

# Promoting excellence in excellence in language- language ec education

Promoting excellence in language education



**Annual Report 2010**

European Centre for Modern Languages

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## 1. Introduction to the ECML

The European Centre for Modern Languages (ECML) in Graz, Austria, is an institution of the Council of Europe, set up in 1994 to promote the learning and teaching of languages in Europe. The ECML currently has 34<sup>1</sup> member states.

The ECML's mission is to support its member states in the implementation of their language education policies taking account of the recommendations of the Council of Europe. It does this by promoting innovative approaches and disseminating good practice in the learning and teaching of modern languages and in this way addresses issues directly related to good quality education as a pre-requisite for social cohesion, intercultural dialogue, and democratic citizenship – priority issues identified for the work of the Council of Europe as a whole at the Warsaw Summit in 2005.

The ECML runs 4-year medium-term programmes of projects organised in cooperation with European experts in the field of language education.

Through its programmes, consisting of expert meetings, workshops, conferences and research projects to which participants from the member states are invited, the ECML provides a platform for gathering and disseminating information, stimulating discussion and training multipliers in matters related to language education. It also maintains Europe-wide networks for teacher trainers, researchers and educational administrators.

The ECML in Graz works in close cooperation with the other instances of the Council of Europe working on languages: the Language Policy Division (LPD) and the secretariat of the European Charter for Regional or Minority Languages. The role and activities of the Graz Centre are complementary to those of the Language Policy Division, whose primary responsibilities are the elaboration of policies and guidelines for promoting linguistic diversity and plurilingualism and the development of policy planning and standard-setting reference instruments.

<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, Montenegro, Netherlands, Norway, Poland, Romania, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, "the Former Yugoslav Republic of Macedonia", United Kingdom.

## 2. Priority areas for the ECML in 2010

In 2010 the European Centre for Modern Languages focused, in particular, on the further development of the networking, consultancy and cooperation aspects of its work.

The Centre intensified its cooperation with civil society by establishing an INGO-Professional Network Forum on language education. The Forum comprises international associations and institutions which share common values and expertise in the field of language education and assessment. This new pillar of cooperation has attracted a different clientele to the work of the ECML and opened up significant further channels for dissemination. The Graz Declaration on language education “Quality education for plurilingual people living in multilingual societies”, based upon the results of the first meeting of the network, had a significant

influence on the strategic orientations of the participating organisations. In this respect the Centre has clearly demonstrated its competence as a network leader.

In total the *Empowering language professionals* programme for 2010 comprised 119 events organised and/or supported by the ECML. The 3<sup>rd</sup> year of the programme was characterised by ongoing networking within all of the Centre’s projects. These took different forms, such as piloting materials and activities in different contexts, drafting case studies on examples of implementation, proposing training and classroom activities to be included in training kits or databases and assisting in quality assurance procedures. Ultimately this work has created a strong platform from which to prepare the final results of the projects which will be published in 2011.

The networking function of the Centre was also enhanced through the complete redesign and restructuring of the ECML portal, which now offers a host of new features encouraging feedback and linkage with social networks. The further development of over 30 ECML websites offers projects and existing networks an effective platform for collaborative working.

In terms of consultancy the Centre was requested to provide widespread support and expertise on the themes of its programme. Interest in the Centre’s work extended beyond member states with cooperation initiatives with Japan, Morocco (in cooperation with ALECSO) and most notably Canada, which re-emphasised its desire to develop closer cooperation, building upon the current Memorandum on Cooperation

and Liaison. Keynote interventions at selected major conferences and events throughout the year served to further raise the visibility of the ECML and enhance its reputation as a primary reference point in its domain of work.

With regard to cooperation the ECML continued to develop its outreach in 2010 and carried out effective initiatives at international, national and local levels as well as within the Council of Europe on a transversal level.

Ongoing dialogue and cooperation with the European Commission, in particular with regard to dissemination, opened further opportunities for synergy. The ECML was involved in 5 EU funded projects either as a full- or associate partner and the Centre’s special support activity “Enhancing Romani language education in schools in Europe” received funding from the

European Commission for its activities in 2011-2013.

The Centre cooperated with the Austrian authorities on a number of initiatives which were successful in promoting the work conducted by the Centre and in ensuring that its expertise is recognised and can be practically applied at a local level. On 1 July, the ECML organised an event on the occasion of its 15<sup>th</sup> anniversary, hosted jointly with the Austrian Minister for Education, Arts and Culture, Claudia Schmied and the Austrian Minister for Science and Research, Beatrix Karl. The event looked towards the future role of the Centre, based upon 15 years experience of promoting excellence in language education. In the audience, there were representatives of the Council of Europe member states at two levels: Ministry officials responsible for nominating experts to the



Speakers at the 15<sup>th</sup> anniversary event and representatives from the founding states of the European Centre for Modern Languages, including (4<sup>th</sup> from left) Gabriella Battaini-Dragnoni, Director General of Education, Culture and Heritage, Youth and Sport and Coordinator for Intercultural Dialogue of the Council of Europe, standing next to Beatrix Karl, Federal Minister of Science and Research, Austria and (farthest right) Waldemar Martyniuk, Executive Director of the ECML.

ECML's activities and the Committee of Ministers' Deputies of the Council of Europe. The event was also attended by experts and decision-makers from the host country. Particular tribute was paid to the Centre's networking skills and for the ECML becoming a "landmark in encouraging excellence and innovation in language teaching".

With regard to internal synergies the Centre participated in the flagship events of the Language Policy Division, such as the "Intergovernmental Policy Forum on the right of learners to quality and equity in education and the role of linguistic and intercultural competences" (Geneva, 2-4 November). The inclusion of activities supporting the implementation of recommendations and other policy instruments developed by the Division within the Call for submissions for the 2012-2015 ECML programme reflects the ECML's motivation to pursue and further build upon the fundamental

values and principles underlying the Council of Europe's work in language education. The programme will also address regional and minority language issues, with the aim of further promoting synergies with the work of the secretariat of the European Charter for Regional of Minority Languages.

