

# The European Centre for Modern Languages of the Council of Europe

Promoting excellence in language education



# Our vision

A Europe committed to linguistic and cultural diversity, where the key role of quality language education in achieving intercultural dialogue, democratic citizenship and social cohesion is recognised and supported.



*Education sectors, target groups and languages*

# The European Centre for Modern Languages of the Council of Europe

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## Language education and the Council of Europe



Contemporary European societies are characterised and enriched by linguistic and cultural diversity, by migration and mobility. However, we only truly value and treasure these characteristics by recognising and responding to the associated challenges.

Language education is key: the provision of lifelong, quality language education supports not only educational and professional success, but personal development and a sense of self-worth, which in turn contribute to a democratic, socially cohesive and peaceful Europe.

The Council of Europe has played a central role in bringing about positive change in the field of language education across Europe and beyond, broadening the aims from an exclusive focus on modern foreign languages to embrace areas such as plurilingual, cultural and cognitive competences. By capitalising on learners' individual linguistic repertoires, it places democratic citizenship and human rights at the core of learning and teaching, promoting linguistic and cultural diversity in the pursuit of quality education for all.

The ECML, situated at the interface between policy, research, teacher education and practice is in a unique position to help member states implement quality language education.

A new **Recommendation** to member states on the importance of plurilingual and intercultural education for democratic culture was adopted by the Committee of Ministers of the Council of Europe in February 2022.



# The ECML in brief

The European Centre for Modern Languages (ECML) is an Enlarged Partial Agreement of the Council of Europe. It was established in Graz, Austria in 1994.

The ECML's mission is to encourage excellence and innovation in language teaching and support its member states in the implementation of effective language education policies. It does so by working with decision-makers in member states and bringing together language experts to develop innovative, research-informed solutions to challenges in language education.

The ECML recognises the importance of pedagogical approaches which are differentiated according to learner needs and to specific language contexts (home/first, second, foreign, regional, of migration, in subjects etc.). It values all those working in the field from early years through to adult education and contributes to their professionalisation by providing access to innovative resources and to transformative development opportunities.

Through its networks at national and international level and through dialogue and exchange with relevant stakeholders, the ECML is ideally equipped to act as a pioneering institution and a catalyst for reform in the teaching and learning of languages.

The ECML initiates and coordinates 4-year programmes which provide the framework for multilateral development projects, bilateral in-country capacity-building (ECML Training and consultancy) as well as a range of activities for a wider public.





# Programme

The focus of ECML 4-year programmes is determined by its member states, reflecting national priorities in language education. Each programme is embedded in ongoing policy developments, with the overarching themes reflecting shifting perspectives and new challenges, as reflected in the programme titles:



INSPIRING INNOVATION IN LANGUAGE EDUCATION:  
CHANGING CONTEXTS, EVOLVING COMPETENCES  
(2020-2023)



LANGUAGES  
AT THE HEART OF LEARNING  
(2016-2019)



LEARNING  
THROUGH LANGUAGES  
(2012-2015)



EMPOWERING  
LANGUAGE PROFESSIONALS  
(2008-2011)

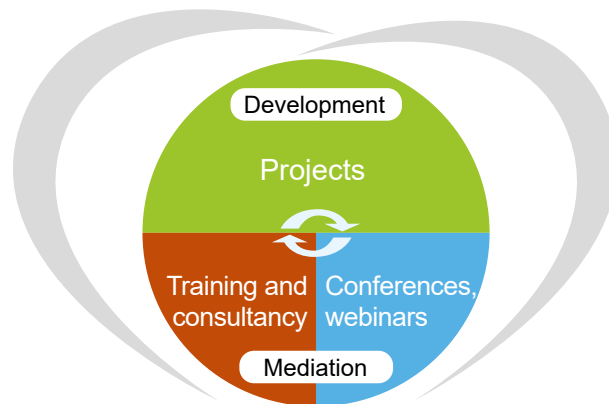


LANGUAGES  
FOR SOCIAL COHESION  
(2004-2007)

## How it works

The programme consists of two strands: development and mediation.

The development strand focuses on creating new solutions to the challenges identified by our member states, through projects and think tanks; through the mediation strand member states can adapt and implement existing ECML resources, access ECML expertise through Training and consultancy and national support events, celebrate the European Day of Languages and take part in conferences, webinars and colloquia, open to a wider public.



## How to get involved

In the preparatory stages of each programme, professionals in language education are invited to submit project proposals or express interest in cooperation. Selected projects are then supported by the ECML over the full programme term. Project activities include network meetings and workshops in Graz where participants from all member states are invited to contribute to collaborative work. Experts can also propose topics for Training and consultancy activities.

