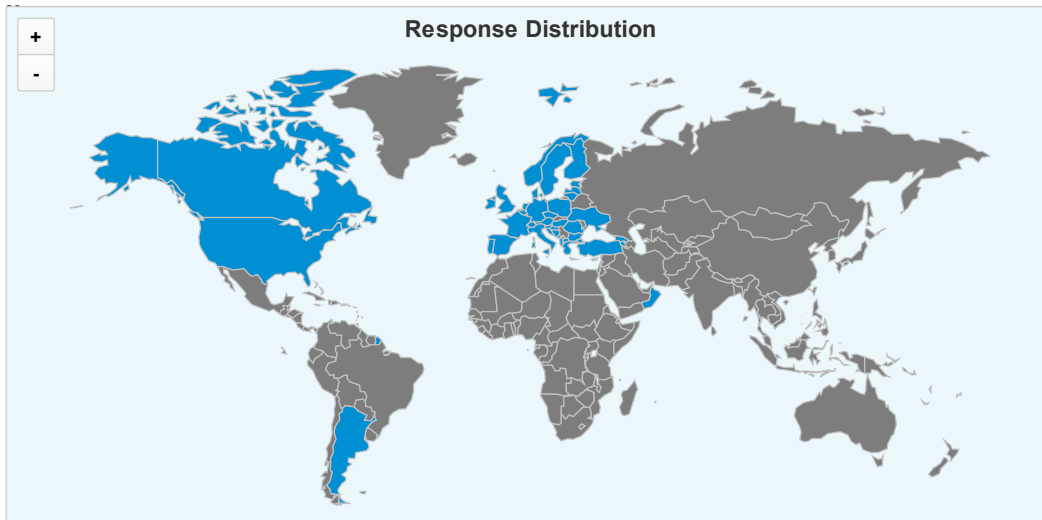


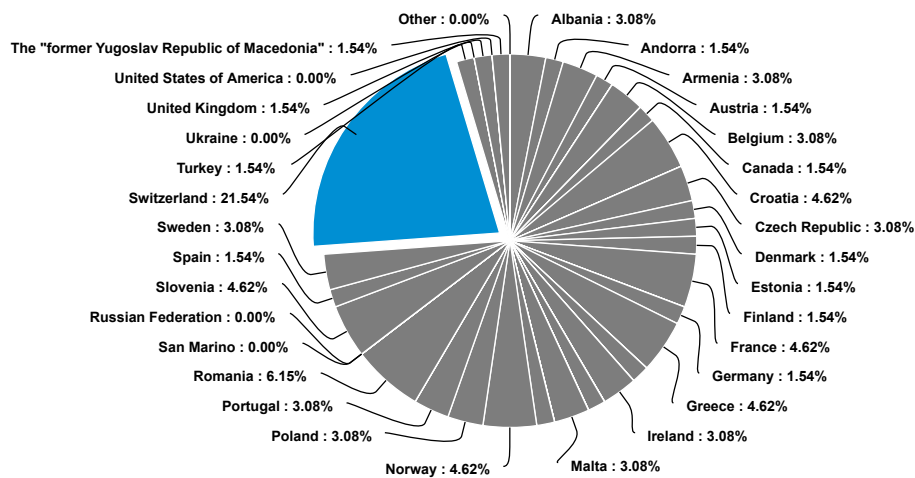
Early language learning Think tank - Dashboard

VIEWED 342	STARTED 254	COMPLETED 64	COMPLETION RATE 25.2%	DROP OUTS 190	TIME TO COMPLETE 10 mins
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Countries	Responses
CH	12.60%
RO	9.84%
IE	6.69%
LV	5.12%
FR	4.72%
DK	4.72%
AT	3.94%
HR	3.54%
GR	3.15%

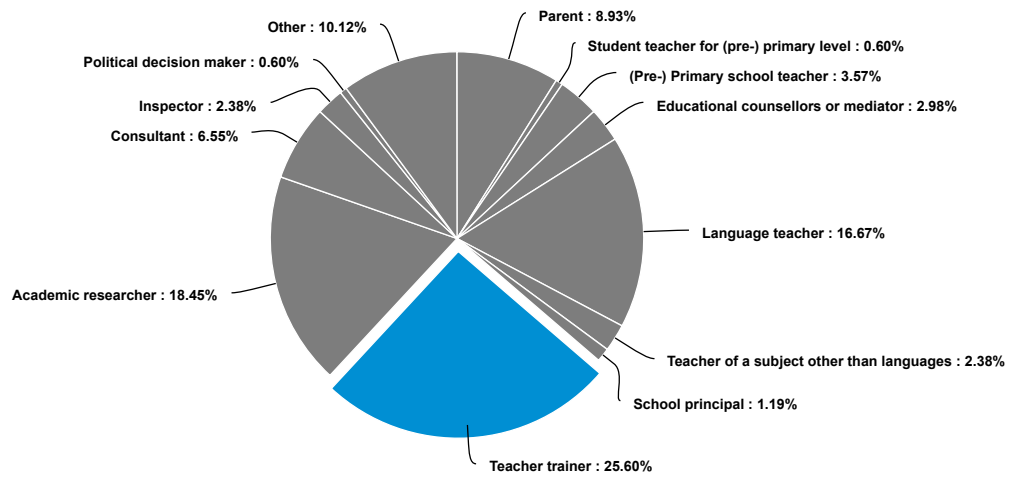
1 Your country



Answer	Count	Percent	20%	40%	60%	80%	100%
Albania	2	3.08%	■				
Andorra	1	1.54%	■				
Armenia	2	3.08%	■				
Austria	1	1.54%	■				
Azerbaijan	0	0%					
Belgium	2	3.08%	■				
Bosnia and Herzegovina	0	0%					
Bulgaria	0	0%					
Canada	1	1.54%	■				
Croatia	3	4.62%	■				
Cyprus	0	0%					
Czech Republic	2	3.08%	■				
Denmark	1	1.54%	■				
Estonia	1	1.54%	■				
Finland	1	1.54%	■				
France	3	4.62%	■				
Georgia	0	0%					

Germany	1	1.54%	█
Greece	3	4.62%	███
Holy See	0	0%	
Hungary	1	1.54%	█
Iceland	0	0%	
Ireland	2	3.08%	██
Israel	0	0%	
Italy	0	0%	
Japan	0	0%	
Latvia	1	1.54%	█
Liechtenstein	0	0%	
Lithuania	0	0%	
Luxembourg	0	0%	
Malta	2	3.08%	██
Mexico	0	0%	
Monaco	0	0%	
Montenegro	0	0%	
Netherlands	1	1.54%	█
Norway	3	4.62%	███
Poland	2	3.08%	██
Portugal	2	3.08%	██
Republic of Moldova	0	0%	
Romania	4	6.15%	████
Russian Federation	0	0%	
San Marino	0	0%	
Serbia	0	0%	
Slovakia	0	0%	
Slovenia	3	4.62%	███
Spain	1	1.54%	█
Sweden	2	3.08%	██
Switzerland	14	21.54%	████████████████
Turkey	1	1.54%	█
Ukraine	0	0%	
United Kingdom	1	1.54%	█
United States of America	0	0%	
The "former Yugoslav Republic of Macedonia"	1	1.54%	█
Other	0	0%	
Total	65	100 %	
1 Your country - Text Data for Other			

2 Your role in early language education (more than one answer possible)

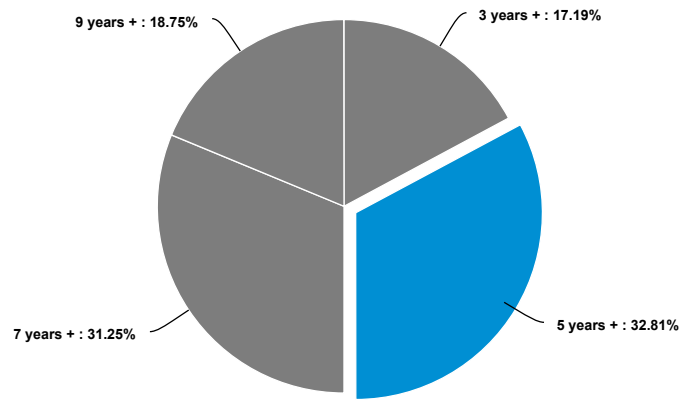


Answer	Count	Percent	20%	40%	60%	80%	100%
Parent	15	8.93%					
Student teacher for (pre-) primary level	1	0.6%					
(Pre-) Primary school teacher	6	3.57%					
Educational counsellors or mediator	5	2.98%					
Language teacher	28	16.67%					
Teacher of a subject other than languages	4	2.38%					
School principal	2	1.19%					
Teacher trainer	43	25.6%					
Academic researcher	31	18.45%					
Consultant	11	6.55%					
Inspector	4	2.38%					
Political decision maker	1	0.6%					
Other	17	10.12%					
Total	168	100 %					

2 Your role in early language education (more than one answer possible) - Text Data for Other

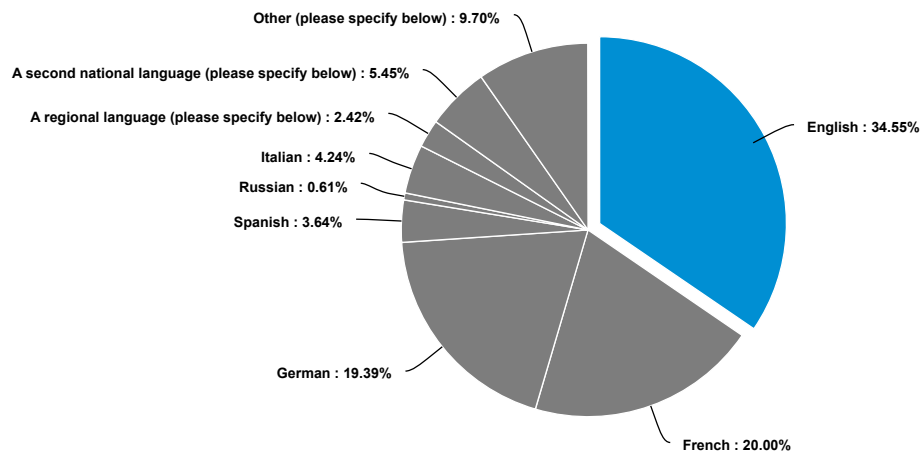
05/25/2016	52963902	Language curriculum developer
05/25/2016	52962286	In our situation formal early language learning starts at the age of 9, in some school at the age of 5 though; and there are lessons for VYL as well.
05/25/2016	52960630	Ministry official
05/24/2016	52930997	en ce moment la, je suis la coordinatrice responsable de l'elaboration de nouveau curriculum national du FLE
05/24/2016	52912863	1. membre de l'équipe d'experts pour la création du Portfolio européen pour les éducateurs et éducatrices en préélémentaire (PEPELINO) - CELV 2012-2015 2. Chercheuse au projet "la politique éducative pour l'enseignement des langues étrangères en Grèce" - Université Nationale et Kapodistrienne d'Athènes
05/22/2016	52813713	I work as a teacher 3 days a week teaching Danish (native language), English (1st foreign language) and German (2nd foreign language).
05/22/2016	52806807	membre EDILIC pour l'éveil aux langues président du groupe de travail chargé de réécrire le référentiel pour l'apprentissage des langues à l'école primaire et au premier degré de l'enseignement secondaire (socles de compétences)
05/21/2016	52751860	I am the parent of a bilingual child who is educated in the majority language and receives additional instruction in her minority language within the school system. I am an English immersion class teacher working at both the primary and lower secondary level. Within our school I also teach English as a subject to other classes (2 hours per week). I support students who are Learning Finnish as a second language but who have English as their mother tongue. I train teachers, usually on courses related to CLIL or immersion methodology or for teachers who want to teach in English. I consult on the development of such programmes, the development of training for teachers in these areas, and on curriculum development for immersion/CLIL and international schools. I am the co-author of the book, Early Language Learning and Teaching:A1-A2 (Keaveney, Lundberg, 2014, Student Litteratur).
05/19/2016	52637958	Academic and product lead for language teaching qualifications at an international exams board
05/18/2016	52585539	Chief International Development Officer for an Education Services Company
05/15/2016	52409958	Have worked with the design of the new National Syllabus for Languages from school years 1-12 at The National Agency for Education in Sweden. I was a team member of the ECML project Temolayole (2004-2007) and a team member of the ELLIE Project (European Commission - Lifelong Learning, 2007-2010). I have written a number of books on language didactics and methodology for Early Language Learning.
05/15/2016	52397275	special needs consultant and career adviser
05/14/2016	52381406	Author and editor of state school textbooks
05/14/2016	52370894	Coordinator of a foreign language programme in a pre-primary institution
05/14/2016	52351105	Coordinator of a language project at a pre-primary institution