The ECML involved all target groups in a broad consultation on the orientations of its 2012-2015 programme, *Learning through languages*. Workshops with the Centre's National Contact Points and National Nominating Authorities served to gather valuable feedback and promote the ideas behind the new programme, prior to the adoption of the Call for submissions by the Centre's Governing Board in October. The Centre's new programme will be based upon an inclusive approach to plurilingual and intercultural education and focus on the right of the learner to good quality language education.

### 3. The 2010 programme of activities

#### Introduction to the programme

The 2008-2011 programme, *Empowering Language Professionals: Competences – networks – impact – quality*, addresses current challenges in education as expressed for example in the Council of Europe's "White Paper on Intercultural Dialogue" (2008) and in the Lisbon strategy objectives in education and training.

Standard-linked tuition and result-oriented assessment, greater autonomy of educational institutions, increasing ethnic and cultural heterogeneity among students and promotion of lifelong or recurrent education are some of the burning issues impacting on national reform processes. Language teachers, teacher trainers and language professionals responsible for putting policies into practice are key

actors in this change process. Through its programme the ECML seeks to further 'empower' teachers by:

- enhancing the professional competence of language teachers;
- strengthening professional networks and the wider community of language educators;
- enabling language professionals to have greater impact on reform processes;
- contributing to better quality of language education in Europe.

32 events took place in Graz involving a total of 436 participants

11 further events, involving a total of 441 participants, were held in 10 of the ECML's member states (Armenia, Austria, Bosnia and Herzegovina, Bulgaria, Czech Republic, France, Finland, Romania, Slovenia, Switzerland) and in Canada.

#### Main developments in 2010

##### Preparing the ECML programme 2012-2015

The Call for submissions for the *Learning through languages* programme was launched in December 2010 via the dedicated website [www.ecml.at/call](http://www.ecml.at/call), with applications invited until 1 May 2011.

#### Overview of activities

In 2010, the ECML organised 37 programme events and 6 national support events and hosted a total number of 877 participants<sup>2</sup>.



The forthcoming programme represents an innovation in the work of the ECML, seeking to explore new structures and ways of addressing language education to wider target audiences. Some of the novel aspects are:

- the presentation of a long-term vision of language education which will be further developed over the term of the programme and beyond;
- whilst based on the expertise developed in the foreign language education sector the new programme will reach out to other educational sectors in many cases not directly associated with language education: the majority language classroom (i.e. French in France, Polish in Poland etc.), the subject classroom (for example biology, mathematics, history) and the in-

formal/non-formal learning context with the view to providing support for life-long learning;

- inclusive educational approaches will be investigated with a view to enhancing the social component of plurilingual and intercultural education. In this context the Call invites project proposals covering migrant, regional, minority and sign language education as well as proposals related to educational provision for the blind and visually impaired;
- the Centre will provide a platform for projects focusing on mediation of ECML work to defined target groups, a development which encourages stronger emphasis on targeted dissemination.

With the broader scope envisaged by the ECML, programme activity submissions for the Call were sought not only from language education experts but also from educational experts from other domains as well as from representatives of related organisations with a stake in good quality language education. Among others, parents associations, school boards and the business sector were invited to contribute to the 2012-2015 programme.

#### Short-term projects

Three new projects and a special support activity were launched in 2010: "Training teachers to use the European Language Portfolio – follow-up" (ELP-TT2) and "Training in relating language examinations to the Common European Framework of Reference for Languages" (RelEx) are both follow-up projects responding to the need for continued support in

the area of ELP and CEFR implementation as highlighted by member states. Following a restricted call for tender, the project "Mobility programmes for plurilingual and intercultural education - Tools for language teachers" (PluriMobil) was successfully launched.

The short-term projects complement existing projects within the programme and are expected to develop further tangible and innovative products and services with the aim of achieving the objectives set for the programme as a whole.

A special support activity entitled "Enhancing Romani language education in schools in Europe" (QualiRom) based on extensive partnerships with expert groups and organisations was also initiated in 2010. The activity aims to strengthen local networks and to help implementing curriculum and teaching methods based on European standards, especially amidst continued discrimination against the Roma and Traveller communities.

#### Workshop for the ECML National Contact Points and the ECML Nominating Authorities

A combined workshop of the ECML National Contact Points (NCPs) and the National Nominating Authorities (NNAs) was held in Graz on 29 June - 2 July. Although the NCPs and NNAs had individual programmes, one day was reserved for discussions between both sets of representatives on synergies and common issues, with a particular focus on the ECML's 2012-2015 programme.

One of the primary objectives of the workshop was to discuss and record feedback on the draft Call for the ECML's 2012-2015 programme. The points raised during discussions demonstrated an overall appreciation of the national representatives of the envisaged new programme as well as the challenges involved

with the proposed innovations: to reach out for target groups beyond the foreign language sector and to find a balance between the "visionary" and the "practical" aspects of ECML work. The discussions of the participants provided valuable input for the final version of the Call.

## 4. Initiatives of the Communication, Documentation and Resource Centre (CDRC)

The Communication, Documentation and Resource Centre (CDRC) plays a key role in the production and dissemination of the Centre's products, the promotion of the ECML and the co-ordination of the relationships between the Centre and its partner networks, including the National Contact Points, Professional Network Forum, professional associations and other institutional partners.

#### Communication

Among the media relations initiatives undertaken during 2010, the Centre's participation in the Europe Day celebration "We are Europe", on 6 May on the main square of Graz, organised by the City Council of Graz and the provincial Government of Styria, once again proved highly successful in promoting the ECML to the local public. An interview was broadcast with the ORF and a private TV station in Styria.

On the occasion of the 15<sup>th</sup> anniversary the Ministry for Education, the Arts and Culture in Vienna published a two page article on the function and aims of the Centre accompanied by statements of high officials.

Around 50 news items were published on the ECML site. Three main sectors were covered: the ECML's contribution to international conferences in the language education field, news on latest Council of Europe language education related news and news from partners in the field or ECML contact points. Several items were reproduced on the Council of Europe portal, such as the 15<sup>th</sup> anniversary of the ECML and the re-launch of the ECML site.

Activities in 2010 benefited from increased interactive communication via Facebook and Twitter, especially to promote the European Day of Languages. Given the fact that one of the primary target groups of the Day, pupils

and students now make wide use of these electronic tools, the Centre adapted its communication channels.