Information on upcoming ECML events including workshop participant profiles can be found at [www.ecml.at/calendar](http://www.ecml.at/calendar).

Individuals with a special interest in the subject area of a particular project are invited to take up contact with the ECML National Nominating Authority in their country. [www.ecml.at/memberstates](http://www.ecml.at/memberstates)

Participants act as 'ECML ambassadors' in their country, not only disseminating the work of the ECML among colleagues and national networks but considering ways in which the work can be adapted to, and enhanced by, national developments.



## How to benefit from programme activities

Professionals working in language education can contact project and Training and consultancy teams and follow the activities on the dedicated ECML programme website where regular updates are featured.

They can also add their profiles to the ECML database and access the details of other experts in a range of language areas. [www.ecml.at/expertsdatabase](http://www.ecml.at/expertsdatabase).



*Current priorities in language education in ECML member states*



# ECML thematic areas

Within a holistic vision for language education which puts learners at the centre, the ECML has identified nine themes which reflect main trends in language learning and teaching and provide insights into the wide range of topics, theories and practices that have been the concern of language education in recent years. These key aspects of language education also reflect the complexity and range of evolving learner needs. Teacher education lies at the centre because special competences are required so that language professionals can respond appropriately to these different needs. At the same time, these themes interrelate and interact and the boundaries between them are permeable.

The ECML's vast database of publications and online resources is organised according to these nine themes. There are resources for everyone involved in language education – learners, parents, teachers, teacher educators, curriculum and test developers and policymakers. In the pages to follow you can read more about each theme and get a flavour of the resources available.

To explore the ECML's treasure chest of over 100 resources, all of which are freely available to download, go to [www.ecml.at/publications](http://www.ecml.at/publications).

Teacher education





# Plurilingual and intercultural education

Plurilingual and intercultural education values all the different languages learners bring with them to the classroom or workplace as well as the languages of schooling and languages offered within the curriculum. Moreover, it recognises and facilitates their dynamic interaction in order to support learners to develop further language competences, including subject-specific discourses. It also provides access to intercultural learning, essential for the acceptance of difference and the exercise of democratic citizenship. ECML resources and activities within this thematic area address the full spectrum of education stakeholders: decision-makers, teacher educators, classroom practitioners, learners and parents.

[www.ecml.at/plurilingualeducation](http://www.ecml.at/plurilingualeducation)

## Learning environments where languages flourish



EOL presents a vision of a language-friendly environment and encourages a strategic approach to language teaching and learning. The starting point for such a global approach to language education is a widespread awareness of the role of languages for the promotion of democratic citizenship and social cohesion.

## CARAP/FREPA – A framework of reference for pluralistic approaches



The term *pluralistic approaches to languages and cultures* refers to didactic approaches which involve the use of more than one / several varieties of languages or cultures simultaneously during the teaching process. This resource website opens ways for implementing pluralistic approaches in classrooms in order to develop the plurilingual and intercultural competences of learners of all subjects. In addition to the reference framework itself and guidance on how to use it, the website also hosts a database of classroom materials and training modules.



# Teacher and learner competences

Key issues central to teacher education are, on the one hand, the range of competences that learners need to develop and, on the other, the role that teachers can play in supporting their development. ECML resources and activities within this thematic area focus on supporting teachers and learners to develop values and attitudes which show respect for and openness to otherness, and on facilitating the development of linguistic, communicative, cultural and plurilingual competences needed to participate fully in our complex, culturally diverse and ever-changing societies.

[www.ecml.at/languageteachercompetences](http://www.ecml.at/languageteachercompetences)

## A guide to teacher competences for languages in education



This website offers a comprehensive guide to teacher competences for languages in education. Users will discover how existing tools and frameworks can be categorised and described according to areas of competences. In addition, teacher educators in different countries explain how these tools are being implemented in practice.

## Action research communities for language teachers



The “Action research communities” website offers activities which put teachers at the heart of the quality process in the language learning classroom. These activities aim to support teachers in European classrooms to use action research as an essential tool for the development of reflective classroom practice and highlight ways to promote professionalism within language teaching.



# Languages of schooling

Language is the medium in which knowledge is constructed and exchanged. Learners can exercise their right to quality education only if they can access the curriculum; they can access the curriculum only if they develop competences in the language(s) of schooling and in subject-specific discourses. Given that the languages of schooling play such a pivotal role, whole-school policies and approaches are required. ECML resources and activities within this thematic area address the needs of school leaders, curriculum developers and classroom teachers as they strive to support learners achieve their academic potential.

