



Annual report 2009

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Thematic area	Plurilingual education

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

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.

What is the contribution of the projects so far with regard to the objectives of the programme?

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 the aim of the project is to collect a range of useful examples.
- CARAP is enhancing the understanding of the knowledge, skills and attitudes involved in plural approaches to language teaching and this is accompanied by a draft training kit plus a bank of materials for teachers to use.
- EBP-ICI is at a research and training stage, with the aim of developing a series of effective approaches to maintaining the presence of minority languages (especially at primary level)



<p>Programme objective 2: Strengthening professional networks and the wider community of language educators</p>	<ul style="list-style-type: none"> • The whole aim of the LACS project is to improve cooperation among teachers' associations and to enhance the content element of association's work through the dissemination of ECML projects. One useful way is by the creation of a monthly bulletin which highlights one association and one ECML project. • 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.
<p>Programme objective 3: Enabling language professionals to have greater impact on reform processes</p>	<p>The projects will not have any direct impact on reform processes, but as there is a good deal of lip service paid to the idea of plurilingualism, but this does not always lead to putting it into practice. 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: Contributing to better quality of language education in Europe</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 2009 on the project "Language associations and collaborative support" (LACS) - Frank Heyworth

<p>Give a brief summary of</p>	<p>There was an expert meeting in April and a central workshop</p>
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<p>the year's activities.</p>	<p>in December. The project was also discussed in the FIPLV World Council in meetings in Graz in July.</p>
<p>What do you consider to be the main achievements of the year?</p>	<ul style="list-style-type: none"> • The project carried out a survey of teachers' associations, analysing their activities and their approaches to dissemination (with special reference to ECML projects). • A monthly bulletin was instituted with a focus on an association and an ECML project in each monthly issue. • The December workshop developed a number of innovative ideas for communication in and towards associations
<p>How effectively have the achievements been communicated (on the website and elsewhere)?</p>	<p>The website has extended the glossary (trilingual and informative) and provided a number of useful weblinks. The monthly bulletin goes to a large number of associations, and ECML coordinators and has the potential to be a very useful communication tool.</p>
<p>Do you see opportunities for synergy with other projects in the strand?</p>	<p>It is a "meta" project, where one of the aims is better to disseminate the ECML's work – in this way it is relevant to all, but there is no particular content synergy.</p>
<p>Evaluative comments</p>	<p>The project is now very active after a slow start in the first half of the year, and the workshop will allow it to progress further. It will be especially important to give the website more substance. The monthly bulletins focusing on an association and an ECML project or publication are a very good initiative.</p>
<p>Suggestions for the coordinator and the team</p>	<p>The December workshop seems to have provided a good springboard for continuing the impact of the project. It will be important to give a clear brief for the planned fellowship and to ensure that the work can be shared among the project team members so that there is continued activity throughout the year.</p>