3 In your educational context, formal early language learning concerns which age groups?



Answer	Count	Percent	20%	40%	60%	80%	100%
3 years +	11	17.19%	<div style="width: 17.19%;"></div>				
5 years +	21	32.81%	<div style="width: 32.81%;"></div>				
7 years +	20	31.25%	<div style="width: 31.25%;"></div>				
9 years +	12	18.75%	<div style="width: 18.75%;"></div>				
Total	64	100 %					

4 What languages are taught? (you can select more than one)



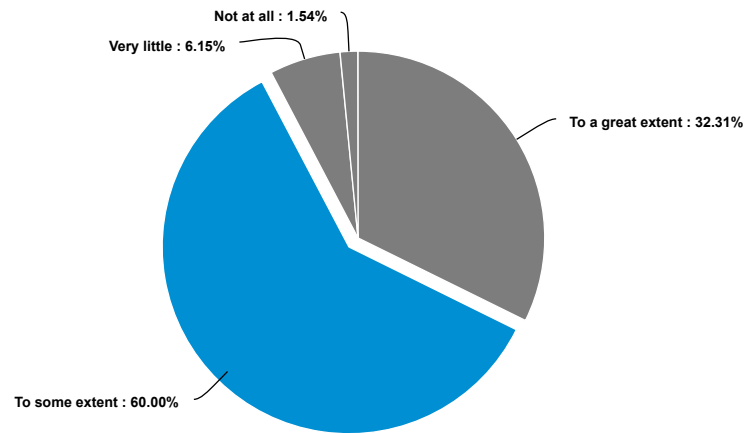
Answer	Count	Percent	20%	40%	60%	80%	100%
English	57	34.55%	<div style="width: 34.55%;"></div>				
French	33	20%	<div style="width: 20%;"></div>				
German	32	19.39%	<div style="width: 19.39%;"></div>				
Spanish	6	3.64%	<div style="width: 3.64%;"></div>				
Russian	1	0.61%	<div style="width: 0.61%;"></div>				
Italian	7	4.24%	<div style="width: 4.24%;"></div>				
A regional language (please specify below)	4	2.42%	<div style="width: 2.42%;"></div>				
A second national language (please specify below)	9	5.45%	<div style="width: 5.45%;"></div>				
Other (please specify below)	16	9.7%	<div style="width: 9.7%;"></div>				
Total	165	100 %					

4 What languages are taught? (you can select more than one) - Text Data for Other (please specify below)

05/25/2016	52967997	Neighbouring languages
05/25/2016	52963902	Catalan
05/25/2016	52960630	minorities (Czech, Italian, German, Serbian) are taught in their mother tongues but learn FL as well. Also, they can have lessons in their mother tongues for certain subjects only (History, Geography, Music, Art...). Children who have Croatian as the language of schooling can also be taught in certain dialects (according to the curricula).
05/24/2016	52941504	Irish
05/24/2016	52916706	alsacien
05/24/2016	52914575	Norwegian

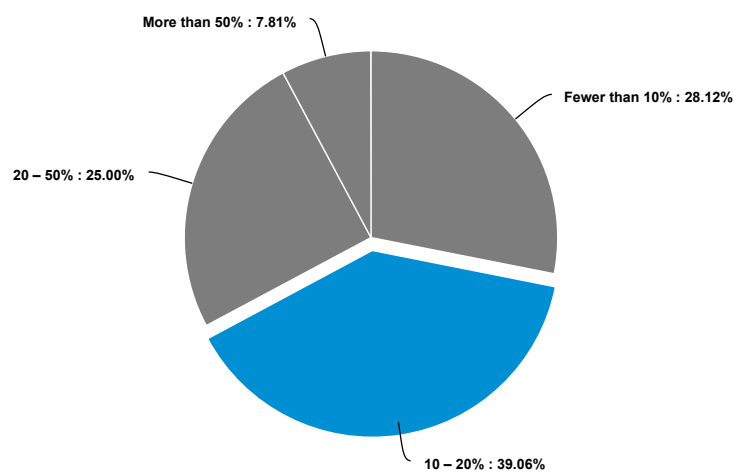
05/22/2016	52836419	French
05/22/2016	52806807	néerlandais
05/21/2016	52751860	Swedish (second national language). A range of Mother tongue languages (Russian/ Thai/ Chinese/ Bosnian/ Arabic etc)
05/20/2016	52714898	Irish
05/20/2016	52696383	German or French
05/19/2016	52658180	French
05/18/2016	52614594	Frisian
05/18/2016	52613300	+ mother tongue support + national minority languages
05/17/2016	52513202	Maltese
05/13/2016	52307686	Maltese

5 In your view, do the languages taught reflect the childrens' linguistic and educational needs?



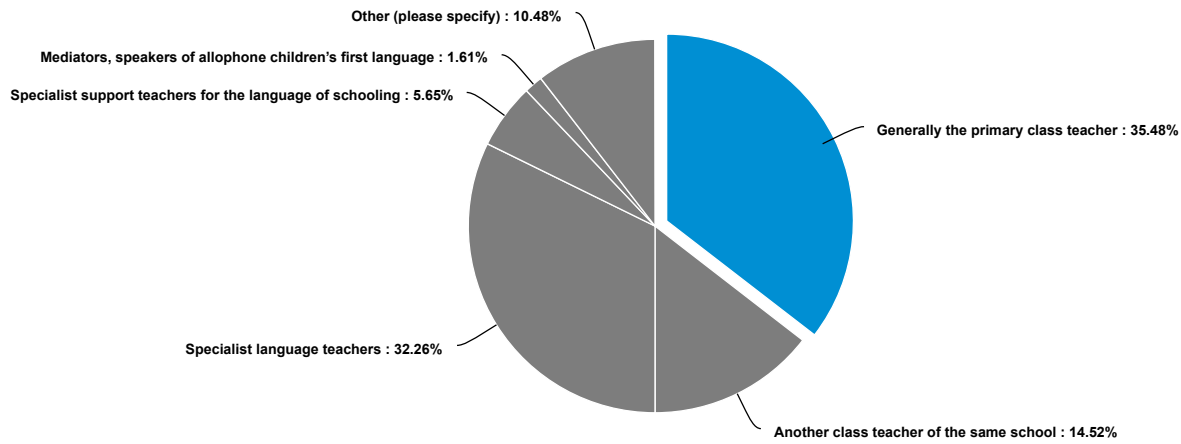
Answer	Count	Percent	20%	40%	60%	80%	100%
To a great extent	21	32.31%	[Progress bar to 32.31%]				
To some extent	39	60%	[Progress bar to 60%]				
Very little	4	6.15%	[Progress bar to 6.15%]				
Not at all	1	1.54%	[Progress bar to 1.54%]				
Total	65	100 %					

6 In your context what proportion of children have a first language other than the language of schooling?



Answer	Count	Percent	20%	40%	60%	80%	100%
Fewer than 10%	18	28.12%	[Progress bar to 28.12%]				
10 - 20%	25	39.06%	[Progress bar to 39.06%]				
20 - 50%	16	25%	[Progress bar to 25%]				
More than 50%	5	7.81%	[Progress bar to 7.81%]				
Total	64	100 %					

7 Who are the teachers of foreign/second languages? (you can select more than one)

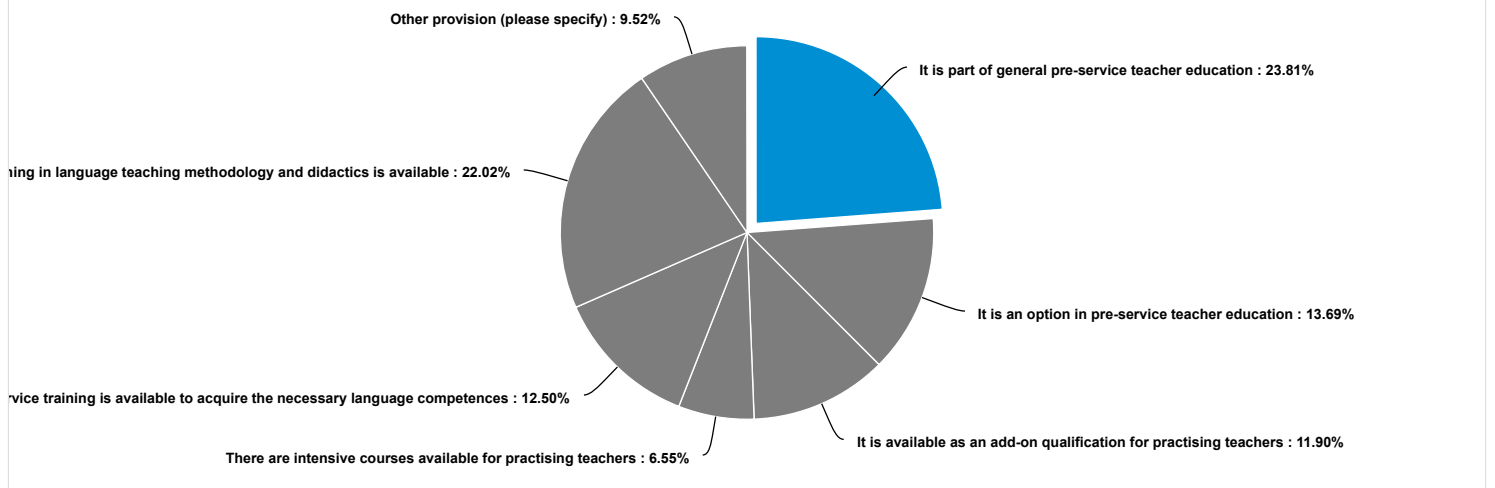


Answer	Count	Percent	20%	40%	60%	80%	100%
Generally the primary class teacher	44	35.48%	<div style="width: 35.48%;"></div>				
Another class teacher of the same school	18	14.52%	<div style="width: 14.52%;"></div>				
Specialist language teachers	40	32.26%	<div style="width: 32.26%;"></div>				
Specialist support teachers for the language of schooling	7	5.65%	<div style="width: 5.65%;"></div>				
Mediators, speakers of allophone children's first language	2	1.61%	<div style="width: 1.61%;"></div>				
Other (please specify)	13	10.48%	<div style="width: 10.48%;"></div>				
Total	124	100 %					