[www.ecml.at/languagesofschooling](http://www.ecml.at/languagesofschooling)

## A roadmap for schools to support the language(s) of schooling



This resource enables schools to set up a tailor-made whole-school strategy to advance learners' competences in the language(s) of schooling. The web-based tools support schools to develop the linguistic and critical thinking skills ALL learners need in ALL subjects to ensure learning and school success.

## Developing language awareness in subject classes

### language in subjects

The practical resources on the website help subject teachers to identify the linguistic needs of their learners and provide tailored support. The proposed procedures and language-supportive teaching materials enable teachers to reflect on language-sensitive approaches which learners can draw on and apply when learning new subject content. In this context, teachers can explore how to support their students with writing, speaking, and reading tasks, how to create teaching materials, and how to draw on students' first language in their teaching.



# New media in language education

The speed with which new media emerge as part of the ongoing digital revolution presents both challenges and opportunities for language learning and teaching, provided we combine technology with pedagogy. ECML resources and activities within this thematic area develop teachers' digital literacy through task-based, collaborative, experiential pedagogy and ensure that technology is used to help learners become responsible and critical users of media.

[www.ecml.at/digitalliteracy](http://www.ecml.at/digitalliteracy)

## Digital literacy for the teaching and learning of languages



E-lang provides language teachers with resources which promote the use of “real-world tasks” in a pedagogical approach that fully integrates social interactions. E-lang ultimately supports learners to become competent and autonomous language users as well as digital citizens.

## Inventory of ICT tools and open educational resources



The inventory contains a list of freely available online tools and open educational resources for language teaching and learning. The tools have been evaluated with sound pedagogical criteria in mind. These criteria have been developed by teachers for teachers and provide essential information so that you can select appropriate applications and use them with your learners.





# Content and language integrated learning

Content and language integrated learning (CLIL) and bilingual education are increasingly popular across Europe. ECML resources and activities within this thematic area support CLIL practitioners not only to take account of and strengthen the language component in subject learning, but also to deepen conceptual understanding in different subjects. In this way learners become literate in content subjects or topics so that they can successfully and appropriately communicate that knowledge across cultures and languages.

[www.ecml.at/CLIL](http://www.ecml.at/CLIL)

## A pluriliteracies approach to teaching for learning



"Pluriliteracies Teaching for Learning" (PTL) shows teachers and material developers ways of fostering deep learning by paying attention to the development of students' subject specific literacies as well as their conceptual understanding and automatization of subject-specific procedures, skills and strategies. By communicating about their evolving understanding in increasingly sophisticated ways, students internalise these understandings and ways of acting and thinking.

## The European Framework for CLIL Teacher Education



*The European Framework for CLIL Teacher Education* provides a set of principles and ideas for designing curricula for professional teacher development in the area of content and language integrated learning.



# Migrant education and employment

Today Europe is home to millions of first, second and third generation migrants as well as ethnic minority communities. ECML resources and activities within this thematic area support migrants both at school and in the workplace. They also provide advice and guidance for decision-makers and employers on how to benefit from this diversity.

[www.ecml.at/migrationandlanguages](http://www.ecml.at/migrationandlanguages)

## Language for work: Tools for professional development



This website contains a comprehensive set of resources, outlining both competences and examples of practice. At the same time, it acts as a platform for an active network of professionals in the field where teachers, learning providers, employers and authorities can

share expertise and develop practice.

## Collaborative community approach to migrant education - A virtual open course for educators



The resources offer innovative ways to enhance young migrants' education by developing links between schools, the home and local partners in education. This educational joint venture develops the learners' skills in the language of schooling as well their plurilingual competences.



# Sign languages

Sign languages are part of Europe's collective cultural and linguistic capital, yet they are still rarely used as languages of instruction in Europe. ECML resources and activities within this thematic area include European standards for proficiency levels and assessment descriptors so that sign language teachers and interpreters can better respond to the needs of the community they serve.

[www.ecml.at/signlanguages](http://www.ecml.at/signlanguages)

## Promoting excellence in sign language instruction

### **PROSIGN**

ProSign resources integrate sign language education into Council of Europe developments in language education, especially the *Common European Framework of Reference for Languages* (CEFR) and the *CEFR Companion Volume*. These include guidelines on sign language teacher competences, a signed version of the *European Language Portfolio* (ELP) and practical approaches to assessment. All information is available in International Sign and in English.



Photo: Converse College  
CC BY-SA 2.0



# Early language learning

There is a growing trend across Europe to begin language learning in early primary or even in kindergarten. Professionals working at these levels require specialised training. ECML resources and activities within this thematic area support educators to understand and embed age-appropriate pedagogies, based on plurilingual and intercultural approaches from the very beginning.

