



EOL: Approach, process and outcomes

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INTRODUCTION

We use languages to get in touch with each other, to establish relations and to promote mutual understanding. Languages are vital for learning, as we learn in different languages and through languages. In all education systems languages are at the core of any school profile. At the same time, within several contexts and situations, disconnections seem inevitable when it comes to language education: languages at school tend to be seen and studied, like any subject matter, in isolation; the language diversity which exists in all classes and schools is seldom seen as an asset, but often treated as a drawback; continuity between different levels of education rarely materialises; formal, informal and non-formal education often stand in isolation one from the other. A global project enhancing interconnections can be set up in a learning environment where languages matter.

This is the rationale behind the project EOL¹, an ECML action research project developed as part of the medium term programme *Languages at the heart of learning*, 2016-2019. EOL develops a global, eco-systemic approach to language education with the aim of supporting the development of learning environments where modern languages flourish. The starting point towards a global approach to language education, which EOL wants to develop, is the shared awareness that languages have a role to play in the promotion of democratic citizenship and social cohesion.

¹ The acronym which gives the title to the project originally comes from French where it stands for *Environnements Optimisés pour et par les Langues*.

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1. DISCONNECTIONS AND COMPLEXITY: two sides of the same coin

Edgar Morin defines complexity in the following way: “*The word complexus means “connected”, “linked together”. Namely complex thinking is thinking that connects, contextualizing which means connecting to the context as well as trying to understand what the system is*² (2015: 116).” What is needed in language education today is a collective effort towards connectivity; the reality is more often one of disconnections.

Among the most frequent disconnections we can easily recognise the following:

- a. A discrepancy between what is taught in a language course at school and the language learners need in the external world;
- b. Languages in our educational systems are taught and learnt separately from each other, thus ignoring how we act as plurilingual learners;
- c. There is rarely a link between different levels of education, i.e between primary education or early language learning and secondary education but also between schools and universities, which means between research and classroom practice;
- d. In several school systems, subjects are taught separately from each other; language education is left to language teachers only and the cross-curricular dimensions of language are often widely ignored;
- e. In some contexts and for some learners the language of schooling does not coincide with the language they use at home. However, schools tend to forget that language diversity exists and communicate in only one (mainstream) language without taking into account the various linguistic and cultural repertoires which may exist within the school community;
- f. In language teaching there is often a separation between what is taught and what is assessed. This often depends on the way the CEFR is being used, i.e. more as a set of descriptor scales than as a common framework of reference for learning.

A symbiotic holistic approach to language education is crucial to build citizenship and foster social cohesion. This is the approach EOL wants to implement drawing on an ecological model for human systems in which the ability to develop interaction and find connections becomes essential.

² « Le mot complexus veut dire “relié”, “tissé ensemble” et, donc, la pensée complexe est une pensée qui relie, d’une part en contextualisant, c’est-à-dire en reliant au contexte, d’autre part en essayant de comprendre ce que c’est qu’un système.», Morin E. (2015), *Penser global – L’humain et son univers*, Paris - p.116

2. LEARNING ENVIRONMENTS

Learning environments are complex systems in which several components interact with each other thus establishing connections at different levels.

American psychologist Urie Bronfenbrenner, in his major work *The Ecology of Human Development* (1979), developed an ecological theory of human development. In his ecological model he distinguishes five main levels of interaction and personal development: nano, micro, meso, macro and chrono. Drawing on Bronfenbrenner’s personal development levels, the EOL expert team has identified the five levels of an ecological approach to language education, shown here in Table 1.

Bronfenbrenner’s ecological model	EOL’s ecological approach
NANO - personal life experience	NANO - learning languages
MICRO - the immediate environment which consists of activities, social roles and interpersonal relations	MICRO - the class; teaching languages
MESO - connections between two or more settings that surround the individual, such as the relations between home and school or work	MESO - the school
MACRO - the systemic level. It may be thought as a social blueprint of a particular culture or subculture: knowledge, beliefs, infrastructure, etc.	MACRO - the education system
CHRONO - changes or consistency over time in the characteristics of the individual and of the environment in which they live, such as changes in family structure, socioeconomic status, employment, place of residence	SUPRA - the international project management