7 Who are the teachers of foreign/second languages? (you can select more than one) - Text Data for Other (please specify)

05/25/2016	52965460	Primary class teachers only if their own language skills are at B2-C2.
05/25/2016	52960882	Primary teachers with additional training (a special module during higher education).
05/24/2016	52916706	des locuteurs germanophones (Autrichiens ou Allemands le plus souvent), surtout dans les écoles privées
05/24/2016	52912043	hardly any data are available
05/22/2016	52816260	There is a big difference between English and other languages. Only English is taught from 1st grade. Models for the language of schooling for children with other 1st languages vary a great deal.
05/22/2016	52806807	Dans une certaine partie de Wallonie-Bruxelles se sont en effet les enseignants de classe primaire qui sont aussi les enseignants de seconde langue. Partout ailleurs, les enseignants de seconde langue sont des spécialistes de langues.
05/21/2016	52751860	Foreign languages (L2) are taught by teachers of other classes who are identified as a speaker of that language. For allophone students, mother tongue is taught by a speaker of that language, where possible that speaker is a trained teacher or has considerable experience working with children. For allophone students Finnish (majority language) is taught initially by a specialist support teacher (2 years) and then the students are supported in class by both the class teacher and the specialist support teacher.
05/20/2016	52704321	at the pre-school period sometimes the language teacher, sometimes the teacher in the kindergarten itself (with no education as a teacher for the early language)
05/20/2016	52703578	En Espagne, nous avons des spécialités à choisir quand on fait les études à l'École Normale: Anglais, Français, EPS, Musique...et pour être instituteur dans une école primaire, nous devons passer un concours en Français, Anglais, Eps, musique...
05/18/2016	52613300	For mother tongue and national minority languages - specialist language teachers.
05/13/2016	52307686	The primary teacher gets weekly support from the Literacy Support Teachers who specialize in Language teaching.
05/13/2016	52289892	French mother tongue teachers in Kindergarten and primary school
05/12/2016	52198195	TESOL/CLIL/PEDAGOGY

8 What provision is there for the training of teachers in early language learning? (you can select more than one)



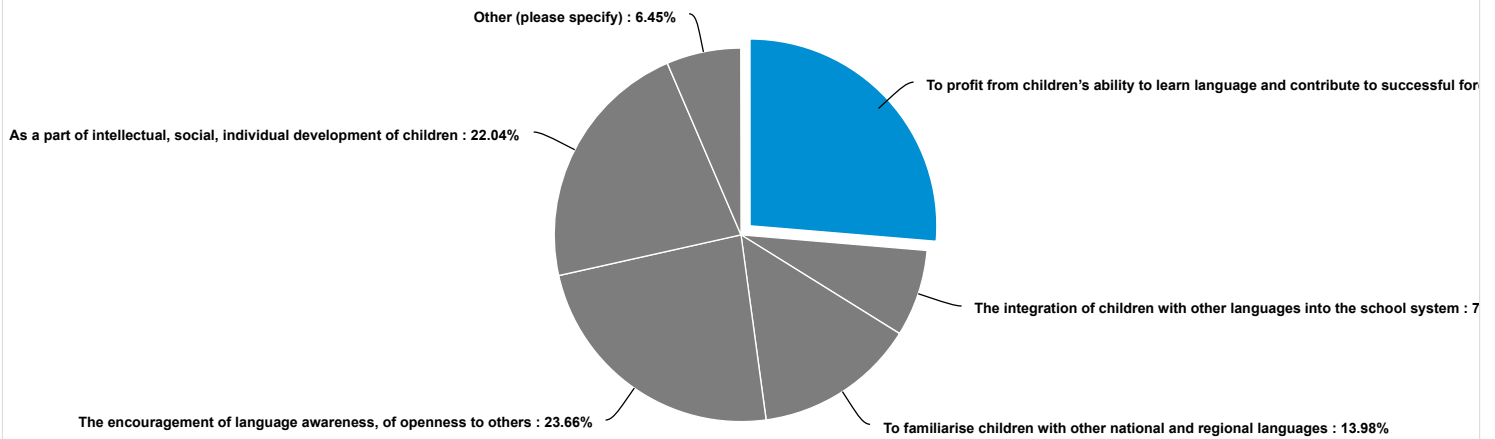
Answer	Count	Percent	20%	40%	60%	80%	100%
It is part of general pre-service teacher education	40	23.81%	<div style="width: 23.81%;"></div>				
It is an option in pre-service teacher education	23	13.69%	<div style="width: 13.69%;"></div>				
It is available as an add-on qualification for practising teachers	20	11.90%	<div style="width: 11.90%;"></div>				
There are intensive courses available for practising teachers	11	6.55%	<div style="width: 6.55%;"></div>				
In-service training is available to acquire the necessary language competences	21	12.50%	<div style="width: 12.50%;"></div>				
In-service training in language teaching methodology and didactics is available	37	22.02%	<div style="width: 22.02%;"></div>				
Other provision (please specify)	16	9.52%	<div style="width: 9.52%;"></div>				
Total	168	100 %					

8 What provision is there for the training of teachers in early language learning? (you can select more than one) - Text Data for Other provision (please specify)

05/25/2016	52962286	We have primary ELT didactics at the faculty for all our primary trainees; the kindergarten trainees can decide if they go for didactics after their compulsory practical ELT + phonetics course (I am in charge of that at Masaryk University)
05/24/2016	52930997	des formations sont proposées de temps en temps, mais les enseignants ne sont pas obligés de les suivre
05/24/2016	52916706	Pour l'enseignement de la langue étrangère (1,5 h/ semaine), c'est généralement l'enseignant de la classe qui s'en occupe mais qui n'est pas spécialement motivé pour cette tâche ni particulièrement sélectionné. Pour les "classes bilingues", c'est un choix volontaire qui nécessite un autre concours.
05/22/2016	52816260	Only English is a part of general pre-service teacher education. We are working hard to introduce other languages earlier. This is a merely political issue.
05/22/2016	52813713	Professional networks for language teachers - also online.
05/22/2016	52806807	Rien n'est organisé aujourd'hui durant la formation d'instituteur primaire. La formation d'enseignant de seconde langue est ciblée sur les enseignants du premier degré secondaire (Agrégé de l'enseignement secondaire Inférieur) avec une infime partie de la formation consacrée au primaire.
05/21/2016	52751860	Teacher training is varied as students can gain credits from a number of sources, and many students may not have come across early language learning, or supporting allophone students before they meet them in the classroom. In the past it has been more popular to gain credits in additional language studies (usually English), or on international or global educational programmes. More recently, more courses are available to study Teaching Finnish as a second language or in supporting immigrant students.
05/20/2016	52704251	Stays abroad to prepare for a language diploma at B2 or C1 are financially supported.
05/20/2016	52703578	Spécialité à choisir à l'Ecole Normale.
05/19/2016	52671230	Teachers are trained to teach the first foreign language in the curriculum (German) and this is part of pre-service teacher education, the second foreign language is an option in pre-service teacher education. There are offers of in-service training, but they vary from one canton to the other. In my context (canton de Vaud, Western Switzerland), I am responsible for a large scale continuing education programme in the area of German as a foreign language; there is a similar programme for English as a Foreign language).
05/19/2016	52648030	La formation en didactique du fle fait partie du curriculum pour les étudiants se destinant au secteur primaire. Toutefois, depuis l'année académique 2015-2016, les étudiants de pré-élémentaire en formation initiale suivent un module axé sur le plurilinguisme (Approches plurielles) et une partie du module est suivi par tous les étudiants: secteurs pré-élémentaire et primaire confondus pour favoriser la connaissance réciproque et la continuité didactique.
05/18/2016	52613300	For mother tongue teachers there are separate specialist courses. For minority language teachers (5 national minority languages) currently only one pre-service teacher education course is available in Sweden - in Sami (at Umeå university)
05/15/2016	52397275	However, not enough intensive courses are available. Also wider choice of short term professional development courses will support the adequate early learning education.
05/14/2016	52381406	It is also an optional module in MA educational programmes
05/14/2016	52351105	1. Primary: a 6-month in-service training programme existed (from January 2015 to January 2016) to prepare English teachers to work in primary, so that a number of qualified teachers could begin as primary English teachers in the recent curriculum changes (lowering the age to start compulsory English at age 8 in September 2015). 2. From September 2015 this course was replaced by a 3-semester MA programme. 3. Pre-primary: there is
05/13/2016	52307686	We do constant up-skilling of teachers in new techniques and strategies adopted nationally or by the college I work in during curriculum time. This is done one-to-one or by year group or school based depending on the issue at hand. We also offer a three day in-service course at the end of the scholastic year. When teachers encounter difficulties in their profession, they call us (the Literacy Support team) to provide advice and support to help solve their issues. Support is offered both theoretically and practically in class with demo sessions.

9 Which of these statements, in your view, characterise the main purposes of early language teaching in

your educational context? (more than one answer possible)



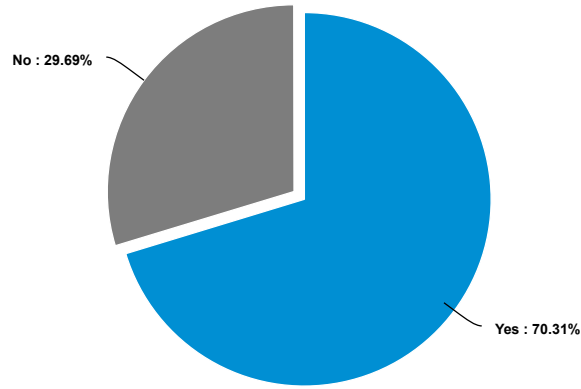
Answer	Count	Percent	20%	40%	60%	80%	100%
To profit from children's ability to learn language and contribute to successful foreign language learning over their school career	49	26.34%	<div style="width: 26.34%;"></div>				
The integration of children with other languages into the school system	14	7.53%	<div style="width: 7.53%;"></div>				
To familiarise children with other national and regional languages	26	13.98%	<div style="width: 13.98%;"></div>				
The encouragement of language awareness, of openness to others	44	23.66%	<div style="width: 23.66%;"></div>				
As a part of intellectual, social, individual development of children	41	22.04%	<div style="width: 22.04%;"></div>				
Other (please specify)	12	6.45%	<div style="width: 6.45%;"></div>				

Total 186 100 %

9 Which of these statements, in your view, characterise the main purposes of early language teaching in your educational context? (more than one answer possible) - Text Data for Other (please specify)