[www.ecml.at/earlylanguagelearning](http://www.ecml.at/earlylanguagelearning)

## Inspiring language learning and teaching in the early years



This website is packed with resources and strategies for teachers and educators to help young children to develop their linguistic and intercultural competences. These take account of the linguistic repertoires of children – the different languages they encounter at home, at school and in society – so that they can engage successfully with linguistic and cultural diversity.

## European portfolio for pre-primary educators: The plurilingual and intercultural dimension



This portfolio is designed for educators and teachers in the pre-primary sector, either in initial or in-service training. It encourages personal reflection on the professional skills related to the linguistic and intercultural dimension of working with children.



# Curricula and evaluation

By focusing on the learner, the learning process and learning outcomes, curricula and evaluation (both formative and summative) align to form one cohesive process. This is the philosophy underpinning key Council of Europe references tools such as the *Common European Framework of Reference for Languages* (CEFR), the *CEFR Companion Volume* and the *European Language Portfolio*. ECML resources and activities within this thematic area support teachers and teacher educators to understand the philosophy of learning, teaching and assessment on which these instruments are based, so that they can be effectively and efficiently implemented in different learning contexts.

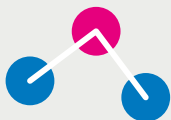
[www.ecml.at/evaluation](http://www.ecml.at/evaluation)

## A quality assurance matrix for CEFR use



This resource website provides a quality assurance matrix for CEFR use and suggests clear, coherent, and relevant procedures to facilitate planning, teaching and assessment, as well as promising practices that can be used by different stakeholders at the levels of policy, curriculum development, teaching and assessment.

## ReLex – Relating language examinations to the CEFR: Learning, teaching, assessment. Highlights from the Manual



The publication offers an introduction to linking examinations to the *Common European Framework of Reference for Languages* in a valid way. The highlights are targeted at producers of language examinations, who are less familiar with psychometric procedures and who are not (yet) assessment experts. The texts originate from the *Relating Language Examinations to the CEFR: A manual* (a publication of the former Language Policy Division of the Council of Europe).



# Training and consultancy



The ECML provides European expertise in language education adapted to the specific contexts and target groups within individual countries. This bilateral support in a range of key areas helps strengthen the cooperation between member states and the ECML by taking the expertise gained from ECML projects directly into member states. Beginning with needs on the ground, ECML experts work with national authorities and local experts to devise and implement tailor-made in-country activities.

This mediation strand of ECML activity helps member states:

- respond to current challenges in language education at national level;
- foster the professional development of language professionals;
- advance national reform processes;
- facilitate exchange of good practice through professional networks;
- meet international standards.

[www.ecml.at/trainingandconsultancy](http://www.ecml.at/trainingandconsultancy)



Languages  
of schooling

## Language of schooling in subject learning

These hands-on training sessions are designed to increase participants' awareness of the specific linguistic challenges within different school subjects so that pedagogical tools can be developed which integrate both linguistic and subject objectives.

# Training and consultancy themes

Plurilingual and  
intercultural education

## Learning environments where modern languages flourish (EOL)

EOL is about developing a whole-school approach. This activity helps participants to take a strategic approach to language teaching and learning so that their schools become environments where languages can flourish.

Plurilingual and  
intercultural approaches

## Plurilingual and intercultural approaches (FREPA)

This offer proposes diversified, reflective and practical actions for the development of plurilingual and intercultural education. It is based on a transversal, cross-curricular vision of language learning, the importance of which is underlined by the publication of the *CEFR Companion Volume*.

New media in  
language education

## ICT in language teaching and learning

This activity provides training in the application of pedagogical principles in teaching languages with technology. It promotes the effective use of ICT tools and open resources in support of quality language teaching and learning.

Languages  
of schooling

## Supporting the language(s) of schooling (ROADMAP)

Supporting students to master the language(s) of schooling is key to their successful learning. With the help of a web-based, user-friendly and customised "Roadmap", the team helps participants understand the various dimensions connected to students' language development so that they can assess the situation and initiate a change process, adapted to their national context.

## Action Research Communities (ARC)

This activity builds upon the “Action research communities” project providing an action research framework for language teachers to make changes and improvements to practice. Workshop participants will discover how teaching and learning can be enhanced through action research whilst focusing on specific aspects of language teaching (e.g. intercultural competences, CLIL...).

## Supporting multilingual classrooms\*

This activity helps ensure quality education for migrant and other vulnerable learners by preparing teachers, teacher educators, administrators and school leaders to develop the children’s plurilingual and intercultural repertoires for successful schooling.

