



Annual report 2011

Consultant	Frank HEYWORTH
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General comments concerning the coherence of the year's activities in the thematic area

<p>General comments concerning the coherence of the year's activities in the strand</p>	<p>See the comments for 2009 and 2010 – <i>“The three projects – CARAP, MARILLE and EBP-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 EBP-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.”</i> This has continued in 2011 in the context of the work of the Language Policy Division in this area, and generally increased interest in plurilingual education – the three projects complement each other well, drawing on CARAP for its theoretical background.</p>
<p>Contribution of the projects so far with regard to the ECML programme objective 1: <i>Enhancing the professional competence of language teachers</i></p>	<p>Last year's comments (with some small additions) are still relevant – the final year of the project is naturally focused on publication and other outputs, rather than new initiatives.</p> <ul style="list-style-type: none"> • 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 training kit offers several possible approaches to Carap for teachers and the interactive bank of materials now includes some 250 activities to enable teachers to implement different plural approaches in the classroom. • In 2011 EBP-ICI continued with research and training activities, and in the publication there is a kit to help teachers with a series of effective approaches to maintaining the presence of minority languages (especially at primary level) and these are illustrated by concrete examples in the publication.



<p>Contribution of the projects so far with regard to the ECML programme objective 2: <i>Strengthening professional networks and the wider community of language educators</i></p>	<ul style="list-style-type: none"> • 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 has been analysed. • 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 and through EDILIC.
<p>Contribution of the projects so far with regard to the ECML programme objective 3: <i>Enabling language professionals to have greater impact on reform processes</i></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. The potential contribution of plurilingual approaches to cognitive and social development is being increasingly recognised.</p>
<p>Contribution of the projects so far with regard to the ECML programme objective 4: <i>Contributing to better quality of language education in Europe</i></p>	<p>The main potential to improving the quality of language education will be through:</p> <ul style="list-style-type: none"> • The identification of effective practice in plurilingual education • 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 • 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.

Consultant's annual report 2011 on the project "Language Associations and Collaborative Support" (LACS)

<p>Summary of the year's activities</p>	<ul style="list-style-type: none"> ▪ An online questionnaire to teacher associations was completed in February ▪ The publication – with input from almost 100 associations is almost ready and will be published early in 2012 ▪ A continuation of the project will be part of the 2012 – 2015 programme and will evaluate the publication and dissemination <p>A folder presenting the project in English, German and French has been completed and published</p>
<p>Main achievements of the year</p>	<p>The completion of the publication and the involvement of a large number of associations is contributing to the dual aim of making the EMCL's work better known and helping associations to have a clear pedagogic focus</p>
<p>Project promotion and communication (on the website and elsewhere)</p>	<p>LAC was presented at the IDV conference in Winterthur and the FIPF conference in Prague as well as at the ECML conference. It was also referred to in presentations in Canada and Helsinki. LACS will also be presented at the FIPLV World Congress in Helsinki, in June 2012.</p> <p>The website will become more effective once the publication is completed and the dissemination plans with blogs and links to the FIPLV website are implemented</p>
<p>Opportunities for synergy with other projects in the strand</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>Evaluative comments</p>	<p>The project has been (finally) very successful in involving teacher associations and is an important example of a mediation project. The impact will be more measurable when the handbook is published.</p>
<p>Complementary statistical data on project workshop or network meeting 2011</p>	<p>No workshop or network meeting in 2011.</p>
<p>Suggestions for the coordinator and the team</p>	<p>Ensure that the website is fully developed early in the new project.</p>