A Facebook platform was created for the European Language Portfolio by the coordinator of the ECML's "Training teachers to use the European Language Portfolio" (ELP-TT2) project.

The National Contact Points' website (<http://contactpoints.ecml.at>), established the previous year, was further developed in 2010. The website provides a platform to facilitate the work of the network, to increase knowledge sharing and transparency. A national page exists for each of the 34 countries and Canada as an associate member to present the respective NCP, its services, national reference resources and contacts and, if relevant, ECML and Council of Europe resources translated into the national language(s). One of the important developments in terms of visibility related to the section entitled 'Experts involved in ECML activities'. This initiative seeks to promote national expertise and to stimulate synergies by providing the contact details and project involvement of the coordinators, team members, associate partners and the participants in the central workshops of projects since 2008, as well as the individual workshop report which each participant is invited to send to the National Nominating Authorities and the National Contact Points in his/her country.

The Contact Points site, which is updated on an ongoing basis with materials in the national languages and relevant developments, received approximately 11,000 page views per month in 2010.

### Marketing – in Graz and in 18 member states

In addition to its programme, the ECML supported 76 events in 2010 (+46% compared with 2009) organised in 18 member states, as well as in Belgium, Canada, Italy, Japan, Morocco, and Turkey, by sending information materials and publications and/or by offering presentations. The support covered conferences, seminars and workshops, including 23 events attended by ECML staff, 17 hosted events organised at the Centre's premises and 7 national support events.

In December, the ECML launched the Call for submissions for its 4<sup>th</sup> medium-term programme of activities. ECML staff members were invited to present the orientations of the next programme and the application procedure at the 2010 CEL/ELC Forum: "The Multilingual Challenge: the next generation" (Brussels, Belgium, 2-3 December 2010), and at an "information day" (Sèvres, France, 13 December 2010) organised by the Centre international d'études pédagogiques (CIEP), the National Contact Point for the ECML in France. A series of events to disseminate the Call in member states followed in 2011.

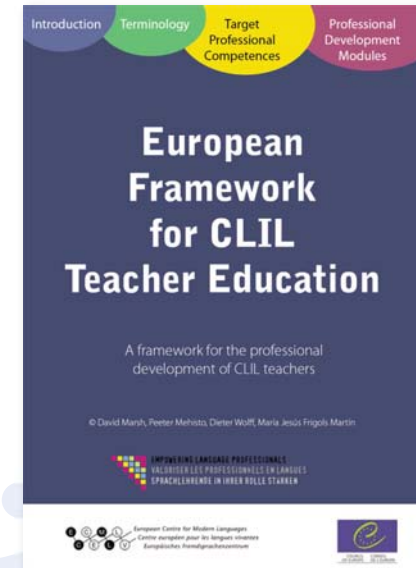
The International Seminar: "CLIL Teacher Education- Capacity-building: Perspectives for the next decade based on current experience" (Madrid, Spain, 28-29 October 2010) organised by the Ministry of Education of Spain was an excellent opportunity to promote the ECML project "Curriculum development for Content and Language Integrated Learning" (CLIL-CD) and to promote the work of the ECML in this

field. Susanna Slivensky, Deputy Executive Director / Head of Programmes of the ECML, María Jesús Frigols Martin, coordinator of the CLIL-CD project, and David Marsh, member of the coordination team, contributed to the event.

The Unity in Plurality Symposium: "Politik der Vielfalt - Indien, Afrika, Europa" (Graz, Austria, 18-20 October 2010) was organised under the patronage of the Austrian UNESCO Commission by Akademie Graz and Treffpunkt Sprachen (Karl-Franzens University of Graz), in cooperation with a number of local associations and the ECML. The Centre's involvement included the participation of the Executive Director of the ECML in the Core Group Meeting, press conference (18 October 2010) and in the preparatory meeting for the European Night of Languages (19 October 2010). Furthermore a discussion session entitled "Plurilingualism in India, Africa and Europe" was organised at the ECML premises (20 October 2010).

### Publications

The project publication *European Framework for CLIL teacher education* was published online (<http://clil-cd.ecml.at>) in three languages (English, French and German) and print copies of the publication were produced in English and German. Together with all other publications from the current programme it will be presented at the closing conference of the ECML programme in September/October 2011.



The Framework can be applied as a basic tool for setting up CLIL teacher training modules. It provides an overview of competences teachers need in order to teach, in an integrated manner, a subject and a second or foreign language of the students. The proposed teacher training curriculum is based on defined competences and is presented in a modular structure which enables the user to adapt the programme according to specific national, regional or local contexts.

A folder, promotional flyer, information guide and brochure presenting strategies for implementing the *European Portfolio for Student Teachers of Languages* (EPOSTL) in teacher education were published as kit components complementing the original book. These materials which aim to support the application



of the EPOSTL in diverse contexts were produced within the framework of the 'follow-up' project "Piloting and Implementing the European Portfolio for Student Teachers of Languages" (EPOSTL2).

The online report *Across languages and cultures: Framework of reference for pluralistic approaches to languages and cultures* by Michel Candelier et al. initially published in 2007 was revised in May 2010 within the framework of the follow-up project "A Framework of Reference for Pluralistic Approaches" (CARAP) (2008-2011, <http://carap.ecml.at>).

The following translated versions of ECML publications were also published in 2010:

- Newby, David/Allan, Rebecca/Fenner, Anne-Brit/Jones, Barry/Komorowska,

Hanna/Soghikyan, Kristine (eds.), *European Portfolio for Student Teachers of Languages - A reflection tool for language teacher education*:

new translations into Croatian, Italian and Spanish; the ECML received a new request for translating the EPOSTL into Turkish from the Gazi University; the publication was already available in English, French, German, Greek, Hungarian, Lithuanian and Polish;

- Bernaus, Mercè / Andrade, Ana Isabel / Kervran, Martine / Murkowska, Anna / Trujillo Sáez, Fernando, *Plurilingual and pluricultural awareness in language teacher education: A training kit*: the ECML received a request from the OSCE Mission to Bosnia and Herzegovina to translate the booklet into the three official languages of the country.