Table 1: from Bronfenbrenner’s ecological model to EOL’s ecological approach

Influenced by the work of biologists on the interaction of organisms within their environments, the EOL team has also drawn on the notion of “eco-system”, i.e. an environment made up of interactions among groups of organisms with each other and with the environment itself. Van Lier’s ideas on the so-called ecological approach highlights how interconnections are at the very heart of learning environments: “An ecological approach aims to look at the learning process, the actions and activities of teachers and learners, the

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multilayered nature of interaction and language use, in all their complexity and as a network of interdependencies among all the elements in the setting, not only at the social level, but also at the physical and symbolic level.”³

In the ecological approach to language education all levels are taken into account at the same time as each level interacts with the others. Projects, events, activities, initiatives, classes or modules in EOL are to be seen as organic components of a whole. They become significant only when connected with others through time and space, thus giving shape to different curricular pathways. Developing learning environments where modern languages flourish means addressing four levels (nano; micro; miso; macro) at the same time.

The EOL team believes an ecological approach to language education allows for the following aims and goals to be reached:

Level		we expect EOL to
Nano	learning	help learners to become social actors and play an active role in our multilingual and pluricultural societies. This includes being able to draw on and further develop one’s plurilingual repertoire, and take advantage of mobility experiences and intercultural encounters.
Micro	teaching	support all teachers to exploit the language dimensions of the subject they teach, to develop language pathways, to implement language-sensitive teaching approaches within multilingual contexts and through intercultural cross-subject projects.
Meso	schools	encourage schools to assume their mediation functions – namely their dynamic role in social inclusion and in the sustainability of democratic citizenship – and to develop a whole-school language policy through formal, informal and non-formal education, a global communication plan and international partnerships and networks.
Macro	the education system	make decision-makers fully aware of the importance of language(s) in education and its role in employability, social inclusion and for democratic citizenship.
Supra	international education policies	to develop collective intelligence in finding virtuous ways to enhance language diversity, international cooperation and democratic values.

Table 2: EOL, aims and objectives.

³ Leo Van Lier (2010), *The ecology of language learning: Practice to theory, theory to practice*, Monterey Institute, 460 Pierce Street, Monterey, CA, 93940.

For us, schools are at the centre of each education system. At the heart of EOL are SCHOOLS, and the whole process of setting up learning environments where languages flourish was made possible by the creation of a network of partner schools. In our vision, schools are at a level where language policy decisions have the chance (or not) to be implemented. We also strongly assume that a whole-school language policy can have a great impact on the learner as well as on decision makers.

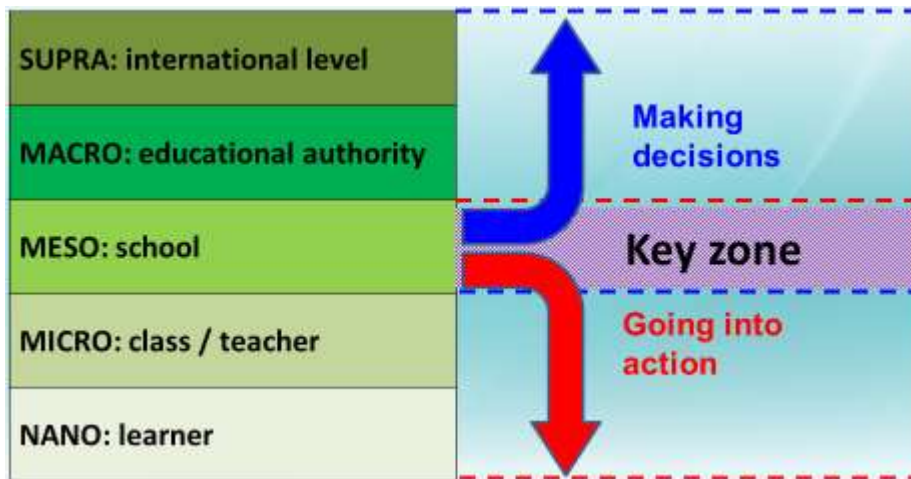


Figure 1: The pivotal role of schools

EOL aims at rebooting the whole language education chain while synchronising the different levels of any education system for and through languages: learning (nano), teaching (micro), schools (meso), educational systems (macro), and international education policies (supra).