## Quality education in Romani (QualiRom)

The aim of this activity is to promote quality education in Romani within a human rights perspective by providing training on the use of QualiRom materials and consultancy on the *Curriculum Framework for Romani* for curriculum development (CFR).

## CLIL and beyond (pluriliteracies)

This hands-on activity will take participants from the basics of CLIL to an understanding of deeper learning episodes which support the transfer of learning across language and subjects, based on the Pluriliteracies model.

## Testing and assessment – Relating language curricula, tests and examinations to the CEFR (RELANG)\*

The aim of this activity is to provide training in developing good quality foreign and second language curricula, tests and language examinations linked to the *Common European Framework of Reference for Languages* (CEFR).

## Language for work

Work-related language skills are crucial to the integration and participation of adult migrants. New approaches are emerging across Europe to help them develop those skills. This activity brings together a team of experts familiar with these approaches to offer practical guidance to teachers, policymakers and others working in this field.

\* in cooperation with the European Commission

# Collections

## ECML 25th Anniversary Publication



This publication celebrates a momentous stage in the history of the ECML: its 25th anniversary. Through a collection of contributions from international experts working at the cutting edge of language education as well as testimonials from stakeholders responsible for supporting and implementing innovative approaches to language education around Europe, it takes the reader on a fascinating journey through the world of international language education over a quarter of a century.

## European Language Portfolios

The Council of Europe introduced the *European Language Portfolio* (ELP) as a means of helping language learners to record and reflect on their language learning achievements and intercultural experiences, and to set learning targets related to the CEFR competence descriptors. The ELP aims to foster the development of learner autonomy, to help learners give shape and coherence to their experience of learning and using languages and to motivate learners by acknowledging their efforts to extend and diversify their language skills at all levels. The ECML hosts a collection of over 80 ELPs validated by the Council of Europe, probably the largest collection in existence.

[www.ecml.at/elp](http://www.ecml.at/elp)

## Common European Framework of Reference for Languages

The result of over twenty years of research, the *Common European Framework of Reference for Languages: Learning, teaching, assessment* (CEFR) was designed to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum

guidelines, the design of teaching and learning materials, and the assessment of language proficiency. It is used throughout Europe but also in other continents. A collection of the CEFR in 40 languages, together with supporting publications and materials, is hosted by the ECML.



## The John Trim Collection

The collection, consisting of over 11.000 resources, reflects John Trim's groundbreaking work with the Council of Europe on language education between 1971-1997 as Director of the Council's Modern Languages projects.



Under John Trim's guidance the Council of Europe's work became the single most influential factor in the reforms in

course design, textbook authorship, testing and examinations, and teacher training that occurred throughout Europe. Among many highlights of the collection are the studies related to the development of the Threshold Levels and the *Common European Framework of Reference*. The collection represents a potential treasure trove for researchers!

[www.ecml.at/trim](http://www.ecml.at/trim)





# Networks

By tapping into international and European networks as well as national networks in member states, the ECML is in constant dialogue with all those involved in language education, be they ministry representatives, researchers, inspectors, education administrators, teachers, teacher educators, parents or community workers. In this way the ECML acts as a platform for gathering and disseminating information, for stimulating discussion and mutual learning and for the forging of new and enriching partnerships. The ECML is the only European institution in the field of language education to operate on so many different levels.

“Coming together is a beginning; keeping together is progress;  
working together is success.” *Henry Ford*

## Cooperation with the European Commission

As a result of the ECML's strong and stable partnership with the European Commission, every year approximately 600 more language experts across Europe gain access to unique professional development opportunities through ECML Training and consultancy activities.



The ECML also works in partnership with a broad array of international non-governmental organisations in the field of language education through its Professional Network Forum.

# Professional Network Forum

The Professional Network Forum is made up of 16 international associations and institutions that share common values and have complementary expertise in the field of language education. Under the auspices of the ECML, the members of the Forum have agreed to share their know-how and have committed themselves to working together on areas of common interest in the service of language education.