### New ECML portal

The ECML's redesigned portal (<http://www.ecml.at>) was launched in September. The main aims in the redevelopment of the site were to:

- integrate all sites within the Centre's content management system (and thereby automate many of the functions previously carried out 'manually');
- highlight the publications of the Centre
- integrate features linked to social network fora;
- facilitate navigation (all key information should be reachable within two clicks);
- develop a more attractive and coherent site;

- offer improved functionality and greater flexibility (specially designed modules can be accessed to present content in various user-friendly formats).

The new site, which was announced on the main Council of Europe portal, showcases over 70 publications on different aspects of language education which are available for download. As well as surveys, information on developments at national level, up to date details on the Centre's projects and access to the European Language Gazette, the site includes an 'international events calendar' promoting activities relating to language education in Europe and beyond and an 'experts database' to promote the services of language professionals in their domains of specialisation. The site also contains 'ready to use' materials for the Centre's principal target groups of its



work: teachers; teacher trainers and decision makers as well as for people simply interested in languages and language education.

Customised features were added to several project sites in 2010 according to specific needs. Online polls/surveys, picture galleries, FAQ sections, document management applications all served to enhance individual sites. This process will be pursued in 2011 with the development of documentation databases and other applications to present the results in an optimal way.

It is also envisaged in 2011 to further improve the coherence of the different sites across the web platform and to ensure cross-platform databases, i.e. that the content stored in one central archive can be accessed and displayed in different formats, as required on different ECML websites.

### Web statistics

- Approximately 3.5 million page views were registered on the sites comprising the ECML web platform.
- The National Contact Points site (approximately 150,000 page views) was updated on an ongoing basis with details and reports from national participants at ECML events.
- Subscriptions to the European Language Gazette increased by 12% to 6,440 (5,750 in 2009).
- 143 events were registered in the ECML's International Events Calendar promoting major activities in language education (7% increase compared to 2009).
- Publication downloads increased by 15% to 493,000 in 2010 (430,000 in 2009).
- The Experts database, enabling language education professionals to promote their services in their area of specialisation, contained details of over 150 experts by the end of 2010.

## 5. Impact of ECML programme activities

A comprehensive scheme comprising of tools and procedures to facilitate ECML programme evaluation was introduced with the launch of the programme in 2008. The quantitative data obtained through the scheme is supported by qualitative feedback, providing evidence of the quality of ECML services as well as of the take-up and follow-up of projects in ECML member states. All evaluation data is made available on ECML websites with restricted access for the stakeholders concerned.

Some examples of feedback on the impact of ECML work which were received from beneficiaries of programme activities are:

- „the ECML projects ... match the national educational priorities in Bulgaria in the field of foreign language learning and teaching in a comprehensive and constructive way, enabling the language professionals not only to upgrade their skills, but what is more important, to explore possibilities to break the pattern by making use of the innovative approaches of teaching offered through various practice-, evidence-based and empirical research projects, supported by ECML.“ *Krassimira Todorova – National Nominating Authority for Bulgaria*
- „I plan to meet my managers in the State Examinations Commission to discuss and report on the workshop and to make recommendations about a way forward for the State Examinations Commission regarding a plan of action for the linking /mapping of our examinations to the CEFR.“ *Sheila Smyth, Institution State Examinations Commission, Ireland, ECML workshop participant*

- „most of the IUFM teacher trainers participating at a workshop continued to be involved in project activities and maintained professional contacts with other workshop participants“. *French study investigating impact of IUFM workshop participants*

### Impact of being a member state of the ECML

In preparation for the workshop for the 15<sup>th</sup> anniversary event and the ECML National Contact Points' and Nominating Authorities' workshop in June, participants were requested to provide a report on the "Benefits and impact of being a member state of the ECML". The aim was to present a summary of the experiences of the ECML's national representatives with regard to the follow-up of ECML work in their countries. The ECML received reports from 21 member states.

The ECML member states appear, in particular, to value the networking opportunities in a European environment that the ECML provides for its participants. The benefit of sharing expertise and building up professional competence is regarded as empowering, not only for the individual participant but also for national, regional or local educational environments. Effective feedback to colleagues, associations and other professional networks is highlighted as being essential for take-up on a larger scale. At the same time, this important national networking process represents a challenge for most of the ECML Contact Points. The reports show that successful and effective integration of ECML work into na-

tional, regional or local developments results from linking into existing websites, newsletters, associations, fairs and/or professional conferences.

In terms of concrete tools developed and/or promoted by the ECML, the *Common European Framework of Reference for Languages (CEFR)*, the *European Language Portfolio (ELP)* and the *European Portfolio for Student Teachers of Languages (EPOSTL)* represent the most influential materials in the member states according to the national feedback. In particular in countries where translations into the national language have been published, teachers and teacher trainers of diverse languages have become involved in discussions launched by the relevant publications.

### Project evaluation: feedback from the ECML programme consultants

In the reports the ECML programme consultants summarise each project's annual achievements, based on the annual reports of project coordinators, on project documentation and on material available on the project websites. Within a feedback loop the project teams are informed on the evaluative comments of the consultants.

The consultants' reports also provide evidence regarding the achievement of overall programme objectives. The consultants observe transversal developments across the projects and are able to predict impact both on a larger scale (beyond individual practice) and over a longer-term perspective. Their reports are complemented by data from participants in

project activities on impact they achieved in concrete contexts (see 'statistical data of workshop participants' below).

The following statements from the 2010 reports illustrate the qualitative interpretation provided:

- "... the main impact that the plurilingual strand can have on reform processes will be in the better understanding of the principles of a number of facets of plurilingual education – especially in the conceptual framework of CARAP (A Framework of Reference for Pluralistic Approaches) – and through the identification and dissemination of practical, workable approaches to its implementation." Frank Heyworth
- "... it is likely that there is multiplying impact, which can be expected to vary considerably from fairly immediate and active application/ implementation to slower and more partial utilization." Sauli Takala

### Statistical data of workshop participants in ECML activities

The following data summarise the responses given to a set of questions devised as indicators of achievement for the ECML programme objectives set for 2008-2011.

- "This event has contributed to developing my professional competence" (ECML programme objective: enhancing the professional competence of language teachers) 91 % of the workshop participants agreed or strongly agreed or that the ECML



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event they participated in contributed to their professional development.