In EOL we have come to assume the following definition of what a learning environment is: “Everything that has an impact on (the) learning (situation) and which is understood by all participants to be a learning environment”.

3. LEARNING ENVIRONMENTS WHERE LANGUAGES CAN FLOURISH

EOL aims to give ideas and tools on how to develop a learning environment in which languages matter. EOL is based on a factorial approach to language education which the EOL team based on a language acquisition model developed by Britta Hufeisen⁴. It is a factorial model illustrating the multifaceted factors which play a role in language acquisition, as figure 1 shows.

⁴ Hufeisen B. (2017), *Models of multilingual competence*. In: Bonnet A. & Siemund P., *Foreign Languages in Multilingual classrooms*, Amsterdam 2017.

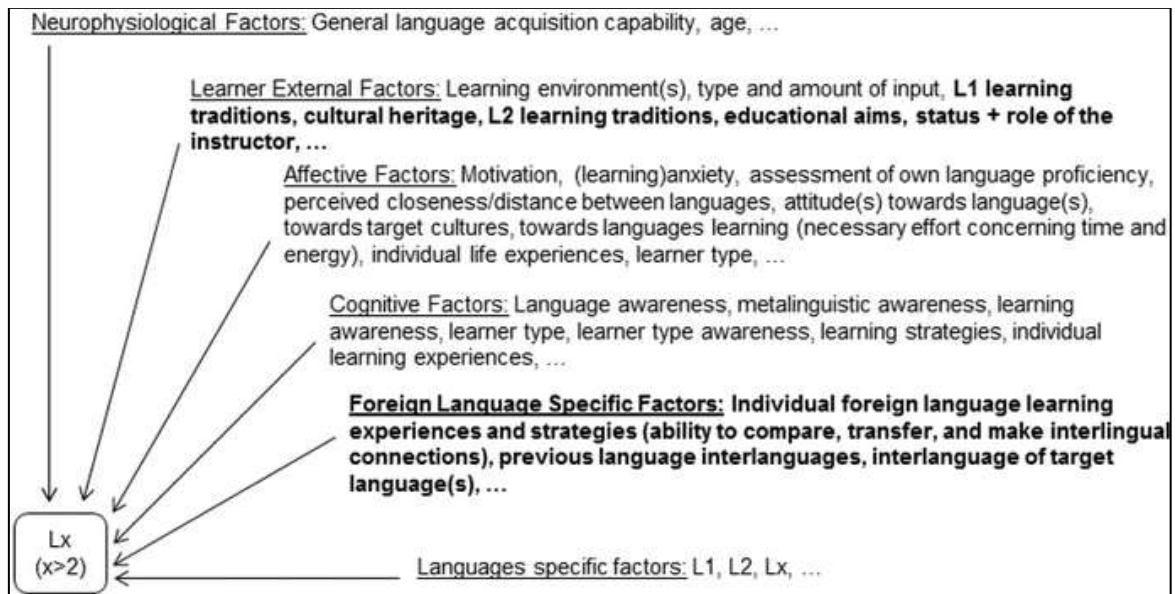


Figure 2: Language acquisition model (Britta Hufeisen, 2017)

This figure shows the different factors which have an impact on the learning of languages when the learner already has an experience with at least two languages (L1 and L2) and explains the main factorial differences between learning a second and learning a third (or more) foreign language. The model puts a special emphasis on language-specific factors and on the learner’s previous experience and knowledge in the language learning process.

The team made the choice to found the development of the EOL matrix on the language acquisition model developed by Britta Hufeisen. Other choices were possible but working on a factorial approach was to us the easiest way to help partner schools identify the key factors in language learning within their own contexts. Hufeisen’s model has been chosen also because it encourages the building of interconnections between languages.