 <p><b>ACTFL</b> American Council on the Teaching of Foreign Languages</p>	 <p><b>AILA</b> International Association of Applied Linguistics</p>	 <p><b>ALTE</b> Association of Language Testers in Europe</p>	 <p><b>CercleS</b> European Confederation of Language Centres in Higher Education</p>
 <p><b>EALTA</b> www.ealta.eu.org European Association for Language Testing and Assessment</p>	 <p><b>Eaquals</b> Excellence in Language Education Evaluation and Accreditation of Quality in Language Services</p>	 <p><b>ECSPM</b> for Multilingualism European Civil Society platform for multilingualism</p>	 <p><b>L3</b> International Association of Multilingualism</p>
 <p><b>EDILC</b> Education, Cultural and Linguistic Diversity</p>	 <p><b>EFNIL</b> European Federation of National Institutions for Language</p>	 <p><b>CEELC</b> Conseil Européen pour les Langues / European Language Council</p>	 <p><b>EPA</b> European Parents' Association</p>
 <p><b>EUNIC</b> European Union National Institutes for Culture</p>	 <p><b>fiplv</b> Fédération Internationale des Professeurs de Langues Vivantes</p>	 <p><b>ICC</b> International Language Network International Certificate Conference</p>	 <p><b>uOttawa</b> Institut des langues officielles et du bilinguisme (ILOBI) Official Languages and Bilingualism Institute (OBI) Official Languages and Bilingualism Institute of the University of Ottawa</p>

# Recent developments

## Multilingual glossary of key terms in language education

Ability to learn  
Academic language  
Accountability  
Action research  
Action-oriented approach

An approach to language education focusing on active and the oriented use of language in learning and teaching as well as in assessment. Tasks on and plans involve the communicative approach proposed in the CEFR. The action-oriented approach also takes into account the cognitive, emotional and sociological resources and the full range of abilities specific to each speaker in the individual as a social agent (CEFR, 2011: 5)

Source in French:  
approche actionnelle

**Action-oriented tasks**  
Adapting the CEFR descriptors  
Advocacy  
Agency  
Analytical discourse  
Approach  
Area

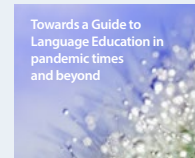
This newly published resource presents key terms, their definitions and references from ECML projects in English, French and German. The glossary, which will be updated

on an ongoing basis, reflects the solid theoretical underpinning to the ECML's practice-oriented projects and resources.

[www.ecml.at/glossaries](http://www.ecml.at/glossaries)

## The future of language education initiative

Towards a Guide to Language Education in pandemic times and beyond



This initiative, organised jointly with the member organisations of the ECML's Professional Network Forum and

within the framework of a cooperation action with the European Commission, explores how the ongoing Covid pandemic has affected language education, and looks at ways in which the skills and insights gained may bring about beneficial lasting changes in the teaching and learning of languages.



EUROPEAN UNION



EUROPEAN CENTRE FOR  
MODERN LANGUAGES  
CENTRE EUROPEEN POUR  
LES LANGUES VIVANTES



COUNCIL OF EUROPE  
CONSEIL DE L'EUROPE

[www.ecml.at/  
thefutureoflanguageeducation](http://www.ecml.at/thefutureoflanguageeducation)

## Supporting the (linguistic) integration of refugees from Ukraine

A set of dedicated webpages focus primarily on guidance and resources to support the linguistic integration of refugees from Ukraine in schools and in the workplace. It is targeted at policymakers, school principals and teachers (of all subjects), as well as at as well as at Human Resource staff and labour market support services.



[www.ecml.at/ukraine](http://www.ecml.at/ukraine)

# European Day of Languages

Since 2001 the European Day of Languages (EDL) has been celebrated on 26<sup>th</sup> September every year, throughout Europe and beyond.



It is a day to:

- alert the public to the importance of language learning in order to increase plurilingualism and intercultural understanding;
- promote the rich linguistic and cultural diversity of Europe;
- encourage lifelong language learning.

The European Day of Languages is coordinated at international level by the ECML, cooperating closely with the European Commission. National Relays support the EDL in over 45 countries, distributing promotional materials and promoting the Day.

The website is available in 42 languages: [www.ecml.at/edl](http://www.ecml.at/edl)

GAME:  
WHICH  
LANGUAGE  
IS IT?

[edl.ecml.at/whichlanguage](http://edl.ecml.at/whichlanguage)



**LARA'S**

**LANGUAGE JOURNEY  
ACROSS EUROPE**

[edl.ecml.at/languagejourney](http://edl.ecml.at/languagejourney)

**THE SECRET AGENT'S  
LANGUAGE CHALLENGES APP**

[edl.ecml.at/languagechallengeapp](http://edl.ecml.at/languagechallengeapp)

