



## Annual report 2010

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<b>Thematic area</b>	Plurilingual Education

### General comments concerning the coherence of the year's activities in the thematic area

See the comments for 2009 – “*The three projects – Carap, Marille and IBP-ICI are different aspects of a coherent approach to plurilingual education. The Carap framework provides the theoretical basis, together with examples of didactic activities, and the two other projects explore specific aspects – the teaching of the language of education as a subject in Marille, research into the place of minority languages in IBP-ICI. LACS is in a way a meta project, developing ways better to disseminate ECML project results through teachers’ associations and encouraging cooperation among associations.*” This has continued in 2010 in the context of the work of the Language Policy Division in this area, and generally increased interest in plurilingual education

**What is the contribution of the projects so far with regard to the objectives of the programme? Last year’s comments (with some small additions) are still relevant – the third year of the project is naturally focused on reinforcement rather than new initiatives.**

Programme objective 1:  
**Enhancing the professional competence of language teachers**

- In Marille, there has been important development of the concept of “effective practice” – as distinct from “good” practice – and progress has been made in developing the understanding of the impact of plurilingual approaches in the majority language classroom,
- CARAP is enhancing the understanding of the knowledge, skills and attitudes involved in plural approaches to language teaching. A draft training kit offers several possible approaches to Carap for teachers and the bank of materials now includes some 150 activities to enable teachers to implement plural approaches in the classroom.
- In 2010 EBP-ICI continued with research and training activities, and started the development of a kit to help teachers with a series of effective approaches to maintaining the presence of minority languages (especially at primary level).



<p>Programme objective 2: <b>Strengthening professional networks and the wider community of language educators</b></p>	<ul style="list-style-type: none"> <li>• The aim of the LACS project is to improve cooperation among teachers' associations, to make them more effective and to enhance the content element of association's work through the dissemination of ECML projects. The LACS Bulletin has appeared several times and a survey on the activities of teachers' associations is being analysed.</li> <li>• The three other projects are firmly based in professional networks – extended beyond the immediate project team. Marille has established contacts with the Language Policy Division's work on the language of education; the CARAP has already extensive links to the networks involved in plurilingual approaches, principally in French- speaking links. The EBP-ICI network is at the moment limited to France, Spain and Italy, with an outpost in Scotland. <i>All three projects were presented at the EDILIC conference in Lausanne last July, and this extended awareness of the project to a wider network of those involved in plurilingual education.</i></li> </ul>
<p>Programme objective 3: <b>Enabling language professionals to have greater impact on reform processes</b></p>	<p>The development of plurilingual approaches is becoming more and more important and 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 – and through the identification and dissemination of practical, workable approaches to its implementation.</p>
<p>Programme objective 4: <b>Contributing to better quality of language education in Europe</b></p>	<p>The main potential to improving the quality of language education will be through:</p> <ul style="list-style-type: none"> <li>• The identification of effective practice in plurilingual education;</li> <li>• The provision of an analytical description of the knowledge, skills and attitudes which will promote it – any initiative to improve quality begins with the need for coherent, comprehensive description;</li> <li>• The strengthening of networks – especially in the context of LACS, which will prompt better cooperation among teachers' associations – a necessary vector for development of professionalism.</li> </ul>

**1. Consultant’s annual report 2010 on the project “Language Associations and Collaborative Support” (LACS)**

<p><b>Give a brief summary of the year’s activities.</b></p>	<p>An expert meeting in March  Attendance at the FIPLV Conference in summer  Share of a fellowship with the Marille Project</p> <ul style="list-style-type: none"> <li>▪ Production of a LACS bulletin with information on ECML projects and on different teacher associations</li> <li>▪ Implementation of a survey on effective ways of running teacher associations</li> <li>▪ Preparation of the outline of a manual for associations, which will be the project publication</li> </ul>
<p><b>What do you consider to be the main achievements of the year?</b></p>	<p>The workshop in 2009 has permitted the development of a network and the outline of the manual for associations. Even though a monthly bulletin has proved impractical, the bulletin has proved a useful tool for communication, and a by-product of the project has been closer ties between the ECML and FIPLV.</p>
<p><b>How effectively have the achievements been communicated (on the website and elsewhere)?</b></p>	<p>See above – the website still needs further development as it will be the main medium for dissemination of the manual. Progress with the website has been made – with the work of the fellow.</p>
<p><b>Do you see opportunities for synergy with other projects in the strand?</b></p>	<p>One of the major purposes of the project is to help disseminate ECML projects and to help teachers’ associations to contribute to putting them into practice.</p>
<p><b>Evaluative comments</b></p>	<p>The project has made good progress, though it has been hampered by the constraints due to the multiple commitments of the coordinator and the team, which has led to this year’s objectives being met only partially. Nevertheless, there has been good focus on the core objectives and the overall aims of the project should be attained in the final year.</p>
<p><b>Suggestions for the coordinator and the team</b></p>	<p>Ensure that deadlines are realistic and kept to, with priority given to regular bulletins and the development of the manual.</p>