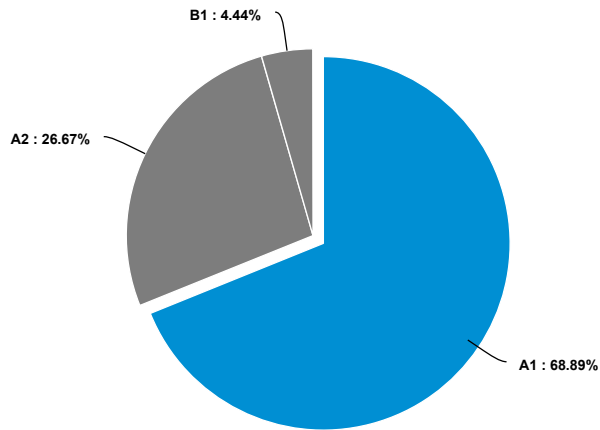
05/25/2016	52962286	Langauges at the VY and Y learner spectrum should be done mostly through play and using more integrating approach, which is what we seek at the faculty but what is not always respected at schools.
05/22/2016	52806807	art6 3° du décret définissant les missions prioritaires de l'enseignement fondamental et de l'enseignement secondaire et organisant les structures propres à les atteindre du 24/07/1997 "préparer tous les élèves à être des citoyens responsables, capables de contribuer au développement d'une société démocratique, solidaire, pluraliste et ouverte aux autres cultures"
05/21/2016	52765218	J'aurais envie d'ajouter "pendant leur carrière scolaire et bien au delà."
05/21/2016	52751860	The context I work in is very complex. We have two immersion programmes, one in Swedish and one in English, and we are also the main center for immigrant students in our area. Therefore all of the above form part of our approach.
05/20/2016	52714898	To educate children in the first official language of Ireland (Irish language) in order to maintain Irish as a living language and to promote bilingualism in Ireland.
05/20/2016	52703578	En Espagne, l'anglais est enseigné à partir de 4 ans une heure par semaine, et à partir de 6 ans trois heures par semaine. À partir de 10 ans nous avons une deuxième langue une heure par semaine, dans mon école le français. Nous avons aussi une langue régionale enseignée par un autre spécialiste. Dans mon cas, j'enseigne l'anglais et français de toute l'école, étant donné que j'ai les deux spécialités.
05/20/2016	52694798	I do not think the declared purpose of early foreign language teaching matters, since not only in my view, but in the view of anybody who takes the time to study the empirical research on the topic, early foreign language teaching is a waste of time and money.
05/19/2016	52648030	J'ai coché la case "Familiariser" dans le sens de sensibiliser les élèves à l'existence des langues nationales et régionales mais sans apprentissage des langues au sens stricte.
05/14/2016	52381406	Early language learning contributes to the holistic development of a child and the benefits are numerous in many respects.
05/13/2016	52307686	In our country, we simply need to introduce the second language as early as possible as our first language is spoken by our nation only. If we don't speak English, the world of books, internet and communication with other nationalities is very limited.
05/12/2016	52198195	COGNITIVE ENGAGEMENT, EARLY PHONETICS, MULTICULTURALISM, METACOGNITION

10 Are there agreed national target levels of proficiency in a foreign language at the end of primary education?



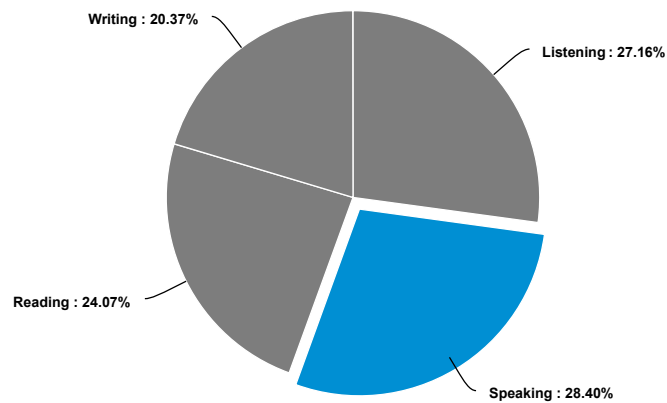
Answer	Count	Percent	20%	40%	60%	80%	100%
Yes	45	70.31%					
No	19	29.69%					
Total	64	100 %					

10a If "yes", what is the agreed level?







Answer	Count	Percent	20%	40%	60%	80%	100%
A1	31	68.89%					
A2	12	26.67%					
B1	2	4.44%					
Total	45	100 %					

10b In which language activities? (more than one answer possible)



Answer	Count	Percent	20%	40%	60%	80%	100%
Speaking	13	28.40%					
Listening	12	27.16%					
Reading	10	24.07%					
Writing	8	20.37%					

Listening	44	27.16%	
Speaking	46	28.4%	
Reading	39	24.07%	
Writing	33	20.37%	
Total	162	100 %	

11 What are the most important issues and challenges to successful implementation of language learning in your context?

11 What are the most important issues and challenges to successful implementation of language learning in your context?

05/25/2016	52971519	- Praktische und authentische Methoden zum Erlernen einer Fremdsprache - wenig Theorie/Grammatik
05/25/2016	52968369	1. More effective pre-service and in-service teacher training. 2. Cooperation of different stakeholders involved in the process.
05/25/2016	52967997	Well trained teachers
05/25/2016	52967010	Creativity, engagement, social dynamics (group collaboration) than can emerge through early language learning.
05/25/2016	52965460	Quite often - teachers' own language skills are not good enough.
05/25/2016	52963902	The Andorran School is defined as a plurilingual and multicultural school. The school considers four schooling languages: Catalan, the official language; French and Spanish, languages of adoption; and English, foreign language. The learning approach adopted is basically the communicative approach, and CLIL strategy is also present at School. However, the model adopted by the school has traditionally been "one teacher - one language" and, therefore, the plurilingual school model has become, in practice, in a multilingual school model. In this regard, the the most important issues and challenges to successful implementation of language learning in our context are: 1. To ensure the adoption of pluralistic approaches to languages and cultures among teachers: 1.a. To consider these approaches in the national curriculum design 1. b. To provide teacher training in these approaches (the Ministry of Education has already carried on an initial pluralistic approaches teacher training -language and non-language teachers- for secondary school teachers) 1. c. To coach teachers in designing lesson plans that take into account pluralistic approaches 1. d. To develop, contribute and use CARAP teaching bank resources 1. e. To consider meeting times for teachers (language and non language teachers) to plan together language teaching 2. To reflect on how to develop communicative language competences through non-linguistic areas of the curriculum 2. a. To identify the communicative language resources that should be taught / taken into consideration by non-linguistic areas 2. b. To include these resources in the curriculum prescribed by the Ministry of Education 2. c. To empower (teacher training) non-linguistic areas teachers on CLIL strategies and on what, how and when to teach competences and linguistic communication resources through the non linguistic learning area
05/25/2016	52962286	Teacher Training - we need teachers who are both, i.e. proficient in the target language as well as the target group didactics.
05/25/2016	52960882	Although learning a foreign language from the first grade (at age 7) became mandatory in 2003/2004 in Croatia, for some reason our universities still offer very little education/training in terms of early foreign language learning and teaching for language teachers. There are primary teachers who can take a special module for language teaching, but this is not a guarantee that they will actually teach the foreign language in the lower grades. This is due to legislation which enables both language teachers and primary teachers to teach English in the lower grades of primary school (to children from 7 to 10 years of age). What often happens is that language teachers are not sufficiently trained to teach young learners and do not really know how to organise the lesson, choose materials or assess young learners in a way that would be appropriate to the children's age. This lack of education and training is definitely the greatest challenge in early foreign language learning. However, I would like to point another one, which is the fact that a lot of children in preschool education learn a foreign language (mostly English) and then come to the first grade where they have to start from the beginning because not all children had a chance to learn the language before school. This certainly has a bad effect on the motivation of those who started learning the foreign language earlier.
05/25/2016	52962072	
05/25/2016	52961914	
05/25/2016	52960630	Teachers should have more structured and targeted teacher trainings.
05/24/2016	52960230	
05/24/2016	52941504	Class sizes
05/24/2016	52936938	L'offre de plusieurs langues aux apprenants; assurer deux langues obligatoires. L'acquisition de la compétence de communication. L'approche par compétence et le CECRL sont à la base du curriculum des langues.
05/24/2016	52937666	Les compétences linguistiques des enseignants. Le nombre d'heure à disposition dans l'horaire scolaire.
05/24/2016	52937713	
05/24/2016	52932612	Foreign language learning at primary school should start earlier than it is now (8-9 year-olds). Children start school at 7. By then they have had an access to foreign languages (especially English) thanks to the Internet, computer games etc.
05/24/2016	52930997	La situation est très complexe: d'un cote, il n'y a pas de défis pour la premiere langue étrangère, bien sur seulement si c'est l'anglais, ce qui est le cas dans 96% d'écoles primaires croates) - les apprenants et leurs parents sont très motives parce qu'ils trouvent l'anglais très utile dans leur vie privée et professionnelle. Bien qu'en Croatie les règlements prévoient la possibilité d'apprendre les langues étrangères autres que l'anglais tant que la premiere langue étrangère, telles que l'italien, l'allemand et le français, les écoles n'offrent pas ces langues. Pourtant, selon les recherches entreprises en Croatie, les élèves qui commencent avec le français et qui prennent l'anglais tant que la langue optionnelle a l'age de 9 ans, ne "perdent" rien de l'anglais. C'est parce que dans le contexte croate il est beaucoup plus facile d'apprendre l'anglais que d'autre langues grace aux différents facteurs extrascolaires et c'est exactement pour cette raison que les élèves devraient commencer avec une langue "non-anglaise". Deuxième problème c'est que dans le système scolaire, contrairement aux recommandations du Conseil de l'Europe, une deuxième langue n'est pas obligatoire - elle est facultative. Pas mal d'élèves commencent a l'age de 9 ans et deux ans après arrêtent pour des raisons banales. En plus, les écoles en general n'offrent qu'une langue optionnelle et si ce n'est pas la langue "desiree par l'enfant" il decide de ne pas le choisir. Bien sur, il ne faut pas oublier que les enseignants qui ont été formes avant l'introduction du système de Bologne n'ont pas de competences nécessaires pour travailler avec les petits. Finalement, je trouve pitoyable que nos enseignants de langues, qui sont très souvent les experts en deux langues (ital/fr, fr/ang..) ne s'appuient pas sur d'autres langues, mais plutôt les cloisonnent.
05/24/2016	52926267	
05/24/2016	52914364	Créer un contexte d'apprentissage favorable sans contraintes institutionnelles telles que les évaluations sommatives. Introduire des outils d'autoévaluation et sélectionner des objectifs d'apprentissage qui répondent aux besoins communicatifs des élèves. Donner du sens aux activités proposée. La réussite de l'apprentissage des langues doit passer par des activités dynamiques, variées et stimulantes. Guider les enseignants à la pratique d'une approche communicative actionnelle, aujourd'hui encore trop loin de la réalité. Favoriser les échanges, et la formation continue des enseignants.