Based on various language acquisition theories⁵, the team has also identified five specific *dimensions* in language learning:

⁵ The different language acquisition theories (behaviourism, nativism, cognitivism, social interactionism) develop contradictory theses. This is probably why some of them have been deeply challenged in the last years. Nevertheless as it cannot be the objective of this work to rate the theories, this publication tries to embrace all perspectives. Working on learning environments involves considering the relationship between the learner and the environment in a triple perspective:

- Outside in: how the environment impacts on the learner;

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1. The operational dimension what learning a language implies in terms of language activities and skills
2. The ethical dimension what values underpin the way languages are taught, learnt and assessed
3. The experiential dimension how languages are learnt
4. The curricula based dimension what is the role of languages in curricular choices
5. The existential dimension the role of languages in personal choices and in the world around us

Table 3: the five entry points of the matrix

By drawing on all these theoretical perspectives, the EOL team has developed, piloted and used, throughout the four years of the project and thanks to the network with partner schools, an array of tools which can be used to create a learning environment where languages flourish.

-
- Inside out: how the learner can shape its environment;
 - Inside in: how learners learn to value what they already know in the learning process

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4. HOW TO DESIGN LEARNING ENVIRONMENTS WHERE LANGUAGES FLOURISH

Even if operating in different contexts, most EOL partner schools seem to share the same problems. What follows is an inventory of examples of problems or challenges schools may have at different levels:

Nano	<ul style="list-style-type: none"> - Students are not motivated - Learners’ plurilingual repertoires are not taken into account
Micro	<ul style="list-style-type: none"> - Professional development initiatives do not consider teachers’ needs - Teaching materials are inadequate
Meso	<ul style="list-style-type: none"> - Funds are never enough - Innovation is more often claimed than implemented and supported
Macro	<ul style="list-style-type: none"> - Political support and/or scientific support are rare - Practice, research and policies are kept separate from each other

Table 4: the four levels of the matrix

To allow schools to design learning environments in which languages matter and all these difficulties are faced and challenged, the EOL project has developed different tools.

4.1. The EOL Matrix

EOL aims at rebooting the whole language education chain by synchronising the different levels of education systems *for* and *through* languages. A shared vision of language education can be found at different levels of learning (nano), teaching (micro), schools (meso), educational systems (macro), and international education policies (supra). This vision of languages led to the creation of the EOL Matrix which embraces all levels which language learning environments should include in a two dimensional table.

	NANO: learner	MICRO: class	MESO: schools	MACRO: system
<i>operational dimension</i>	1.1. Supporting skills	1.2. Strengthening skills	1.3. Setting up operational school policy	1.4. Fostering global awareness
<i>ethical dimension</i>	2.1. Sensitizing learners	2.2. Evaluating and assessing	2.3. Setting up a whole-school policy	2.4. Ensuring and widening diversity

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<i>experience dimension</i>	3.1. Learning with others	3.2. Implementing a sensitive approach	3.3. Developing international networks	3.4. Enhancing interconnections
<i>transversal dimension</i>	4.1. Valorizing pathways	4.2. Interdisciplinarity	4.3. Ensuring cross curricular continuity	4.4. Promoting collective intelligence
<i>existential dimension</i>	5.1. Enriching pathways	5.2. Using all learning fields	5.3. Exploring landscape	5.4. Building specific environment

Table 5 : EOL Matrix

The matrix gives an overview of different fields and areas. By matching 4 levels (nano, micro, meso, macro) with 5 dimensions of language learning, the matrix helps schools to identify their strengths and new opportunities. It is a tool that all stakeholders can refer to when intending to explore aspects within their own contexts with a view to identifying difficulties and finding ways to address the challenges they pose.

The matrix is

a) dynamic: it is available online [<https://tools.ecml.at/eol/#>], is connected to a glossary and to different resources. Each box contains questionnaires and examples.

b) the result of a collective work: it was piloted and used by the partner schools in the four years of the EOL project (2016-2019) in different ways. Their feedback was used to constantly improve the matrix.

c) non-prescriptive: it can be easily adapted to each context. The way each school, teacher, decision-maker uses the matrix, the number of matrix fields the school tries to cover, the strategies developed on the basis of interconnections between several matrix fields, etc. is a decision everyone or every school can adopt.

