), and how they support their own networks of members through practical interventions (workshops, publications, newsletters, websites and web fora etc.) as well as through opportunities to have an impact on policy reform (both within their own institutions as well as locally and nationally) towards the development of a vibrant, high quality and inclusive environment in which multilingualism can flourish. In disseminating the work of the ECML, it will explore not only the content of the projects, but also ways of enhancing the process of dissemination itself in order to enable larger numbers of teachers in all sectors to benefit from them.

### Expected results

- Dissemination of ECML projects through FIPLV networks (websites etc.);
- Analysis of the ways in which language teacher associations are organised in order to support the professional development of teachers, with a view to sharing effective dissemination methods;
- Publication of a manual for language teacher associations on evaluating and developing their support for language teaching and learning;
- Specific activities to disseminate ECML projects to teachers and other language professionals across Europe, including web-based communities;
- Evaluation of the dissemination processes developed by member associations.

**Targeted sector:** all educational sectors

2008-



2011




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