05/24/2016	52918911	
05/24/2016	52916706	dans notre contexte, pouvoir faire une sélection parmi les étudiants motivés et compétents serait une nécessité. Car enseigner une langue vivante alors qu'on a un niveau A1/A2, est contreproductif.
05/24/2016	52916032	integration of a foreign language into other subjects, assessment of FL skills in the first years of primary education
05/24/2016	52915523	well qualified and trained teachers
05/24/2016	52914575	- To consider multilingual children's home languages - To develop more material for second language learning - To develop successful models for language socialization in home contexts
05/24/2016	52912863	Le défi le plus important c'est de fournir aux enseignants/éducateurs l'apport de formation nécessaire afin de les sensibiliser à l'importance de l'apprentissage à travers les langues étrangères, ainsi qu'à la valorisation des langues présentes dans l'école.
05/24/2016	52914336	Legal matters that prevent the implementation of CLIL at primary school level
05/24/2016	52912043	Teachers' competences and beliefs, lack of age-appropriate classroom methodology, parents' and school administrators' unrealistic expectations, lack of continuity, learners' early demotivation.
05/24/2016	52909938	absence of social context
05/24/2016	52896535	Not all teacher staff has proper qualifications to teach with new methodology in the primary school. Besides, there is always lack of resources and didactic, for instance games and other activities, not counting the capital.
05/23/2016	52876583	Young children would need opportunities for immersive language acquisition. However, teachers can't compensate for the lack of peers talking the target language
05/23/2016	52851278	
05/23/2016	52844980	
05/23/2016	52841348	
05/22/2016	52836419	- too few lessons per week - inadequate methodology (CLIL focussing on environmental studies, for instance, rather than rhymes, songs, children's stories) - teachers who have not experienced early language learning in their own school career and rely too much on a traditional grammar/vocabulary-based approach
05/22/2016	52816260	One of the biggest challenges in Norway is (still) the assumption that English is most important. There have been two successful national projects introducing a 2nd foreign language from grade 5, but still the general starting age is grade 8, which is far too late (see LEPP-Norway, 2003-2004). At the moment there is not political awareness or willingness to start the 2nd FL earlier. Concerning children with other "home languages" than Norwegian, there is a need to train teachers in understanding plurilingualism. So far, students only get support through their 1st language as long as they cannot follow schooling in Norwegian.
05/22/2016	52813713	Generally I consider it extremely important, that children learn other languages in order to become part of the globalized market. Danish is a "small" language as there are only 5 mio Danes in Denmark. Children should experience a safe learning environment and be presented to their first foreign language (English) from preschool where they "sing and play" their language acquisition. This continues and is further developed when they start school. Here they will develop their interlanguage.
05/22/2016	52806807	1°) une formation initiale et continuée adéquate et solide des enseignants 2°) une centralisation et une mise à disposition d'exemples de bonnes pratiques 3°) une continuité bien pensée et structurée (apprentissage spiralaire) 4°) assurer l'accès à la maîtrise d'une seconde langue à tous les enfants, à chaque enfant
05/21/2016	52767918	Le problème est le manque des manuels attrayant et bien organisée , audio-vidéo, conformes aux programmes en vigueur . La recherche et la sélection des meilleurs matériaux pour l'apprentissage des langues exige du temps .
05/21/2016	52766790	
05/21/2016	52765218	Il n'y a de loin pas assez d'heures de contact pour le nombre de langues étrangères obligatoires et pour les objectifs officiels.
05/21/2016	52760367	To teach the children use the language, i.e. to know how to speak the foreign language
05/21/2016	52752347	The workload of the specialist teacher! Excellent commercial programs are available for teachers to use based on the Action-oriented approach/ the CEFR but school boards/ principals are unwilling to spend school budget money to purchase them. As a result teachers are expected to 'create' the program. This is an unrealistic expectation.
05/21/2016	52751860	Changes in attitudes to assessment would help teachers to adopt a greater range of approaches to language learning in all contexts.
05/20/2016	52736912	Teacher's levels of English Teacher's confidence in teaching a foreign language The teaching approach is very traditional - needs to become more communicative and take children's individual differences into account
05/20/2016	52732145	
05/20/2016	52729670	
05/20/2016	52721874	
05/20/2016	52714898	Learning Irish as a minority language is challenging as children by and large do not encounter Irish outside of the school system. Parents and the general public believe that it is important for children to learn Irish in school but they don't give active support by speaking Irish. All primary school teachers for 4-12 years undertake second language methodology courses. While many teachers have excellent competence in Irish, many lack the competence and confidence to teach Irish effectively using a communicative approach to language learning.
05/20/2016	52708465	
05/20/2016	52704251	1) Lack of purpose and motivation among the pupils in the case of the national languages 2) Too few contact hours 3) Partly unsuitable textbooks
05/20/2016	52704321	proper approaches, methods, for early language teaching, adequate environment for learning/teaching, proper education of teachers, dedication of the teachers
05/20/2016	52703578	Dans mon cas, et étant donné que nous habitons à côté de la frontière française les enfants sont très motivés quand ils voient l'utilité de la langue, même si le français a moins de charge horaire que l'anglais.
05/20/2016	52696383	which language to teach first, a national language or English intensity of input, i.e. number of lessons
05/20/2016	52694798	Minimal levels are agreed upon for the end of lower secondary level (A2 for most skills). These minimal target levels cannot be attained in both foreign languages taught in the obligatory curriculum, which is not surprising but puts teachers and the system under pressure, and learners with learning difficulties are left behind.

05/19/2016	52691985	Un enseignement adapté à l'âge des élèves. Le temps d'exposition aux langues (vivantes, en dehors de la langue de scolarisation). Le niveau de langue des enseignant(e)s. Partiellement, la motivation (parfois insuffisante) des enseignant(e)s généralistes. Le statut du FLE en contexte germanophone. L'attitude souvent négatives de parents vis-à-vis du FLE (ou idéalement FLS).
05/19/2016	52674606	Motivation and family support
05/19/2016	52671230	The situation in Switzerland is complex, as some cantons have opted out of the national plan to introduce two foreign languages at primary level (first on of the national languages, then English - some cantons have inverted that order). There is an important political debate on the issue in German speaking Switzerland with mounting opposition in some cantons, often supported by conservative political parties. The other challenge is related to teacher training: teachers are generalists and many teachers feel they are not equipped to teach two foreign languages in addition to all the other subjects. It is important to note in this context, that two foreign languages are introduced in the so called second primary cycle (age 8-12) in Switzerland. A second issue I would like to highlight is the status of the foreign languages in the curriculum: in my context German (as a Foreign Language) is a key subject and grades in German together with grades in maths and the language of schooling (French) decide on the future orientation of pupils. As a consequence, grades in German are very important for pupils (and parents) and this has an enormous impact on attitudes and teaching methodology: the focus on assessment often runs against all recommendations on early foreign language teaching.
05/19/2016	52659514	
05/19/2016	52658180	implementing the educational reform that went along with introducing 2 foreign languages at primary school. One important part of the educational reform is "Didaktik der Mehrsprachigkeit" which seems to be a huge challenge and in addition, competency-based, task-based, more formative than summative assessment, etc.
05/19/2016	52648030	Une formation initiale en didactique des langues étrangères intégrant des modules de didactique du fle (au Tessin: 1ère langue étrangère à l'école élémentaire) et des modules axé sur le plurilinguisme qui permettent aux futurs enseignants de développer une sensibilité vis-à-vis des langues et des cultures présentes dans les classes (25% d'élèves allophones) et de développer des compétences professionnelles afin d'intégrer la sensibilisation et la valorisation des langues et des cultures dans l'enseignement, et d'une manière générale, une ouverture à l'altérité. Cela me semble une condition sine qua non. Un enseignant qui n'a pas développé (niveau personnel t/ou professionnel) ces compétences pourra difficilement comprendre les problématiques de communication et d'intégration qui sont le propre des classes actuelles. En outre, sans des ressources didactiques cohérentes et claires, l'enseignant risque de stigmatiser ce qu'il voulait au départ valoriser.... Avec l'introduction du nouveau Plan d'études de l'école obligatoire tessinoise (sept.2015), le plurilinguisme a trouvé sa place et revêt un rôle important pour stimuler le développement des compétences générales et linguistiques + culturelles. Le succès de celui-ci réside dans sa mise en application par les enseignants et cela dépend beaucoup de leur volonté et de leur propre ouverture à l'altérité. Au vu du climat politique actuel au Tessin mais aussi en Europe, l'éducation plurilingue et interculturelle est un véritable défi! En outre, la formation en didactique est remise en cause par une partie des étudiants et des enseignants généralistes car ils considèrent qu'un enseignant spécialisé serait plus à même d'enseigner la langue cible. Pour ma part, en tant que professeure formatrice, je trouve que le généraliste est le mieux placé pour "accéder" et intégrer le décentrement par rapport à sa propre langue et la consolidation de celle-ci par le biais d'une éducation plurilingue et l'enseignement-apprentissage de la 1ère langue étrangère. : pratique réflexive!
05/19/2016	52648709	
05/19/2016	52648472	
05/19/2016	52643765	perception sociale et politique de langues, compétences langagières des enseignants-e-s
05/19/2016	52637958	The ability to apply a pedagogy that is relevant for 7-12 or 13-16 year olds, in order to keep learners motivated and engaged.
05/18/2016	52614594	Challenges: time. Pre-service primary teachers already have so many subjects on which they have to focus. It takes a dedicated teacher (trainee) to also want to improve his/her own standards of English (the most frequently taught language in Dutch early years), didactic skills and knowledge of second language acquisition. The time allotted to pre-service MFL teacher training is also minimal. There is also insufficient visual materials of good practice such as video clips of real teachers and pupils in run of the mill primary schools.
05/18/2016	52613300	At primary level, where English is one of the three core curriculum areas from grade 1, teachers generally lack skill in creating opportunities to maximise opportunities for interaction. The wide exposure to English beyond the classroom seems to have resulted in a lack of high quality pre-service teacher preparation in this field, with many pre-service courses offering little or no focused methodology training for this age group.
05/18/2016	52585539	Learning a second or third language must be done by a specialist teachers, many countries employ a native speaker but that person has no or very little language teaching experience. Knowing the pedagogy of teaching is important and also knowing how to teach younger children is also essential. Many EFL courses for teachers do not concentrate on this age group. Whereas it is the most important age to learn a language.
05/18/2016	52573210	L'apprentissage des langues étrangères des le plus jeune âge est utile surtout depuis le processus de globalisation, car, ceux qui connaissent des langues étrangères seront plus ouverts, pourront aller étudier dans n'importe quel pays, pourront échanger avec des locuteurs natifs, pourront trouver du travail sur le marché international.
05/17/2016	52523587	
05/17/2016	52513202	The most important issues pertain to the quality of the child learning experience, in terms of the environment, the quality of the relationships with other children and adults and the role of the family. The expertise and experience of teachers is also an important consideration.
05/17/2016	52510256	
05/16/2016	52494527	Il s'agit de la dimension inclusive de l'Ecole et de la prise en compte non comme un obstacle mais comme un levier de la langue première.
05/16/2016	52468394	
05/15/2016	52409958	A considerable lack of primary teachers with a competence of teaching English to young learners. Before 2011, English was not part of general pre-service teacher education. In-service training is quite limited as there is a clear focus on literacy and mathematics. A great deal of the primary students are not getting an age-appropriate and communicative teaching. The knowledge among primary teachers about The CEFR and the ELP is very limited or non-existent. The refugee children are faced with a language learning where everything is translated into Swedish, which makes it even harder for them, having to learn English via Swedish. Reading and writing, spelling and grammar is brought in far too early which means that young children feel unsuccessful and lose their confidence and motivation for learning languages. Too little time is allocated per week for language learning and teaching, only 20-30 minutes per week during the first years which means that continuity, progression and motivation become problematic.
05/15/2016	52397275	A befitting combination of teachers' knowledge and skills to the very young (VYL) and young (YL) learners abilities and needs. My personal believe shared with many other colleagues is that teachers of VYL and YL learners should be the ones who have mastered well both the language and methodology of teaching VYL and YL. On the other hand, there is a great majority of others who think that it is enough when those teachers have mastered the language just a bit above the VYL/YL learners level, e.g. very basic. Thus raising awareness of this issue supported by research findings and offering adequate teacher training is essential. Other ways of supporting success are samples of curriculum and best practices developed by experienced teachers and experts.
05/14/2016	52381406	Major problems and challenges in the Greek context when it comes to EFL is continuity of input, the transition between grades and educational sectors and teacher training in early foreign language teaching. It seems that the onset age on its own does not guarantee success in learning while a shift in teacher's mentality and an updated philosophy of pedagogy according to research results are also required.
05/14/2016	52370894	1. Pre-primary (English as a FL in 50% of schools in mainland Portugal): Issue 1- integrating the FL so that it really is an age appropriate activity emulating local pre-primary practices. Issue 2- ensuring teachers have some form of training to work with children from 3 - 6 years old. Issue 3- helping pre-primary professionals realise they have a role to play in a FL project if it exists in their school. 2. Primary (official start of English as a FL at age 8): Issue 1- ensuring children get practice in spoken English and that the activities are not just focused on reading and writing. Issue 2- ensuring assessment is age appropriate and not focused on paper and pencil testing Issue 3- ensuring that an appropriate intercultural approach is implemented