- “This event has motivated me to become more active in networking with the professional community” (ECML programme objective: strengthening professional networks and the wider community of language educators)

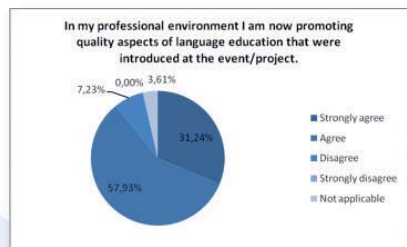
90 % of the participants agreed or strongly agreed that the ECML event they participated in motivated them to become more active networkers.

- “This event encouraged me to play a more influential role in reform processes in my professional environment” (ECML programme objective: enabling language professionals to have greater impact on reform processes)

86 % of the workshop participants agreed or strongly agreed or agreed that the ECML event they participated in encouraged them to become engaged in reform processes.

- “This event highlighted quality aspects of language education that I will promote in my professional environment” (ECML programme objective: contributing to better quality of language education in Europe)

95 % of the participants agreed or strongly agreed that they would promote quality aspects of language education discussed at the ECML event they participated in.



The service provided by ECML staff (or the organiser in the case of events outside Graz) was rated good to very good by 99,70 % of participants and team members attending the Centre’s activities.

## 6. Cooperation within the Council of Europe

Cooperation with the Language Policy Division (LPD) and the European Charter for Regional or Minority Languages represents an integral part of the functioning of the ECML.

Following on from the European Language Portfolio seminar involving 45 countries which took place at the ECML in September 2009, a strategy planning meeting with the Division and the European Validation Committee took place at the end of November in Strasbourg. The meeting focused on the role the Centre could feasibly play in the future development of the Portfolio (the European Validation Committee ceased its mandate at the end of 2010). The increasingly important role of the ECML in the implementation of the ELP and ensuring synergies was highlighted at the meeting. It was proposed that the Centre’s future involvement could concentrate on:

- promotion of the underlying philosophy and the approach offered by the ELP;
- further elaboration of the existing ECML project websites related to ELP and closer linking or merging with the Portfolio website of the Language Policy Division;
- support for implementation and training;
- responding to specific national and regional needs and developments.

Within the Centre’s 2008-2011 programme, several projects have close links with the Language Policy Division’s work. The secretariats of both units are active in promoting complementarity and coherence between work undertaken and in ensuring that relevant results from the ECML’s activities feed into the Divi-

sion’s work, where appropriate, and vice-versa. The two projects linked to the implementation of the European Language Portfolio (ELP-WSU and ELP-TT2) represent good examples of such synergies. Further projects, in the ‘Evaluation’ strand, offering training in relating language examinations to the Common European Framework of Reference for Languages (CEFR), and in the ‘Plurilingual education’ strand, relating to the teaching of minority languages and to the languages of schooling are closely coordinated with the LPD.

The European Charter for Regional or Minority Languages was also regularly updated on relevant activities of the Centre and a representative participated in the network meeting of the “Minority languages, collateral languages and bi-/plurilingual education” (EBP-ICI) project.

### European Day of Languages (EDL), 26 September 2010

Upon the initiative of the Council of Europe, the European Day of Languages is celebrated each year on 26 September to promote cultural richness and plurilingualism in Europe and to encourage lifelong language learning. Since its launch in 2001, every year hundreds of events in celebration of languages are organised around Europe. With activities often organised as large-scale events in city and town centres around the continent as well as in schools, universities, adult learning centres, businesses, the EDL has a potential audience of millions of Europeans.

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language proficiency and is widely used within national language education systems, in certification and by employers.



Despite the EDL falling on a Sunday this year impressive numbers of visits were recorded to the EDL site.



The coordination of the Day principally involves launching communication initiatives, liaising with National Relays, distributing EDL promotional materials and maintaining and developing an EDL web platform.

As a new addition to the wide range of features, databases and instruments already available on the EDL site ([www.coe.int/edl](http://www.coe.int/edl)), a 'language skills' game was launched in September. The game represents a simple way of familiarising language learners with the reference levels defined within the *Common European Framework of Reference for Languages* (CEFR), and assisting them in assessing their level of proficiency in the languages they know. The scale of reference, developed within the Council of Europe's CEFR in 2001, is recognised as a European standard for grading an individual's

#### EDL 2010 in figures

- There were a total of 300,000 visits to the site in September.
- By 26 September 522 events from 47 countries in Europe and worldwide had been recorded in the EDL database for 2010 (over 90 events were registered each from Austria and the United Kingdom). Many events involved several participating countries (by adding together all events involving each individual country an overall total of 810 events were recorded). A further 150 events were announced on the Facebook group established to promote the Day.
- The Council of Europe press release, issued for the first time by the Chair of the Committee of Ministers, was translated into 20 national languages by EDL National Relays.
- The majority of EDL materials were sent

directly to the Relays for distribution on a national basis; in total around 40,000 sheets of EDL 'Talk to me' stickers and 30,000 lanyards and 17,000 posters were distributed to groups celebrating the Day.

To further mark EDL, on 29 September a special event was organised with around 60 Austrian and Croatian pupils to celebrate linguistic diversity at the ECML. The Croatian pupils

presented their school in German, the Austrian pupils in Croatian. A language competition and language games were organised focusing on the languages spoken across the 47 Council of Europe member states. Afterwards, the Austrian pupils guided their Croatian peers through the city of Graz. The teachers in Graz and Nova Gradiska also discussed establishing a school exchange project to learn each other's language in tandem.

## 7. Cooperation with other institutions

#### Cooperation with the European Commission

The Council of Europe and the European Union share the aims of preserving linguistic and cultural diversity in Europe and promoting learning and use of languages as a means to support intercultural dialogue, social cohesion and democratic citizenship, and as an important economic asset in a modern knowledge-based society. There is a recognised need on both sides for more consolidated cooperation. This is specifically important in the current context of the Centre planning the dissemination of the results of its current programme and preparing for its 2012-15 programme of activities.