4.2. TrEOL

As already specified, EOL encompasses all levels of education, helping schools to explore all the factors which may contribute to efficient language learning. In the EOL glossary, learning environments have been defined as follows:

- "Learning environment refers to the diverse physical locations, contexts, and cultures in which students learn. [...] The term also encompasses the culture of a school or

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class – its presiding ethos and characteristics, including how individuals interact with and treat one another – as well as the ways in which teachers may organise an educational setting to facilitate learning...”⁶

- "Developing a comprehensive learning environment for students in a particular course or programme is probably the most creative part of teaching. While there is a tendency to focus on either physical institutional learning environments (such as classrooms, lecture theatres and labs), or on the technologies used to create online personal learning environments (PLEs), learning environments are broader than just these physical components. They will also include:
 - the characteristics of the learners;
 - the goals for teaching and learning;
 - the activities that will best support learning;
 - the assessment strategies that will best measure and drive learning;
 - the culture that infuses the learning environment.”⁷

From a conceptual point of view and as figure 3 shows, EOL combines three components of any learning environments: **culture**, **structures** and **people**.

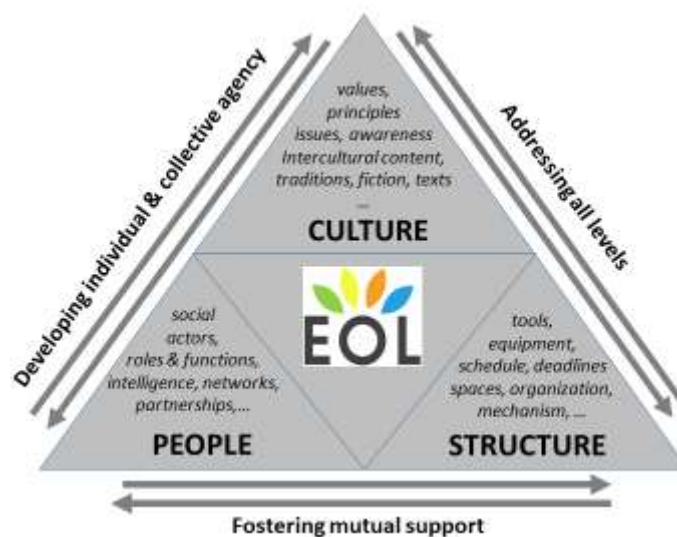


Figure 3: Towards a tridimensional vision of learning environment

⁶ The Glossary of Education Reform, 2013, <http://edglossary.org/learningenvironment/2>.

⁷ <https://opentextbc.ca/teachinginadigitalage/chapter/5-2-what-is-a-learning-environment/>

Symbiosis is assured if the three components, i.e. developing individual and collective agency, addressing all levels and fostering mutual support, work together in a system and not in isolation. The Triangle figure helps us to see how *combining individual and collective agency for mutual support at all levels* can help to prevent the artificial divide between practice, research and policy in the field of language education.

The triangle figure and its combination with the matrix led to the creation of TrEOL. The TrEOL tool is a card game that can be played to start identifying challenges in terms of strengths and priorities. There is also an online version. It is a game for teams. By connecting two triangles – one for the strengths, one for the priorities – teams can identify and discuss new strategies to set up language friendly environments / efficient language learning.

The 20 triangles corresponding to the 20 fields of the matrix and can be combined in many different ways showing new possible correlations between structural, cultural and personal features of two or more triangles. All in all, 3420 possible combinations offer stakeholders many different options when looking for the best way to set up a learning environment where modern languages flourish.

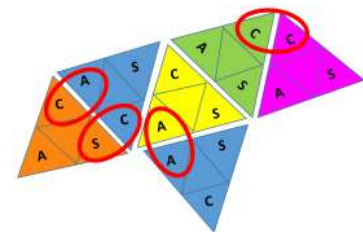


Figure 4: combination of triangles

5. MODELLING SCHOOL PRACTICES

When looking at the different strategies chosen by the partner schools, the team identified three major models. These three models are not intended as perfect solutions and do not exclude other approaches. Our models are not clear-cut models. There can and will be other considerations that could lead to further models or which combine various models. But most of the partner schools in the project have chosen one of the three models that are explained below.

5.1. Model A: Growing through events

The first model supports language education through plurilingual events. These events usually take place at key moments during the school year and involve the whole school community: they can involve parents, give a special place to international partner schools, contribute to cross-subject language education, etc. In these cases, a global strategy should be developed by the school management in order to use these events as catalysts for a change in school management.

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In this model, an initial project leads to a shared event which generates great opportunities to involve and gain the support of various strategic stakeholders in the field of intercultural education. The figure entails standard questions which could help other schools switch from a single project to a whole-school strategy.