		Issue 4- the new syllabus and learning objectives make it very difficult to integrate the children's learning into their primary syllabus / learning objective, as there is no space for cross-curricular work Issue 5-overcoming the abusive use of text books which develop reading and writing over listening and speaking skills and which omit activities to develop an intercultural competence
05/14/2016	52351105	
05/13/2016	52307686	The proficiency of the teachers in this language is the first challenge. They need constant up-skilling both in the language as well as the new methodologies that are introduced continuously. Also I believe that we need to increase the readiness for the learning of the second language by more exposure in the pre-schooling stage where learners are exposed to the language and they start to absorb the language indirectly.
05/13/2016	52289892	You have to have well educated teachers in mother tongue of the foreign language in pre-primary classes!
05/13/2016	52295577	
05/13/2016	52274199	
05/13/2016	52257547	En Pologne actuelle la conscience de l'apprentissage des langues est, heureusement, très forte et explicitée à plusieurs reprises par différents milieux éducatifs et politiques. Les cours de langues (l'anglais surtout) sont obligatoires dès l'âge de 7 ans. Reste à voir comment ces cours sont menés et dans quelle mesure les enfants en profitent. Les résultats de certaines recherches prouvent que les élèves à l'école primaire ont du mal à dépasser le stade de la reproduction et de la répétition, n'exécutent pas le transfert des capacités acquises, ne sont pas très créatifs, en général, sont peu motivés et se perdent vite lorsque la tâche devient un peu complexe. Certes, le cours de langue ne peut remédier à tous les problèmes cognitifs, affectifs ou sociaux de nos apprenants, tout de même il peut y contribuer et ce de manière très significative car il est l'occasion d'échanges et d'interactions entre les pairs et entre le tuteur et l'apprenant. C'est pourquoi je considère comme l'un des plus grands défis de la formation en langues d'avoir un impact sur la cognition (p.ex. catégoriser, sélectionner, hiérarchiser les informations), sur la motivation à apprendre (par le sentiment d'efficacité personnelle, la relation avec les autres, l'autonomie) et sur le savoir-apprendre (choix des stratégies adéquates, créativité, autoévaluation, ouverture sur ce qui est non familier).
05/13/2016	52255900	
05/12/2016	52199329	
05/12/2016	52198195	LEARNING THROUGH CONTENT, EARLY DIDACTICS, KNOWING MILESTONES

12 How far does the provision of teacher education meet the needs? What changes would you recommend?

12 How far does the provision of teacher education meet the needs? What changes would you recommend?		
05/25/2016	52971519	- mehr Fortbildungen für die Lehrer, die zu einem praxisorientierten sowie modernen Fremdsprachunterricht führen.
05/25/2016	52968369	Due to early language learning being introduced into kindergarten the need for greater number of teachers qualified to teach foreign language to young learners arose. The emphasis should be put on development of pre-service and in-service teacher training to help teachers acquire linguistic and methodological competences.
05/25/2016	52967997	I can't tell
05/25/2016	52967010	A challenge is to teach language in a playful way while being focused on end results (not only the playful dimension).
05/25/2016	52965460	The number of qualified teachers is quite sufficient.
05/25/2016	52963902	Language teachers master, in general, the didactics of each language, but more effort should be made to train them in pluralistic approaches to languages and cultures. It is also important to train them in the field of competence didactics. That is to say, in the design of class instruction plans conceived under this approach (complex problem solving situations, etc.) and competences assesment.
05/25/2016	52962286	We are trying to meet the targets, however, didactics ELT lesson for the VYL teachers are only optional and they already have a lot to do in their study programme. In the primary section we are much more successful (at least at our university).
05/25/2016	52960882	For language teachers, education in terms of early foreign language learning and teaching is entirely insufficient. Early foreign language learning and teaching is briefly, if at all, mentioned as part of general language teaching methodology courses, and lecturers do not have time to delve into the issue further. There are no specialised courses in early foreign language learning and teaching (at least not for English language teachers) – I believe that universities should have already begun designing and offering such specialised courses. In addition, there are no official training programmes offered by the Education and Teacher Training Agency that would focus on this specific group of learners. I believe a lot could be done in this part, by organising workshops, seminars and e-learning programmes for language teachers who teach in the lower grades and have not been sufficiently trained during their university education.
05/25/2016	52962072	
05/25/2016	52961914	
05/25/2016	52960630	Change of curricula on the pre-service level (university level)
05/24/2016	52960230	
05/24/2016	52941504	It doesn't. Meet the standard required.
05/24/2016	52936938	Les enseignants de langues sont formés à l'université. Les programmes de formation sont élaborés par les Départements et accrédités par Le Ministère de l'Education. Une analyse des besoins de formation est réalisée afin d'organiser la formation continue des enseignants en service.
05/24/2016	52937666	Au lieu d'obliger les enseignants généralistes à enseigner une/deux langues étrangères, il faudrait des volontaires spécialisé en enseignement des langues à un jeune public.
05/24/2016	52937713	
05/24/2016	52932612	Yes it does concerning the present target group - primary school teachers. Teachers are trained to teach foreign languages in grades (2)3- 6). Students can take a module of ELT, worth 42 ECTS. More emphasis on CLIL.
05/24/2016	52930997	Je peux donner mon avis sur la formation des enseignants du FLE. En ce moment la, elle répond bien aux besoins des enseignants, mais à l'époque ce n'était pas le cas. Une formation continue et obligatoire serait nécessaire pour tous parce que moi, tant que la formatrice des futurs enseignants en FLE, je n'ai pas assez de temps de parcourir tous les sujets que je trouve importants pendant deux années du Master FLE.
05/24/2016	52926267	
05/24/2016	52914364	La formation des enseignants est souvent facultative et elle est généraliste. Je recommanderais une formation qui soit la plus personnalisée possible et qui réponde aux besoins réels et (souvent) immédiats des enseignants. En outre, dans la phase actuelle, j'estime que l'introduction des outils tels que le Portfolino pourrait se révéler fondamental pour l'apprentissage des élèves et dans la formation des enseignants.
05/24/2016	52918911	

05/24/2016	52916706	voir ci-dessus. Mieux s'occuper en formation du développement psycho-pédagogique de la petite enfance serait nécessaire. On ne travaille pas assez sur les compétences interlangues, et dans le secondaire (à partir de 11 ans), pas du tout.
05/24/2016	52916032	At the moment, only primary school teachers with specialisation in teaching foreign languages can teach FL in the first 3 years of primary school (ages 6-8). (There is a course for in-service and pre-service teachers). We need to establish a training for specialist language teachers, who would like to teach in the first years of primary school.
05/24/2016	52915523	the problem is that we have many teachers (from before the new teacher education law) that are not qualified but are expected to teach
05/24/2016	52914575	-A stronger emphasis on language in the curriculum
05/24/2016	52912863	La formation initiale répond à peine et la formation continue porte tout le poids de sensibilisation et de soutien pédagogique, didactique et méthodologique des enseignants. La reformation des curricula est nécessaire, autant que la sensibilisation au niveau de politique éducative et la diffusion des évolutions dans le domaine de l'apprentissage des langues dès le plus jeune âge.
05/24/2016	52914336	It should be an integral part of the curriculum; this is not the case now.
05/24/2016	52912043	There is no systematic teacher education for early FL classrooms, in many cases teachers don't know how to or don't manage to develop YLs' skills. A more systematic approach to teacher development and a curriculum including realistic targets.
05/24/2016	52909938	average: early language learning is not very much encouraged
05/24/2016	52896535	In order to implement new methodology in the primary school system, my colleagues and I constantly organize teacher trainings within the framework of Goethe Institute programs especially in the regions since the problem is very vital there.
05/23/2016	52876583	(see below; teacher education is well tailored to the needs of a system which I don't see to be very meaningful.
05/23/2016	52851278	
05/23/2016	52844980	
05/23/2016	52841348	
05/22/2016	52836419	- providing more hours per week for the foreign language (teach certain subjects in English) - a greater focus on content that children enjoy (picture books, stories etc.)
05/22/2016	52816260	Norway still has a considerable number of teachers in primary education who do not have formal education in English. Requirements for teacher competences will change, however, from 2017. From evaluation studies and research carried out in Norway, I would strongly recommend to introduce a 2nd FL from year 5. This would also have consequences for teacher education: including other languages in primary teacher education. Ideally, I would even recommend a project with schools starting languages other than English (LOTE) from 1st grade, and then introducing English from 4th grade (English is learned by children outside of school anyways in Scandinavia). I would also like to see much more awareness of including childrens home languages from the very beginning, for example by use of the ELP (primary).
05/22/2016	52813713	Denmark has comprehensive schools. It is compulsory to go to school for 10 years. In 2015 we experienced a new school reform with a positive focus on foreign languages meaning that we teach English from class 1 (children are app 6 years old) and German from class 5 (children are app. 10 years old). Implementing this new reform takes time - of course. When it all started not enough language teachers had been educated in teaching at these levels. We are still striving for more teacher training and education. Changes - my suggestion would be continued teacher training - both pre-service and in-service education. Society, demands, the educational sector changes rapidly. This is a fact. Adaption/implementation required education, which can (also) be required online.
05/22/2016	52806807	Actuellement, en Fédération Wallonie-Bruxelles la formation ne répond pas aux besoins! recommandations: réintroduire les langues dans le curriculum des futurs instituteurs encourager la coopération entre communautés nationales et avec d'autres états dépasser le strict apprentissage linguistique pour aller vers la diversité didactique : apprentissage précoce, éveil aux langues, CLIL-EMILE ...
05/21/2016	52767918	La formation des enseignant(e)s est bien organisé, mais on est encore besoin de plusieurs classes de pratique pédagogique.
05/21/2016	52766790	
05/21/2016	52765218	La question n'est pas claire: les besoins de qui? des élèves? des élèves doués? des élèves en difficultés? de l'école? de la société? Ces besoins sont très différents et souvent contradictoires, donc on ne peut pas répondre à cette question.
05/21/2016	52760367	More practice while studying to be a teacher
05/21/2016	52752347	Teacher education here in Ontario is excellent! The French as a second Language qualification is completely up to date offering training in the Action-oriented approach and the CEFR. This is not necessarily the case in the other provinces in Canada.
05/21/2016	52751860	Basic teacher education varies greatly, and it is possible for new teachers to arrive in the classroom with very little knowledge and understanding of language learning and teaching. Teachers are often unprepared when it comes to supporting minority language students in the classroom and have limited strategies and approaches. Those teaching a foreign language often draw on their own language learning experiences, presenting lessons which are still focused on vocabulary and grammar, and offering little opportunity for students to use the new language. many teachers would benefit from having a general overview of language learning as part of their basic studies, with particular attention given to ways of supporting minority language students, and designing tasks which promote language use in the classroom.
05/20/2016	52736912	More focus on multilingual approaches to learning languages, so teachers understand who children absorb multiple languages simultaneously. Language lessons to improve levels of foreign languages More exchanges with other European countries for the teachers to improve their language level and learn from their education system
05/20/2016	52732145	
05/20/2016	52729670	
05/20/2016	52721874	
05/20/2016	52714898	The provision is generally satisfactory about 66% of teachers. The main weaknesses are in the language competence of primary teachers. It would be helpful to link the qualification of teachers to the CEFF with a minimum B2 requirement. There would need to be greater contact time in initial teacher education programmes in order to achieve this. As well as Irish as a subject in all primary schools in Ireland, approximately 7.5% of pupils attend Irish immersion schools and 1% attend Gaeltacht schools in Irish heartland areas where there are bilingual communities. Both these settings are very successful in educating fluent Irish speakers. There are no dedicated programmes to prepare teachers to teach in these Irish-medium settings. There are some optional elective modules as part of initial teacher education programmes.
05/20/2016	52708465	
05/20/2016	52704251	Okay.
05/20/2016	52704321	
05/20/2016	52703578	Nous aurions besoin de cours de formation à l'étranger pendant notre carrière professionnelle, ainsi que des échanges de collègues dans les établissements.