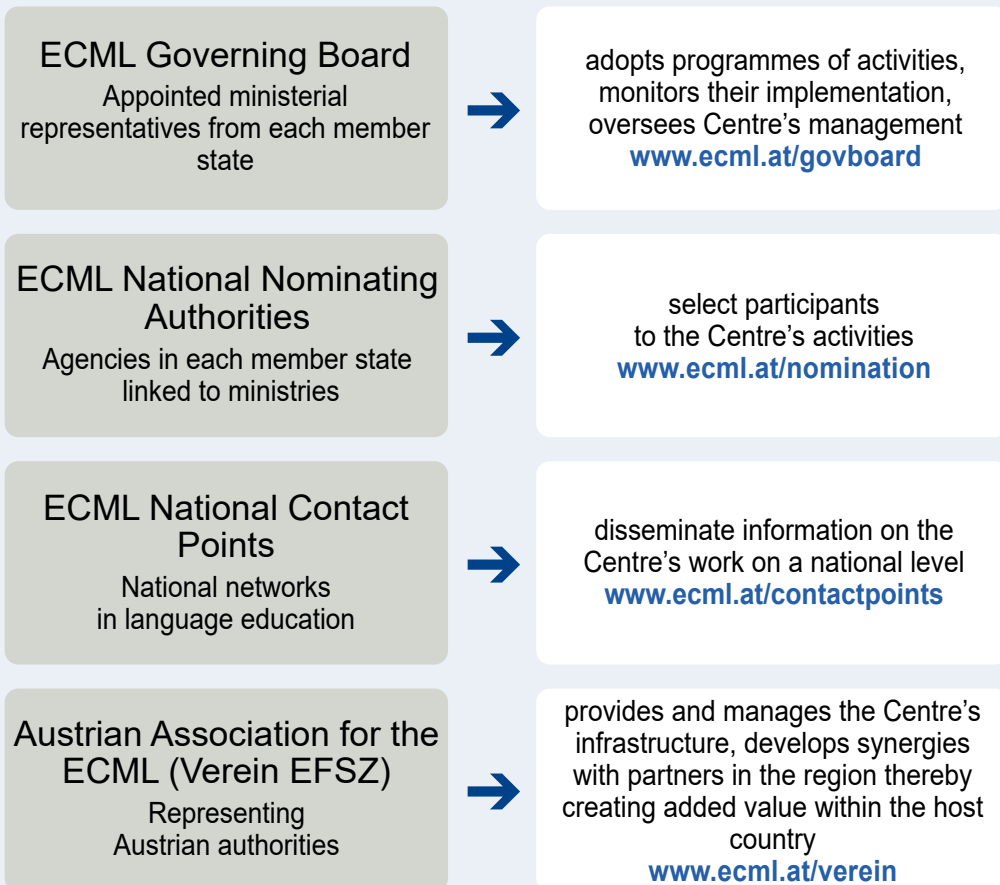


...and lots of other games and interesting facts on languages!

# Structure of the ECML

The impact of the Centre's work reaches out to Europe and beyond. In each of the member states an ECML National Nominating Authority selects experts to participate in ECML activities while an ECML Contact Point promotes the Centre's work, reinforcing the dynamic network of the ECML at a national level.