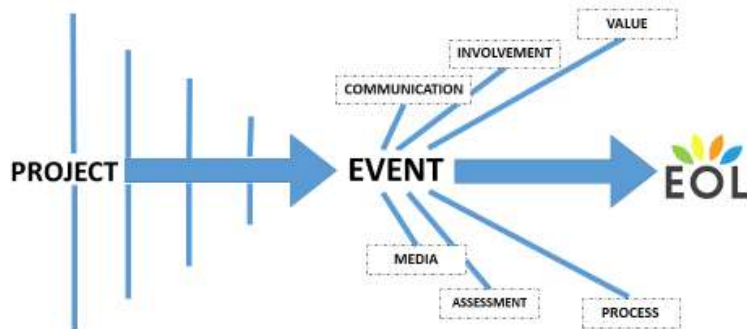


Figure 5: Modelling school practices – environmental model A

5.2. Model B: Building pathways

The second model adopted by different schools is a process-based model. The school management together with the staff sets up an ambitious educational project to which languages are special but not unique contributors.

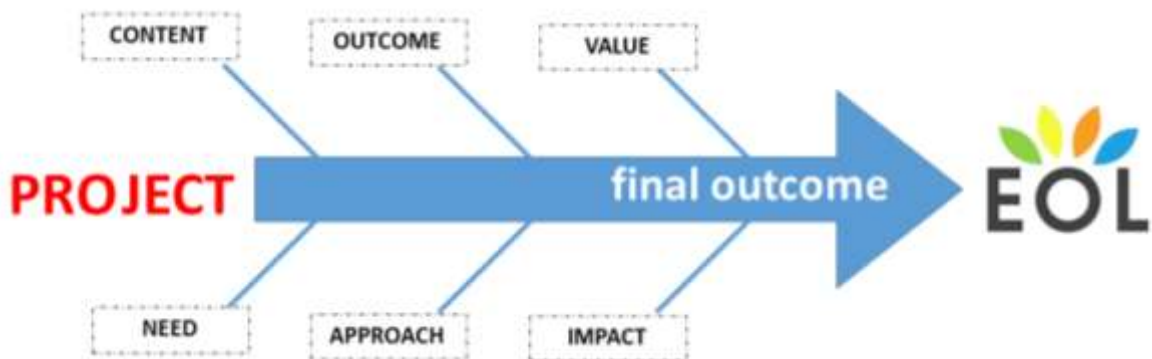


Figure 6: Modelling school practices – environmental model B

This figure shows how key components have to converge to lead towards a final outcome and how each component has to be coherently linked to the others. Coherence and convergence are essential to the success of this model. This model supports a development along a timeline.

5.3. Model C: Leaning on a hub

The third model is very different from the previous ones. There is no linearity but a “centre of gravity”, a “hub” towards which different projects converge.

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Figure 7: Modelling school practices – environmental model C

This model has been adopted by schools in which projects have been developed where a culture for individual initiative and innovation is already there. EOL helps the staff to value the contribution of the various projects to common values such as democratic citizenship, feelings of belonging, respect for otherness, rule of law, etc.

6. TOWARDS A WHOLE-SCHOOL LANGUAGE POLICY

As schools are the very core of EOL, the main purpose for the project was to lead schools to develop language friendly environments by using all their assets to face the problems they have and the challenges these bring. The process from a single project to a whole-school approach is essential to set up learning environments where modern languages flourish.

Within EOL, the following directions can be taken with the aim of creating a whole-school policy in which languages matter:

- from an action plan to the school masterplan;
- from one school to a network of schools;
- towards a qualitative approach in language education.

6.1. Designing an action plan for languages

The starting point to any action plan is to agree on a CHALLENGE the school wants to address. The challenge should be coherent with the school priorities. In this initial step a group of people or project staff should first focus on the main OBJECTIVES.

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Moving over to an action plan means going through the following three steps:

1. Identifying the school's strengths

The staff should be aware of all the school potential in one or more entry points of the matrix: language and languages; valuing languages; interculturality; enriching curricula and everyday languages.