05/20/2016	52696383	
05/20/2016	52694798	no changes recommended, since this is as good as it gets given the possibilities of the system
05/19/2016	52691985	À mon avis, elle y répond.
05/19/2016	52674606	
05/19/2016	52671230	<p>Developing professional language proficiency is one of the important issues in teacher education. Results of a project aiming at describing profiles of professional language proficiency under the leadership of the Swiss University of Education at St. Gall (http://www.phsg.ch/web/forschung/institut-fuer-fachdidaktik-sprachen/projekte/uebersicht-projekte/berufsspezifische-sprachkompetenzprofile-fuer-lehrpersonen-fuer-fremdsprachen.aspx) underline an urgent need to implement language training programmes in pre-service teacher education.</p> <p>A second issue is the question of closer cooperation between teacher trainers in the domain of the language of schooling and foreign/second languages. A more integrated approach to the language dimension of all teaching and learning would seem to be an adequate response to results of recent research in the area.</p> <p>A third issue is the highly political question whether we should continue to train generalist teachers for the primary level or provide pre-service training in modular form, allowing future teachers to opt for a certain degree of specialisation. Another option would be MA programmes, e.g. for language teaching: I am currently working on an MA degree programme in cooperation with the University of Lausanne which is scheduled to open in autumn 2017. This programme will offer a specialisation for German as a Foreign Language for primary school teaching. I am clearly in favour of semi-generalists in the area of early language teaching.</p>
05/19/2016	52659514	
05/19/2016	52658180	It seems a bit less challenging for pre-service teacher education. The question is really how much "innovation" will find its way into the classrooms with in-service teacher development programs.
05/19/2016	52648030	<p>PLURILINGUISME: Le plan d'études de mon institut de formation a été revu l'an dernier et les changements apportés tendent à prouver qu'à ce niveau, il y a eu une véritable prise de conscience de la nécessité d'offrir une formation initiale aux deux secteurs au niveau de la direction. De plus, le Département de l'éducation, des sports et de la culture du Tessin soutient ces changements et la formation en général.</p> <p>POUR l'instant, il s'agit concrètement d'un cours avec une centaine d'étudiants mais il y a des espaces pour le travail de groupe: réflexion, activités vécues par les étudiants eux-mêmes et analysées, mise en commun etc.</p> <p>En revanche, j'aimerais que les étudiants puissent pratiquer ces activités avec les classes de pratique: les étudiants de pré-élémentaire ne pourront intégrer ces activités que lorsqu'ils seront enseignants. Par contre, en ce qui concerne les étudiants de primaire, ils pourront le faire l'année suivante lors d'un stage en immersion en Romandie et dans les 2 autres pratiques professionnelles (environ 8 semaines).</p> <p>Une formation continue sur l'éducation au plurilinguisme recommandée pour les généralistes qui n'ont suivi aucune formation dans ce domaine.</p> <p>FLE: la formation initiale en dd fle: fonctionnelle même si les étudiants aimeraient avoir la possibilité de suivre des cours de langue spécifiques à la profession.</p>
05/19/2016	52648709	
05/19/2016	52648472	
05/19/2016	52643765	mesures supplémentaires: séjours professionnels dans une région où la langue enseignée est première langue scolaire
05/19/2016	52637958	There is limited provision in the private language school ELT environment, in which I work. The exam board I work for offers a 61-hour course for practising teachers to support the development of their teaching skills but there is more needed in terms of on-going CPD and mentoring to support teachers working in their local contexts. A collaborative and collegial approach to sharing and supporting in individual teaching centres would help raise teachers' practical teaching skills.
05/18/2016	52614594	There is a nationally agreed body of knowledge but this is not centrally inspected. Each institute therefore decides on how many ECs to dedicate to the subject (if at all). Most institutions have very limited time (8 hours in total) and make the choice for focusing on didactics as opposed to language skills. The student teachers themselves indicate a general feeling of inadequacy on both fronts. I would recommend a clear (European) guideline for teacher training comprising minimal skills, minimal language level and minimal continuing professional development hours per year. All of which should form part of the inspectorate's portfolio.
05/18/2016	52613300	Insufficient programme time is allocated to the development of teacherly skills relevant to this age groups needs for FL learning. Insufficient attention is given to how teachers might exploit the wide access to English beyond the classroom, linking it with in-school learning.
05/18/2016	52585539	<p>Teacher education is only one factor, parent assistance must also be including, even if a parent can not speak the language being taught they should encourage their child to use different forms of media to 'get used to' the language.</p> <p>I would recommend that educational institutions include parents in the classes, this could be something as simple as inviting them to class or using technology to send home songs, videos. Apps are also useful when it come to practicing how to pronounce words correctly.</p>
05/18/2016	52573210	La formation des enseignants se fait par rapport aux attentes de ceux-ci.
05/17/2016	52523587	
05/17/2016	52513202	The existing provision of teacher education is important but not sufficient. This needs to be more community and school-based. Parental support and education need to be factored into the equation too. The notion of childhood in the digital age has to be considered carefully too.
05/17/2016	52510256	
05/16/2016	52494527	De manière récurrente, les enseignants sollicitent des formations (formation continue) d'autant plus que le nouveau programme de l'école maternelle spécifié l'éveil à la diversité linguistique mais aussi parce que les élèves à profil plurilinguisme sont nombreux et ce dans des contextes de migration divers. Le changement clé est à mon sens d'intégrer pleinement cette formation dans le cadre de la formation initiale, de réfléchir à l'organisation actuelle, parallèle, des enseignements dits ELCO.
05/16/2016	52468394	
05/15/2016	52409958	<p>Too few applicants to pre-service teacher education for Primary teachers is a big problem, caused mainly by low salaries.</p> <p>The Government is looking into this now and will hopefully do something about it for the future. In-service training for early language Learning needs to expand all over the country. The National Agency for Education needs to organize language Days for primary teachers all over the country in order to inform about The CEFR and The ELP as all teachers can find fantastic support for their planning, teaching and assessment of languages in these documents.</p>
05/15/2016	52397275	There is still not enough pre-service education available as well as not enough in-service and VYL/YL short term courses and workshops available. Designing more of a high quality will be a real challenge.
05/14/2016	52381406	Teacher education actually covers mainly the secondary sector in Greece and partly the primary. We have a long way to go when it comes to pre-primary and this is a major issue as it will affect the most important factor in successful language learning that os children's motivation and positive attitude.
05/14/2016	52370894	<p>1. Pre-primary (English as a FL in 50% of schools in mainland Portugal): There is no pre-service training and little to no in-service training. I would recommend introducing a subject in Pre-primary education which sensitized the trainees to how they can support a FL programme and give them an idea of what it should look like.</p> <p>2. Primary (official start of English as a FL at age 8 - began in September 2015):</p> <p>Intensive 6-month in-service courses prepared two cohorts of teachers to begin working in September 2015. Now all teachers who want to teach English in primary must take a 3-semester MA with which includes a one-year practicum. At present there are not enough qualified English teachers, as training has only just begun. The first cohort of MA students will complete their training between March - June 2017. The big issue is finding mentor teachers in schools to support trainees during their practicum, as English is a new initiative in Portuguese primary education. However the system will soon become saturated as teachers become trained up and begin working.</p> <p>I think that an honours degree (4 years) in primary education with a specialisation in English would be very appropriate for this context. Portuguese primary English teachers are the highest qualified teachers in the Portuguese education system at the moment, as they are the only teachers who require an MA to teach.</p>
05/14/2016	52351105	
05/13/2016	52307686	I think that there should be more communication between the university that provides training to student teachers and the education department as sometimes I believe that there are many gaps in the teacher training. When newly qualified teachers come to our schools they are not trained in certain strategies that are basic to early language learning such as shared reading and guided reading.