In 2010, the ECML intensified efforts to expand its working relationship with the Multilingualism Policy Unit of the Commission:

- representatives from the Policy Unit took

part in the launch of the INGO Professional Network Forum in January, the 15<sup>th</sup> anniversary event of the ECML in July, and the meeting of the Centre's Governing Board in October;

- a meeting with the Director General, DG Education and Culture in December focused on developing possible further areas of cooperation;

- at least one quarter of ECML projects illustrate ways in which synergies between the work of the Council and the Union can be achieved. One concrete example is the Centre's *European Portfolio for Student Teachers of Languages* which is currently being piloted for implementation and has been translated into 10 languages. The project and publication draws on the results of the *European Profile for Language Teacher Education – a Frame of Reference* funded by the European Commission and

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produced by Southampton University (UK);

- the number of requests for the Centre to become involved as partners in projects financed under the Lifelong Learning Programme of the EC increased considerably in 2009/2010. Following the approval of its Governing Board, the Centre is currently a 'full' or 'associate' Partner in five projects/campaigns funded by the EC, including a 3-year project in support of "Quality education in Romani for Europe".

#### Cooperation with professional INGOs

The Professional Network Forum is comprised of international associations and institutions that share common values and expertise in the field of language education and assessment. Under the auspices of the ECML, the members of the Forum have agreed to share their know-how and have committed themselves to work together on areas of common interest in the service of language education.

The founding meeting of the Professional Network Forum was held at the ECML on 7 January, with the nine major professional INGOs active in the domain of language education which had signed a generic cooperation agreement with the ECML together with representatives from the Language Policy Division and the European Commission. The Graz Declaration, issued in spring 2010 as a result of the launch meeting of the Professional Network Forum has had a significant influence on the orientations of the founding members of the Forum. In the case of the ECML, the document largely forms the rationale behind the Call for submissions for the Centre's 2012-2015 programme. In the course of the year the European Parents' Association (EPA), the European Union National Institutes for Culture (EUNIC) and the International Association of Multilingualism (IAM) also became members of the Forum.

The Forum represents a major new pillar of cooperation for the ECML. It assisted the

Centre in identifying priority areas for its future programme and provided an effective further channel for dissemination.

The Network met again in early January 2011 to focus, in particular, on the development of cooperation within the ECML's '*Learning through languages*' programme, the dissemination of the results of the current '*Empowering language professionals*' programme and the Centre's conference in September 2011 which will play a pivotal role between the two programmes.

#### Cooperation with other states

##### Canada

On the basis of the Memorandum on Cooperation and Liaison, signed by the ECML and the Official Languages and Bilingualism Institute (OLBI) based at the University of Ottawa in January 2008, the OLBI identified six projects that were closely related to priority areas of research in Canada, and proposed Canadian experts from various institutions to act as team members or resource persons in the selected projects. The expenses of the Canadian experts are covered by Canada for the duration of the projects.

The participation of Canadian experts in the ECML projects provides mutual benefits. It contributes both to highlight at an international level the Canadian expertise and competencies in language teaching and learning in the specific area of the respective project and Canada can greatly benefit from the European methods, strategies and best

practices in language education and research in a plurilingual and multicultural environment.

The ECML Director was invited to deliver a keynote speech at a conference organised by Official Languages and Bilingualism Institute (OLBI) in Ottawa in April. The invitation provided the opportunity to establish further contacts in Canada with a view to the country's accession to the Enlarged Partial Agreement. As well as making a number of visits to associations and NGOs active in the area of language education official visits were organised by the OLBI to the Department for Cultural Heritage, the Commissioner of Official Languages and the Council of Ministers for Education.

The first official ECML event was also held at the University of Ottawa on 30 September 2010. In cooperation with the OLBI and the Canadian Association of Second Language Teachers (CASLT), the ECML project team working on "Content-based teaching + plurilingual/cultural awareness" (CONBAT+) successfully ran a symposium and a workshop for Canadian participants on multicultural attitudes, competence, and equity in Europe and Canada. The events focused on practical implementation of policies for plurilingualism in the classroom, presenting samples of cross-curricular materials relating to different school subjects presented.

Among the points of added value of the Canadian involvement is the increasing awareness of the ECML and its services in Canada. This is an encouraging indicator demonstrating that the practical participation

FROM LEFT TO RIGHT: Catherine Seewald (ECML, Information and Documentation), Anna Kehi (ECML, Communications), Emyr Davis (ALTE, Association of Language Testers in Europe), Martin Hope (EUNIC - British Council), Rob Williams (IC, International Certificate Conference), Johannes Theiner (EPA, European Parents' Association), Johann Fischer (CercleS, European Confederation of Language Centres in Higher Education), Maurizio Viezzi (CEL/ELC, Conseil européen pour les langues/European Language Council), Gudrun Erickson (EALTA, European Association for Language Testing and Assessment), Terry Lamb (International Federation of Language Teacher Associations), Aline Germain-Rutherford (OLBI, University of Ottawa), Britta Hufeisen (IAM, International Association of Multilingualism), Peter Brown (EAQUALS, European Association for Quality Language Services), Wolfgang Mackiewicz (CEL/ELC, Conseil européen pour les langues/European Language Council), Bernd Rüschoff (AILA, International Association of Applied Linguistics), Alan Dobson (ECML, Chair of the ECML Governing Board)





of Canadian experts in ECML activities is contributing towards achieving one of the key objectives of the Memorandum on Cooperation and Liaison: the ultimate accession of Canada to the Partial Agreement.

Canada, represented by the OLBI, also continued to be a very active member within the Professional Network Forum and within the ECML's network of Contact Points promoting the ECML's work at conferences organised by the Institute and disseminating publications of the ECML.

#### Other associations/institutions

Cooperation with the International Federation of Modern Language Associations (FIPLV) provides the basis for the "Language Associations and Collaborative Support" (LACS) project within the Centre's current programme.

The project focuses on the dissemination of the results of the ECML's work through the networks of language teacher associations. Other institutions acting as cooperating partners in projects of the new programme are the European Association for Quality in Language (EAQUALS), the Dutch Institute for Educational Measurement (CITO), the CLIL Cascade Network (CCN), the National Association of Language Advisers, UK, the Institut national de recherche pédagogique (INRP), the European Confederation of Language Centres in Higher Education (CercleS), Moscow State Linguistic University, the International German Teacher's Association (IDV), the Fédération internationale des professeurs de français (FIPF) and the Education and Linguistic and Cultural Diversity International Association (EDiLiC).