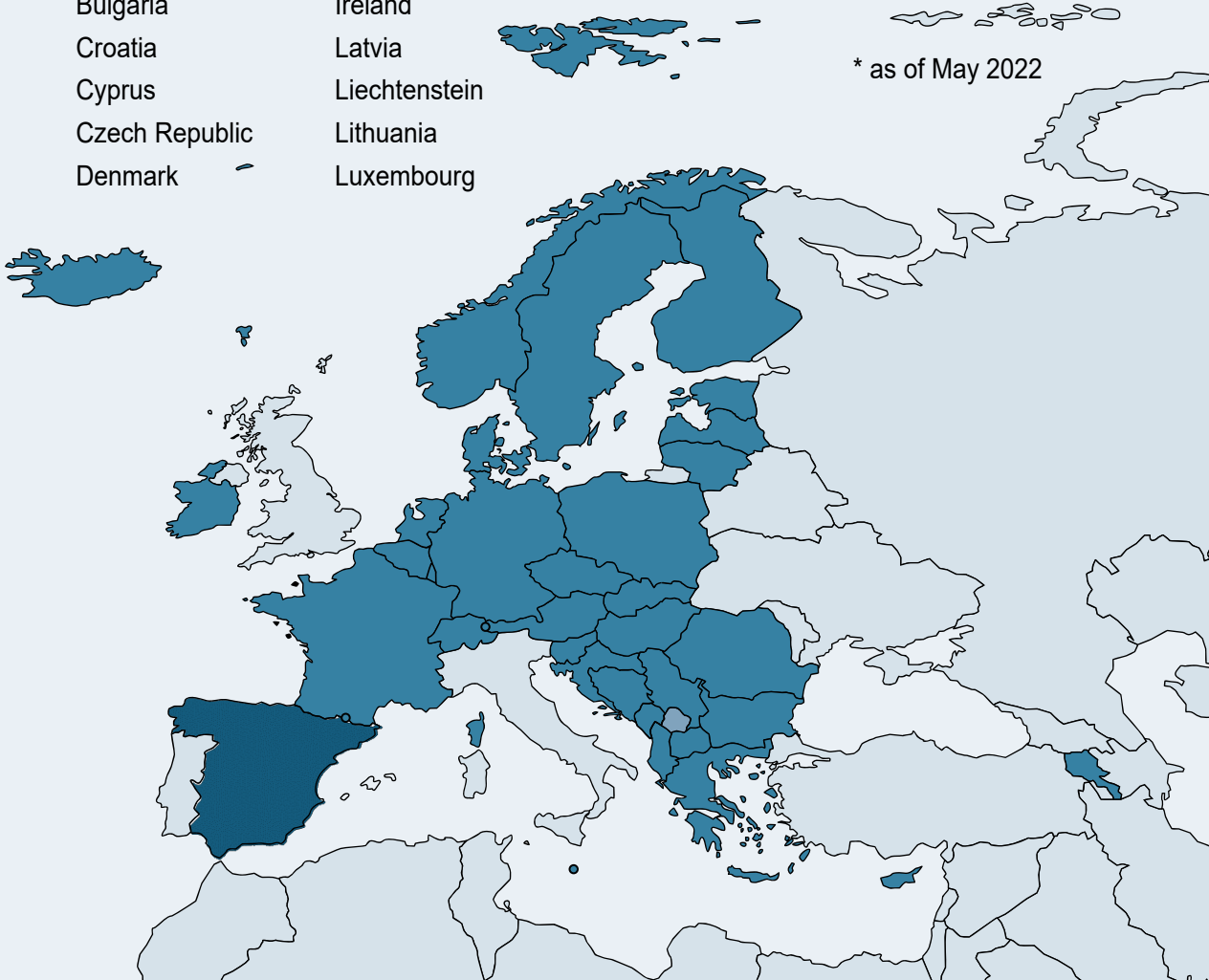
This unique structure enables the Centre to serve as a European reference point for all who are interested in excellence in language education.





# Member states\*

- Albania
- Andorra
- Armenia
- Austria
- Belgium
- Bosnia and Herzegovina
- Bulgaria
- Croatia
- Cyprus
- Czech Republic
- Denmark
- Estonia
- Finland
- France
- Germany
- Greece
- Hungary
- Iceland
- Ireland
- Latvia
- Liechtenstein
- Lithuania
- Luxembourg
- Malta
- Montenegro
- Netherlands
- North Macedonia
- Norway
- Poland
- Romania
- Serbia
- Slovak Republic
- Slovenia
- Sweden
- Switzerland
- Spain



**1 At the cutting edge**

The ECML operates at the cutting edge of developments in language education, tapping into the best expertise across Europe and beyond.

**2 Multiple levels**

The ECML operates simultaneously on multiple levels: with ministries, with language experts, with national institutions and international language organisations.

**3 Current priorities in language education**

The ECML responds directly to needs and priorities in language education, identified by its member states.

**4 Professional development opportunities**

The ECML provides transformative professional development opportunities for language professionals through international workshops, conferences and training activities.

**5 Training and consultancy**

The ECML offers a wide range of tailor-made capacity-building activities at national level.

**6 A European platform**

The ECML mediates at European level, serving as a platform for gathering and sharing knowledge, promising practice and innovation.

**7 Europe-wide networks**

The ECML builds and maintains sustainable Europe-wide networks of teacher educators, teachers, researchers and INGOs working in the field of language education.

**8 Free access to all publications**

The ECML offers free access to all ECML publications and online resources which are adaptable to different professional and learning environments.

# The ECML in figures

In 2021 alone...

2220

language professionals took part in capacity-building activities directly financed by the ECML

9334

subscribers to the European Language Gazette

1577

events organised in 60 countries were registered in the European Day of Languages events calendar

22.8million  
page views of the ECML's web platform

96%

of survey respondents "agreed" or "strongly agreed" that the ECML event they participated in highlighted quality aspects of language education that they will promote in their professional environment

94%

of survey respondents "agreed" or "strongly agreed" that the ECML event they participated in contributed to developing their professional competence

13million

page views of the European Day of Languages website

# European Centre for Modern Languages of the Council of Europe

## Promoting excellence in language education

Newsletter

*The European  
Language  
Gazette*

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