

National priorities

29 July 2014

Country	Developments	Topics for ECML programme Top priority - High priority - Useful
1. Andorra	Developing an efficient educational system responding to the needs of society; renewing school system; focus on transversal competences, equality and excellence	<ul style="list-style-type: none"> • ICT in language education (teacher training, examples of good practice, efficient communication in different languages) • CEFR related testing (areas of evaluation, examples of tests) • Migrant language education (how to deal with languages, educational pathways, necessary competences in languages of schooling)
2. Armenia	Enhancing the quality in foreign language learning and teaching, plurilingual and intercultural education; internationalization and integration, recognition of formal and informal foreign language skills; enhancing professional networking; academic research in foreign language education	<ul style="list-style-type: none"> • ELP, CEFR in foreign language teaching and learning, testing related to the CEFR, pluralistic approaches in schools and in tertiary education, mobility programmes, ICT, languages in businesses • CoE policy based teacher training programmes
3. Austria	Focus on language of education of young learners, vulnerable groups; developing reading skills, competence-oriented education, integration, internationalisation, non-formal learning, ICT, research in sign languages and language education as a transversal principle, developing a programme of comprehensive language support	<ul style="list-style-type: none"> • Hands-on strategies for enhancing language skills in language of education with a focus on young learners (age group 4-10), • Catering for the needs of linguistically and culturally diverse learner groups, individualisation • CLIL in early language learning • Strategies for improving speaking and reading skills • Quality of educational standards including school-leaving exams based on competence-orientation • Assessment of informal learning • ELP implementation • Intercultural competences of teachers • Foreign language learning in addition to English • Plurilingual approaches in tertiary contexts • Using non-formal learning for schooling

		<ul style="list-style-type: none"> • Media literacy • Cooperation on sign languages and transversal skills
4. Bosnia and Herzegovina	Focus on teacher development, testing of learning achievements,	<ul style="list-style-type: none"> • Strategies for foreign language learning • Teacher training programmes including development of linguistic competences • Teacher training for quality testing • Early learning • Adult education – languages for specific purposes • Transversal skills (social competences and employability) • ELP, ICT, intercultural competences
5. Bulgaria	Priorities are linking up to a new law on education	<ul style="list-style-type: none"> • Communicative competences in foreign languages • Teacher training for real classroom scenarios • Testing in line with the CEFR • Using synergies between languages to develop plurilingual and intercultural competences • Bilingual education, CLIL • Teacher action research • Teacher training for using ICT in order to develop plurilingual and intercultural competences
6. Croatia	Education and language education in Croatia is in line with European policies and recommendations; ongoing work on teacher development and on enhancing quality in foreign language teaching and learning	<ul style="list-style-type: none"> • Curricula for foreign language teacher training (pre-service and in-service) including ICT and training for democratic citizenship and preparing for teaching students of diverse backgrounds (Roma, migrants, special needs) • Curricula and teacher training for foreign language learning in vocational contexts • Test development and test design in line with the CEFR
7. Czech Republic	Preparing an action plan 2014-2020 for language education, developing teacher training courses, quality of foreign language learning, competence levels of students, language aspects in subject teaching, early learning	<ul style="list-style-type: none"> • Individualised learning responding to needs of children with dyslexia, groups of mixed-abilities • Vocational language learning (general language vs. specific purposes, partial competences) • Effective language learning of second foreign

		<p>languages</p> <ul style="list-style-type: none"> • Effective use of ICT • Needs of students of diverse backgrounds: language of education; support for curriculum designers, heads of schools; whole school policy development, teacher trainers • Developing pre-school provision • Standards for assessment in different sectors (e.g. vocational)
8. Denmark	New reform on primary and lower secondary schools including early foreign language learning; action plan for internationalization of higher education	<ul style="list-style-type: none"> • Enhancing quality and attractiveness of language learning in higher education: (virtual) mobility, ICT, relevance to employment and to careers • Quality and relevance of higher education bachelor programmes including subject studies and language learning (double degrees, e.g. economics + a language) • Facilitate transfer and good practice • Teacher training for early language learning
9. Estonia	Implementation of national curricula, increase motivation for and encourage quality provision of multiple language learning in formal and informal contexts for a wide variety of target groups; recognition of language competences/exams	<ul style="list-style-type: none"> • Teacher training programmes for less frequently taught languages • CEFR in foreign language learning • ELP • Integration and internationalization • Plurilingual and intercultural education • ICT
10. Finland	Introducing teacher and student leader projects introducing innovation, optimizing dissemination of ECML work	<ul style="list-style-type: none"> • Authenticity in language learning focusing on oral proficiency and multiliteracy (e.g. via ICT) • Role of English as lingua franca • Sustaining plurilingualism • Next-generation textbooks: ICT based, individualized and personalized learning environments allowing for teacher and student authorship, expanding transnationally; a “cloud” of materials • Interculturality in language education:

		CARAP/FREPA as a whole school approach; teaching, learning and assessing intercultural skills to support societal cohesion, combating racism and xenophobia
11. France	Currently reviewing priorities; proposed topics may be revised or elaborated by summer 2014; Documents used for present indications: « Les 25 mesures-clés - Loi d'orientation et de programmation pour la refondation de l'École de la République », « Apprendre et enseigner les langues régionales dans l'école de la République »,	<ul style="list-style-type: none"> • Foreign languages at primary level : early start including evaluation • ICT • Regional languages in the context of languages of schooling
12. Ireland	New curriculum for lower secondary schools; specifications for subjects are outcomes-based; expected increase of formative assessment with a new focus on oral skills	<ul style="list-style-type: none"> • Formative assessment, assessment for learning • Assessment of various language competences with a focus on oral assessment • Active learning methodologies ICT • Language learning in mixed-ability class settings
13. Malta	Recent launch of the Framework for the Education Strategy for Malta 2014-2024 – Sustaining foundations, creating alternatives, increasing employability with a focus on enhancing achievement levels and support for vulnerable learners (low achievers, children at risk of poverty, early school-leavers)	<ul style="list-style-type: none"> • Increasing student achievement (vulnerable groups), reducing gender gaps • Support for lifelong learning and adult learning • Raising attainment levels in vocational and tertiary education
14. Montenegro	School-based professional development of teachers,	<ul style="list-style-type: none"> • ICT • Convergences between languages: making effective links between languages with regard to learning and to teaching → plurilingual education • Action research for teacher development, reflective teaching approaches • Young learners: Teacher training and material design for foreign language learning in the primary context, focus on oral skills • Learner autonomy, learning to learn strategies, ELP • Teaching foreign languages for children with special needs • Enhancing teacher cooperation (linking primary and

		secondary sector)
15. The Netherlands	Possible introduction of international language tests as language teacher qualification; problem of teachers leaving the profession after a few years of work experience, qualification programmes for native speakers of languages taught as foreign languages	<ul style="list-style-type: none"> • Foreign languages in primary education • Language competences of language teachers • Developing communities of practice for in-service teacher development • Support programmes for newly qualified teachers • Language teacher training for native speakers from other countries • Continuity and coherence of language learning across primary and secondary levels • CEFR linked testing in secondary and vocational education • Differentiated foreign language teaching
16. Norway	Key words for the next ECML programme (suggested as programme title): Promoting relevance in education for a society in transition	<ul style="list-style-type: none"> • Transversal skills in languages of schooling for ensuring educational standards, employability etc. • Making foreign language learning relevant for students in secondary and vocational schools • Teacher training for vocational language learning • ICT (using translation tools for learning)
17. Poland	Modern foreign languages will be introduced to pre-schools in 2014 and made compulsory as of 2017; new standardised assessment after primary level (6 years of education) as of 2015/2016	<ul style="list-style-type: none"> • Teacher training and material development for the pre-school level • Increasing quality and effectiveness in foreign language education at all levels • CLIL and bilingual sections in primary schools: continuity of subject education in a foreign language across educational levels, teacher support (training, networking, international exchange programmes, best practice) for CLIL teaching • Involving other actors of the educational environment (parents, local authorities, school representatives) • Quality education at vocational level • Development of e-books and reading habits

<p>18. Romania</p>	<p>Reform of primary education, introduction of preparatory classes for primary, introduction of early learning of foreign languages, preparing for the second round of the language indicator survey</p>	<ul style="list-style-type: none"> • Didactic tools for the lower secondary level targeting foreign languages to ensure continuity between primary and secondary schooling • Tools to evaluate programmes at lower secondary level • Practical ideas for bridging the gaps between languages and educational levels • Didactic tools for early learning (primary level) targeting foreign languages and language awareness • Tools to evaluate early learning programmes (7-8 years) • Work on links between plurilingual education and democratic citizenship • Work on inclusive education highlighting intercultural communication in pre-service and in-service training of teachers of mother tongues (?), Romani teachers and community mentors • Exchange of expertise concerning upper-secondary bilingual education • Assessment of language competences linked to the CEFR, quality assurance of testing • Exchange of good practice on institutional level together with EU experts involved in benchmark activities • Minority languages: comparative studies based on national expertise, focus on intercultural communication in teacher training programmes
<p>19. Slovenia</p>	<p>New Resolution on the National Programme for Language Policy 2014-2018, adopted in 2013 http://zakonodaja.gov.si/rpsi/r01/predpis_RESO91.html (Focus on Slovenian language including Slovenian as the second or foreign language, languages of minorities and immigrants, foreign languages, speakers with special</p>	<ul style="list-style-type: none"> • In- service teacher training for early language learning • Relating the existing German, French, Italian and Spanish examinations to the CEFR (those for English language have already been done) • Using ICT in language learning

	needs, languages in higher education); objectives for foreign languages: quality and optimisation of the foreign language education, providing better information to language providers and language learners together with efficient teacher training	<ul style="list-style-type: none"> • Introducing intercultural approaches to language learning
20. Sweden	Aiming at enhancing motivation for language learning, quality of learning provision, reducing numbers of school drop outs and relating these efforts to the European Benchmark initiative; giving visibility to links between language skills, growth and competitiveness (Europe 2020 and mobility in Europe)	<ul style="list-style-type: none"> • Support for making the learning of a second foreign language attractive • Cooperation between teachers of all languages and cooperation between teachers of mother tongues and subject teachers • Awareness raising for mother tongue learning in order to learn a second language successfully • Support for training of primary teachers for using CEFR and ELP based approaches in classrooms
21. Switzerland	Work done as part of the national framework allows us to define teacher language competency profiles, in connection with other existing tools from the Council of Europe. On an international level, these competency profiles could be developed, representing an important part of the reference tool.	<ul style="list-style-type: none"> • Develop a reference tool for teacher competences linked to the CEFR