2. Developing a project management process

The staff should first decide who could take the lead and become the project manager. This role is critical to the project. The project manager should develop a communication plan with other members of the staff. Furthermore, everyone's role within the team should be clearly defined. In order to keep track of the multiple issues involved (projects, people, reports, requirements, etc.) a common referring tool needs devising. The process of decision-making should also be discussed and clearly identified by all stakeholders. Finally the team's commitment to the project should be valued in one way or another.

3. Drawing up a three year plan based on a "backward" vision

- year 3: disseminate and make all efforts sustainable
- year 2: adjust, deepen, widen, assess – this includes the work of staff on the masterplan
- year 1: implement, manage, evaluate
- year 0: plan and communicate (action plan)

6.2. From an action plan to a masterplan

After having experienced a single project or a one year whole-school project, schools are invited to work on a masterplan which means defining within the staff a major concept for language education which contributes to personal and professional development.

The masterplan tool developed by the team gives the opportunity to make connections at different levels on three main areas:

- sharing educational issues;
- developing a language plan;
- making students protagonists.

The masterplan should also include decisions on how to make the project sustainable over time by drawing on different kinds of resources both internal and external:

- internal school levers: school community, language diversity, various expertise within the staff, etc.
- external school levers: partnerships, networks, researchers, etc.

The masterplan should come with qualitative and quantitative indicators.

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6.3. The role of networking

Partnerships and networks are unmistakable ways to improve and value existing projects and furthermore to accelerate personal and professional development. The transfer tool helps schools to pass projects and practices from one school or context to another school or context.

The process of transferring a project from one school or educational context to another is often reduced to the concept of “best practice”. We think a word of caution is necessary here as what works in a specific context may not always be adequate in another context. Working on transfer processes enhances networking, contributes to the dissemination of EOL approaches and makes EOL projects more sustainable.

6.4. A qualitative approach to language education

In EOL we share the idea that “quality assurance is no longer solely the realm of institutional top management. It is increasingly important that all the participants in the educational process understand their role within the system and contribute to enhancing the quality of educational processes and learning outcomes. *Quality culture* is at the core of this multi-dimensional, integrative approach, so as to inspire participants at all levels in an educational process⁸.”

The project developed quality indicators which can be used to assess the process in EOL.

The EOL grid for indicators distinguishes 4 levels. The first two levels are clearly not yet enough to claim a definite contribution to learning environments where modern languages flourish. Levels 3 and 4 both describe major conditions for ensuring that modern languages flourish. If level 3 can be considered as a “threshold level”, level 4 can probably only be achieved by very few schools but has to be seen as an ultimate challenge. What follows is an example taken from the whole grid to show progression between the four levels.

Not EOL		EOL	
Level 1	Level 2	Level 3	Level 4
Initial school development in the field of language education	In progress school development in the field of language education	Advanced school development in the field of language education	Expert school development in the field of language education

Table 6: EOL quality indicators - an example

⁸ L. Muresan, F. Heyworth, G. Mateva, M. Rose, *Qualitraining – A Training Guide for Quality Assurance in Language Education*, ECML, Graz, 2011

In order to make the use of the indicators as coherent as possible, the team made the choice to correlate them to the five entry points of the matrix. Indicators might be of use inside the school and the school community but can also serve as labelling strategies for school authorities.

The grid offers 25 indicators, five for each entry. In order to be considered as meriting a label, a school should reach at least level three in two out of five items within each entry.

Quality indicators are not intended to be used to highlight deficits in a school language policies but to reflect on areas of difficulty, improvement and achievement. The descriptors in EOL indicators identify what the team project considers key aspects in every school language policy.

7. AN ONLINE TRAINING PATH

Through the work with different partners – partner schools, teachers, school principals, etc. – an online training path consisting of seven steps was developed. As its name suggests, this online path has to be gradual and give language teachers but also non-linguists (subject teachers, school principals, inspectors, etc.) the opportunity to become aware of the main issues. These are: understanding the importance of language education; sharing the objectives of plurilingual and intercultural education; being able to support professional development for and through languages. We would also like participants to become aware of the Council of Europe's education policies and its core values: human rights, democracy and rule of law.

Here is a short presentation of the seven steps:

Step 1 – Tuning in

The aim of the first step is to give participants an overview of what language education is. They will have a chance to explore the concept of Learning Environments, the key components of language learning and to share ideas and experiences with others.