A major initiative entitled "Language-Rich Europe" of the European Union National Institutes for Culture (EUNIC), headed by the British Council, was launched in November 2010 after a successful bid for funding from the European Commission. The project aims at identifying indicators for language policy, language use and attitudes to language learning. Ultimately the project seeks to bring about changes in perception regarding the importance of languages and institutional change as well as assisting in agenda setting in European countries and in policy change using 2020 as an orientation. The ECML is involved as an Associate Partner offering its expertise when dealing with the development of the project structure, providing access to the ECML expert networks, and planning to host events related to the project.

## 8. Budget comments

The 2010 budget of the ECML, comprising €1,702,500 in member state contributions, was adopted on 25 November 2009 at the 1071<sup>st</sup> meeting of the Ministers' Deputies. This was supplemented by a carry-over of approximately €230,000 from the 2009 programme account and €6,000 from the staffing and overheads budget. The ECML's working budget in 2010 therefore totalled €1,938,500. The funds available will assist the Centre in assuring sufficient financial resources for 2011 which is the most cost-intensive year of the programme: 2011 represents the culmination of the programme with the publication of the results of all projects and their promotion via a large-scale conference.

The total expenditure for 2010 amounted to €1.689 million. The following categories represented the major areas of programme expenditure for the year (2009 percentages in brackets):

- Travel and subsistence: 57% (47%);
- Publications/promotional materials: 10% (6%);
- Honoraria: 17% (22%);
- Interpretation: 8% (8%);
- Web development/IT maintenance and telecommunications: 5% (4%);
- Postage: 2% (2%).

Despite increased expenditure on travel and subsistence compared to 2009, due to the large number of network meetings, small savings compared to foreseen expenditure were made in the area of travel with the average ticket price (airfare purchased by the Centre) falling by 1%.

As a result of the Icelandic volcanic activity in April a certain amount of disruption occurred in the ECML meeting schedule. One meeting was postponed until the autumn and a network meeting involving 20 participants had to be cancelled. An unexpected positive feature resulting from the travel disruptions was the opportunity to test out IT-based alternatives.

In place of the network meeting in Graz foreseen for the "Assessment of young learner literacy linked to the Common European Framework of Reference for Languages" (AYLLIT) project, online training activities were set up using the Centre's survey software to assist the network participants in estimating the levels of texts produced by young learners according to the scale of reference of the CEFR.

## 9. The host country

The Austrian Association of the ECML (Verein EFSZ in Österreich) acts as the local partner of the ECML in Graz, thereby fulfilling Austria's commitment as host country to provide a seat for the Centre and a local secretariat. Its main function is to maintain and develop the premises of the ECML and provide assistance in day-to-day logistics. It also plays a valuable role in acting as an interface between the Centre and national, regional and local 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. In this context the Association has also invited

all institutions in Graz involved in the field of languages to come together in the Sprachen-netzwerk Graz (the Graz Language Network). This provides a platform for building up and strengthening synergies and exchange of information. Beyond the general objective of promoting plurilingualism, the Network aims to make the competences of the institutions based in Graz more visible both nationally and at a European level and to underline the city's specificity as a place of language-related expertise. A first common project was to promote the use of the European Language Portfolio in Styrian schools by offering free portfolios, in-service training support for the teachers involved and the production of an image film showing what the ELP is and how it works. It is now available in 3 languages and is being widely distributed locally and in the ECML member states.



## 10. 2010 in figures

<b>877</b>	participants in activities financed by the ECML
<b>43</b>	events organised by the ECML
<b>76</b>	other events supported by the ECML
<b>19</b>	active projects within the <i>Empowering language professionals</i> programme
<b>2</b>	new publications
<b>70</b>	publications available for download free of charge
<b>&gt;490,000</b>	accesses of ECML publications on the website
<b>&gt;3.5 million</b>	page views of the ECML's web platform
<b>&gt;6,640</b>	subscribers to the <i>European Language Gazette</i>
<b>&gt;522</b>	events organised in 47 European countries for the European Day of Languages
<b>150</b>	experts registered in the ECML Experts database
<b>143</b>	activities registered in the ECML International events calendar
<b>€1.69 million</b>	total expenditure of the ECML

This report is also available at the following address: <http://govboard.ecml.at>.

# 11. Projects within the 2008-2011 programme

## Thematic area

### A. Evaluation

#### EPOSTL2

Piloting and Implementing the European Portfolio for Student Teachers of Languages  
 Coordination: David Newby, Austria  
<http://epostl2.ecml.at>

#### ECEP

Encouraging the culture of evaluation among professionals  
 Coordination: Marie Berchoud, France (2008-09),  
 Enrica Piccardo, Italy/France (2010-2011)  
<http://ecep.ecml.at>

#### AYLLit

Assessment of young learner literacy linked to the Common European Framework of Reference for Languages  
 Coordination:  
 Angela Hasselgreen, United Kingdom  
<http://ayllit.ecml.at>

#### GULT

Guidelines for university language testing  
 Coordination: Johann Fischer, Germany  
<http://gult.ecml.at>

#### CEF-ESTIM

Common European Framework of Reference for Languages - level estimation grid for teachers  
 Coordination: Claire Tardieu, France  
<http://cefestim.ecml.at>

#### QualiTraining2

QualiTraining at Grassroots Level  
 Coordination: Laura Muresan, Romania  
<http://qualitraining2.ecml.at>

#### RelEx and ClassRelEx

Training in relating language examinations to the CEFR  
 Classroom Assessment related to the CEFR  
 Coordination: José Noijons, Netherlands  
<http://relex.ecml.at>



## Thematic area

### B. Continuity in language learning

#### DOTS

Developing online teaching skills  
 Coordination:  
 Ursula Stickler, United Kingdom  
<http://dots.ecml.at>

#### ELP-WSU

The European Language Portfolio in whole-school use  
 Coordination: David Little, Ireland  
<http://elp-wsu.ecml.at>

#### ELP-TT2+3

Training teachers to use the European Language Portfolio - Follow-up project  
 Coordination: Margarete Nezbeda, Austria  
<http://elp-tt2.ecml.at>

