



1/2009

Dear colleagues,

This is the first of a series of regular mailings which are intended to point you towards items of interest from the world of language teacher associations and the European Centre for Modern Languages of the Council of Europe in Graz, Austria. The mailings are produced as part of the ECML project LACS (Language Associations and Collaborative Support) and are intended to inform you of developments in the project, to profile member associations from around the world, and to disseminate other ECML projects which will be of use to all our members.

We are sending this to you in the hope that you will forward these mailings to your own individual members. I hope you enjoy the mailings. Do let me know if you have any suggestions for improvement.

All the best

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On behalf of the Project Team

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**1. LACS News at <http://lacs.ecml.at>**

You will also find the results of last year's language teacher association questionnaire. We have just circulated this again to member associations to increase the amount of information available. The hope is that we can identify what we all have in common so that we can collaborate more easily.

**2. Language Teacher Association of the Month**

The Canadian Association of Second Language Teachers (CASLT) fosters and supports professional excellence in the teaching of languages by creating opportunities for professional development, by encouraging research and by facilitating the sharing of information and the exchange of ideas among second language educators.

Did you know that you can subscribe FREE to the CASLT monthly online newsletter (provided in English and in French) and keep up to date on new trends and initiatives of interest to language educators?

Visit our web site at [www.caslt.org](http://www.caslt.org) to subscribe and learn more about our projects.

**3. ECML Project of the Month: MARILLE at <http://marille.ecml.at>**

Language teaching is changing throughout Europe as a result of increasing migration, cultural diversity and multilingualism. Project MARILLE is concerned with the language of instruction in schools, which is usually also the official national language. So we will be looking at the teaching of German in Austria, English in Great Britain, or Hungarian in Hungary, and we are calling this "majority language teaching".

Teachers of these subjects have usually had less training than, for example, teachers of foreign languages, in teaching a language as a second language or in developing the plurilingual repertoire of their pupils. MARILLE's aim is to explore and compare successful strategies for handling this new situation, at the classroom and school level, and to share examples of effective practice. The outcome should be a collection of resources and examples which will support teachers in multilingual classrooms, as well as a catalogue of principles and ideas for promoting plurilingualism in the majority language classroom.