Step 1 is dedicated to the rationale with its core principles of the EOL approach such as:

- the three components of a learning environment, i.e. culture, structure and people,
- the notion of ecological approaches
- the factor model of language acquisition.

Step 2 – Getting familiar with the symbiotic approach

By working with case studies, participants will try to define the strengths of a school starting from one of the five entry points of the matrix. This reflective work will lead them to identify

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one (or more) school priority (or priorities). By using TrEOL, participants will be asked to identify the links between the school strengths and its priorities.

Step 3 – Getting involved

Participants will apply the symbiotic approach to their own contexts. TrEOL tool is used via a three-phase process:

1. focusing on priorities: which field of the matrix best describes my own context's needs?
2. identifying strengths: what are the strengths of my own school or institution?
3. designing a new strategy: linking priorities and strengths should help schools to discover new opportunities

Participants will verbally express some of the possible connections in any one challenge.

Step 4 – Browsing for resources

Participants are encouraged to browse the project's website to explore different tools, including resources from other schools and links to further ECML projects.

Among the tools, participants can explore each matrix field through a questionnaire that might deepen their reflection. To explore the matrix even further, participants will be encouraged to use EOL memos to find out more about some of the ECML resources.

Step 5 – Reporting and sharing

The online training platform offers the possibility to share experiences, ideas and strategies with other participants. The online platform supports discussion between participants.

Step 6 – Taking action

At this stage, participants should be ready to agree with their staff on a challenge and to develop an action plan.

Step 7 – Assessing

In this final step, the project should be evaluated. The team, therefore, developed a collection of 20 indicators (four in each matrix field). This assessment phase is essential to make the project sustainable and to help the staff when writing the masterplan. At this stage, the team recommends having a discussion with the local educational authorities, with a view to considering possible transfer actions.

The table offers an overview of the online professional development path while indicating for each step the most relevant tools the EOL project can offer to support the participants in their work.

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<http://www.ecml.at/Learningenvironments>



<u>Steps</u>	<u>Key elements</u>	<u>Tools & resources</u>
1	Tuning in <ul style="list-style-type: none"> Defining language learning environments Understanding what an ecological approach means for language education Finding out the key entries 	- initial test (EOL-E-25) and glossary - Video presentations
2	Getting familiar <ul style="list-style-type: none"> Defining strengths and priorities Entering a self-assessment procedure Setting up a global approach 	- EOL-E-10 : Matrix - TrEOL – level 1 - EOL case studies
3	Getting involved Defining strategies Working on case studies	- Action plans from partner schools (EOL-E-13) - TrEOL – level 2 - EOL synopsis of challenges
4	Browsing for resources Working on the different tools and resources from the team and the partner schools	On the project website: - EOL Memos - EOL Matrix questions - Resources from partner schools
5	Reporting and sharing Writing a briefing note and setting up an action plan Managing the project	- EOL-E-20-Symbiosis
6	Taking action Creating one's own resources Working on a masterplan	- EOL-E-13 : APPS - EOL-E-17 : Template for resources - Logo creator tool
7	Assessing Self-assessing, valuing, transferring	- EOL-E-18 : Indicators - Matrix scale (EOL-E-14) - EOL-E-23 : Transfer of Projects - EOL-E-20 : Masterplan

Table 7: online training path: which tools for which step?



CONCLUDING REMARKS

Why should we adopt EOL?

Through a network of European schools, the EOL team has developed a symbiotic approach that values the role of all languages in education. EOL should be adopted because

- it values intercultural and plurilingual education for all;
- it contributes to widening the diversity of foreign languages on offer;
- it develops the linguistic dimension of all subjects simultaneously.

What does EOL offer me?

- EOL offers a holistic approach that takes into account all the levels of education (learning, teaching, schools, education systems) and encourages schools to develop sustainable connections between formal, informal and non-formal education;
- EOL is participative: its versatile concept allows schools to find new solutions adapted to local needs;
- EOL is transferable. The tools developed during the 4 years (matrix, matrix scale, matrix questions, TrEOL, memos, indicators) of the project have been brought together in an online training course which aims to help teachers and school principals to develop learning environments where modern languages flourish. This concept is transferable towards other domains such as democratic education, school innovation or science education.

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