#### E-VOLLution

Exploring cutting edge applications of networked technologies in vocationally oriented language learning  
 Coordination: Anthony Fitzpatrick, Spain  
<http://evollution.ecml.at>

#### PLURIMOBIL

Mobility programmes for plurilingual and intercultural education – tools for language teachers  
 Coordination: Miriam Egli Cuenat, Switzerland  
<http://plurimobil.ecml.at>



#### Thematic area

### C. Content and language education

#### EPLC

Content-based teaching for young learners

Coordination: Renate Krüger, Germany

<http://eplc.ecml.at>

#### CLIL-CD

Curriculum development for Content and Language Integrated Learning

Coordination: María Jesus Frigols, Spain

<http://clil-cd.ecml.at>

#### CLIL-LOTE-START

Content and Language Integrated Learning through languages other than English – Getting started

Coordination: Kim Haataja, Finland

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

#### CLIL-LOTE-GO

Good practice in Content and Language Integrated Learning for languages other than English

Coordination: Gérard Schlemminger, France

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

#### ConBaT+

Content based teaching + plurilingual/cultural awareness

Coordination: Mercè Bernaus Queralt, Spain

<http://conbat.ecml.at>

#### Thematic area

### D. Plurilingual education

#### CARAP

A framework of reference for pluralistic approaches

Coordination: Michel Candelier, France

<http://carap.ecml.at>

#### EBP-ICI

Minority languages, collateral languages and bi-/plurilingual education

Coordination: Claude Cortier, France and Marisa Cavalli, Italy

<http://ebp-ici.ecml.at>

#### MARILLE

Majority language instruction as basis for plurilingual education

Coordination: Klaus-Börge Boeckmann, Austria/Germany

<http://marille.ecml.at>

#### LACS

Language associations and collaborative support

Coordination: Terry Lamb, United Kingdom

<http://lacs.ecml.at>

### Bureau of the ECML Governing Board (2010 composition)

Mr Alan Dobson, Chair  
 Ms Jutta Gehrig, Vice-Chair  
 Ms Irena Mašková, Vice-Chair  
 Mme Mireille Cheval, Bureau member  
 Ms Eva Engdell, Bureau member  
 Mme Veselina Ganeva, Bureau member  
 Mr Eyjólfur Már Sigurðsson, Bureau member  
 Ms Dagmar Heindler, Permanent Observer to the Bureau

### ECML Secretariat

*Executive Director*  
 Mr Waldemar Martyniuk  
 Ms Sylvie Ivens-Brunelle (secretary)

### Programme

Ms Susanna Slivensky (Head of Programmes, Deputy Executive Director)  
 Margit Huber  
 Erika Komon

### Administration

Michael Armstrong (Head of Administration)  
 Nathalie Gignoux  
 Perrine Lamacq

### Communication, Documentation and Resource Centre

Catherine Seewald  
 Anna Kehl  
 Christian Friedrich

### Austrian Association

Ursula Newby (General Manager)  
 Stefanie Öttl

### Useful addresses / Adresses utiles

European Day of Languages / *Journée européenne des langues*  
 26 September / *septembre*  
<http://www.coe.int/edl>

European Language Gazette / *La Gazette européenne des langues*  
<http://www.ecml.at/gazette>

ECML publications / *Publications du CELV*  
<http://www.ecml.at/publications>

ECML National Contact Points / *Points de contact nationaux du CELV*  
<http://contactpoints.ecml.at>

ECML National Nominating Authorities / *Autorités nationales de nomination*  
<http://nomination.ecml.at>

ECML Governing Board / *Comité de direction du CELV*  
<http://govboard.ecml.at>

### Council of Europe / *Conseil de l'Europe: www.coe.int*

- Language Policy Division / *Division des politiques linguistiques*  
[www.coe.int](http://www.coe.int)
- European Charter for Regional or Minority Languages /  
*Charte européenne des langues régionales ou minoritaires*  
[www.coe.int/minlang](http://www.coe.int/minlang)
- Education Newsletter / *Bulletin de l'éducation*  
[www.coe.int/education](http://www.coe.int/education)



## **The European Centre for Modern Languages**

### **Promoting excellence in language education**

Established in 1994 in Graz, Austria, as a Council of Europe institution, the ECML focuses on bridging the gap between language policy theory and classroom learning practice. This unique intergovernmental centre offers concrete approaches to issues and challenges facing Europe's multicultural societies in a period of unparalleled change and mobility.

The ECML, guided by its 34 member states, is committed to the Council of Europe's policy of fostering linguistic and cultural diversity as a means of promoting intercultural dialogue, democratic citizenship and human rights.

## **Le Centre européen pour les langues vivantes**

### **Pour l'excellence dans l'éducation aux langues**

Une institution du Conseil de l'Europe mise en place en 1994 à Graz, en Autriche, le CELV tente de rapprocher les théories issues des politiques linguistiques et les pratiques réelles d'apprentissage en classe. Ce centre intergouvernemental unique propose des approches concrètes face aux questions et aux défis posés aux sociétés multiculturelles en Europe à une époque de changement et de mobilité sans pareils.

Le CELV, sous la direction de ses 34 Etats membres, travaille conformément à la politique du Conseil de l'Europe consistant à encourager la diversité linguistique et culturelle dans le but de promouvoir le dialogue interculturel, la citoyenneté démocratique et les droits de l'homme.

## **Das Europäische Fremdsprachenzentrum**

### **Für Sprachenbildung auf höchstem Niveau**

Das EFSZ, eine Einrichtung des Europarates, wurde 1994 in Graz, Österreich, gegründet, um die Kluft zwischen der Theorie der Sprachenpolitik und der Praxis des Sprachenunterrichts zu überbrücken. Diese einzigartige zwischenstaatliche Einrichtung bietet den multikulturellen Gesellschaften Europas in einer Zeit tiefgreifender Veränderungen und Mobilität konkrete Ansätze um diesen Herausforderungen zu begegnen.

Unter der Leitung von seinen 34 Mitgliedsstaaten ist das EFSZ der Politik des Europarates zur Förderung der sprachlichen und kulturellen Vielfalt verpflichtet, um Menschenrechte, den interkulturellen Dialog und Kompetenzen für demokratisches Handeln zu stärken.