05/13/2016	52289892	For the foreign teachers our education meets the needs fully, but for the German kindergarten teachers, we have to Change the edecation, to open their minds for foreign languages and cultures
05/13/2016	52295577	
05/13/2016	52274199	
05/13/2016	52257547	La formation de futurs enseignants se fait en contexte universitaire et elle suit des recommandations nationales et européennes. Au niveau théorique tout va plus ou moins bien, mais au niveau de la mise en pratique les situations divergent. Les cours devraient se faire sous forme d'ateliers, simulations, études de cas. Le stage pédagogique devrait être étroitement corrélé avec les sujets abordés en cours, discutés avec les étudiants, illustrés par des exemples venant "du terrain". Nos étudiants se perdent face à des situations imprévues, complexes, faute de pouvoir y réfléchir avant de s'y retrouver en plein dedans. Les textes théoriques leur montrent un certain idéal qui n'est pas forcément "enseignable" tel quel en salle de classe. A cela s'ajoutent les relations de plus en plus difficiles avec des enfants mais aussi avec d'autres personnes présentes dans le contexte éducatif: direction de l'école, collègues, parents, tuteurs. La complexité de ces relations est écrasante et mène vite à un burn-out même de jeunes professeurs. En résumant, il faut une formation attachée à la pratique de classe, les étudiants-stagiaires nécessitent une tutelle d'un enseignant chevronné et un feed-back régulier, aussi bien de la part de l'établissement de formation que de l'école. Je prône également une "action-recherche" à effectuer par chaque étudiant ce qui le prépare à faire le diagnostic d'un problème et chercher différentes possibilités pour le résoudre.
05/13/2016	52255900	
05/12/2016	52199329	
05/12/2016	52198195	PLANNING AND REFLECTING WITH PREPRIMARY TEACHER

13 How do you think language teaching at primary level should be organised? e.g. what time of day? How many lessons a week? Length of language activities? What about pre-primary?

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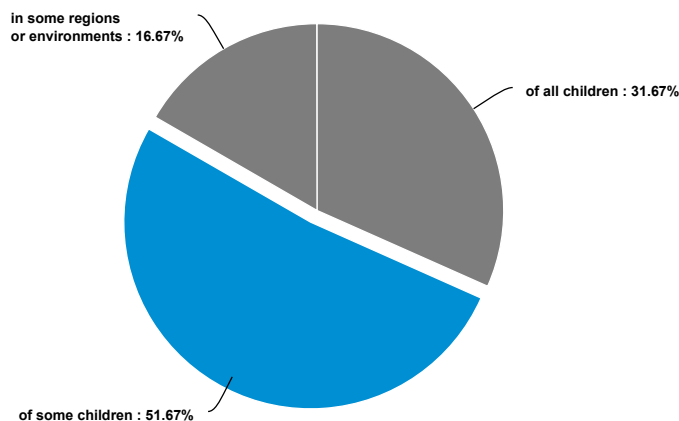
05/25/2016	52971519	- mindestens 4 Stunden in der Woche, wobei es am besten ohne Buch, sondern nur Durchführung von Projekten mit einem bestimmten Thema (z.B. Umwelt, Familie ...)
05/25/2016	52968369	At pre-primary and early primary stage language teaching should be incorporated into general education and adopted to children's needs and abilities.
05/25/2016	52967997	five lessons a week (30-45 minutes per lesson)
05/25/2016	52967010	No strong opinion on that matter.
05/25/2016	52965460	Preferably morning, early afternoon, 3 lessons per week, 40 min. I don't support compulsory foreign language teaching at pre-primary - to my mind we don't have specialists at the moment for this age group. Qualified language specialists often are not ready for such a young age group, they may try to organise 'a serious school' and then children may lose interest in languages. Unqualified teachers may do even more harm - teaching wrong pronunciation etc.
05/25/2016	52963902	<p>We consider the communicative competence as a transversal competence. That is to say, as a competence which is developed across all learning areas of the curriculum without exception. In this sense, we could say that there is a very important part of language learning that is -and must be- assumed by all areas of the curriculum (linguistic and non linguistic).</p> <p>However, the school devotes specific time for specific language learning as follows:</p> <p>Première cycle (6-7) Langue catalane : 4h30 d'apprentissage spécifique* Langue française : 4h30 d'apprentissage spécifique**</p> <p>Deuxième cycle (8-9) Langue catalane : 4h00 d'apprentissage spécifique* Langue française : 4h00 d'apprentissage spécifique** Langue anglaise : 1h30 d'apprentissage spécifique</p> <p>Troisième cycle (10-11) Langue catalane : 2h30 d'apprentissage spécifique* Langue française : 2h30 d'apprentissage spécifique** Langue castillane : 2h00 d'apprentissage spécifique et véhiculaire Langue anglaise : 2h00 d'apprentissage spécifique</p> <p>*La langue catalane est aussi la langue véhiculaire pour l'apprentissage des sciences sociales, sciences et technologie, et éducation musical. **La langue française est aussi la langue véhiculaire pour l'apprentissage des mathématiques, l'éducation physique et l'éducation artistique.</p> <p>Volume total d'heures à la fin de CITE 1 (avant l'entrée dans CITE 2) ? Langue catalane : 385h00* Langue française : 385h00* Langue castillane : 70h00* Langue anglaise : 122h30*</p> <p>Concerning pre-primary school, this school level is organised in to cycles: 1. Pre-primary A (3-4 years). The vehicular language is Catalan and activities are organized with the presence of two classroom teachers.</p> <p>2. Pri-primary B (4-6 years). French language is introduced as a vehicular language together with Catalan. Learning activities are organized with presence of two teachers as well, one vehicular in Catalan and the other one in French. Both of them assume the role of classroom tutors.</p>
05/25/2016	52962286	It would be wonderful if FL teaching really became an integral part of the normal teaching - i.e. following the first language curriculum (parallel approach) and being used everyday as a reaction to what is happening - better 15-20 minutes a day than 45 minutes once or twice a week (1st and 2nd grade); 3 times a week from the 3rd grade).
05/25/2016	52960882	In an ideal world, the government would listen to European and Croatian researchers who have established optimal group sizes, lesson length and number of lessons per week through extensive research during the 1990s (e.g. Vilke, Mihaljević Djugunović, Vrhovac etc.). I would follow the researchers' guidelines regarding the number of lessons per week if the children are learning only one foreign language from the first grade. However, what I firmly believe is that the children should actually start with two foreign languages, so 5 lessons per week per language would be too much in that case. The reason why I am for two languages from the first grade is the fact that when only one language is mandatory, the majority of children choose English – and this happens throughout Europe. In this way, the idea of European multiculturalism and plurilingualism is giving way to the dominance of one language – English. To come back to the questions, the lessons should never be the last period in the children's timetable, nor perhaps the first. The activities should not take more than 5-7 minutes. This, too, is in line with research results. In preschool education, children's lessons should be shorter than the ones at school – so, instead of 45 minutes, they should be 35 minutes. As in primary school, the activities should change often, around every 5 minutes, and there could be 3 to 4 lessons per week.
05/25/2016	52962072	
05/25/2016	52961914	
05/25/2016	52960630	There is a strong need to change primary school curricula (which is in the process right now). Most of the schools in Croatia operate in shifts (mainly two - in the morning from 8.00 and in the afternoon - from 14.00) so it is difficult to speak about the time of the day. Our experience proves that performance of children is better when they attend school in the morning only. Up to now, children learn (1st language) from grade 1-4 and have 2 lessons a week (70 lessons a year). In grade 5 the first FL language (the same they started to learn in grade 1) is taught 3 lessons a week. Children can choose to learn second language from grade 4 (2 lessons a week - 70 lessons a year) and this goes on till the end of primary education,

		which is still 8 years in Croatia (with a view of 9 years!). So, after finishing primary education children have had 700 lessons in the first language and 350 lessons in the second FL.
05/24/2016	52960230	
05/24/2016	52941504	Dedicated teacher who has the second language as their first language but also speaks reasonable English
05/24/2016	52936938	Dans notre pays l'enseignement des langues à l'école primaire a commencé il y a une vingtaine d'années. Les enfants faisaient le cours de français pendant la matinée: 30 minutes chaque jour, avant le commencement des autres cours. Cette expérience est évaluée comme très positive par les enseignants de langues. Je pense qu'on peut le faire dans le pré-primaire. Actuellement on fait le cours de langue 2 ou 3 fois par semaine 45 minutes, mais les classes sont nombreuses.
05/24/2016	52937666	Au moins quatre heures plus une matière en langue cible. N'importe quel moment est bon.
05/24/2016	52937713	
05/24/2016	52932612	Currently there are 3-4 lessons a week. Ideally foreign language lessons could be in the morning rather than in the afternoon, but this does not always happen. If teachers were better prepared in CLIL foreign languages could also be integrated in other subjects. At pre-primary level activities could be twice a week of about 20-30 minutes.
05/24/2016	52930997	En general, les langues sont toujours à la fin de la journée scolaire, il faut les mettre le matin; 3X30 minutes.
05/24/2016	52926267	
05/24/2016	52914364	Je pense que la manière dont les activités sont proposées prime sur la sélection des plages horaires privilégiées, par exemple celles de la matinée. Plusieurs moments pendant la semaine, courts mais proposés de manière constante.
05/24/2016	52918911	
05/24/2016	52916706	a) 30 minutes par jour en primaire. b) Immersion pour le pré-primaire, intégration de la LV dans le plus d'activités quotidiennes possible à l'école maternelle, en dehors des "activités de langage" plus structurées.
05/24/2016	52916032	During daytime (not after the lessons as is the case in our 1st grade, where FL is an optional subject), if possible 3-4 times a week of 25-30 minutes (in reality we have 2 45-minute lessons per week). In pre-primary languages would ideally be integrated into the curriculum, taught by pre-primary teacher.
05/24/2016	52915523	Language teaching should have some hours a week but should also be used ad hoc throughout the day for routines and daily classroom activities
05/24/2016	52914575	More playful language learning in school and in preschool. More digital resources with multilingual content, to improve understanding
05/24/2016	52912863	En Grèce les enfants suivent indépendamment du cursus scolaire un apprentissage assez intensif de langues étrangères, dans des centres de langues privés. Cela résulte des inégalités majeures entre élèves et une hétérogénéité de niveau insurmontable pour l'enseignant. Le défi réside à faire entrer cette habitude éducative dans le cursus scolaire et harmoniser les activités extra-scolaires avec les curricula scolaires. Il s'agit d'un système très organisé (cours les après-midis, deux ou trois fois par semaines suivant le niveau à raison de une ou deux heures) qu'il serait utile à introduire dans le système scolaire officiel.
05/24/2016	52914336	It should be organized according to the CLIL principles, i.e. 50-50 is ideal
05/24/2016	52912043	First of all, primary means different age ranges across Europe. These questions are a lot more complex than what one has time to explain here. There is no single best recipe.
05/24/2016	52909938	
05/24/2016	52896535	Twice a week is preferable if the target group is aged 4-6 years old (pre-primary), with the duration of 30 minutes per lesson. As for the primary school (aged 8-10 in our case), lessons are carried out minimum twice a week, with 45 minutes devoted to each class.
05/23/2016	52876583	I don't see the profit of so-called immersive or CLIL approaches to foreign language learning of young children (in primary grades 1 to 4. As national assessments show, early foreign language education doesn't prove to be more effective than foreign language education starting at grade 5. I would prefer a system of language education that includes the education of immigrant children's family languages.
05/23/2016	52851278	
05/23/2016	52844980	
05/23/2016	52841348	
05/22/2016	52836419	- in our context there should be at least six lessons per week (three lessons of language classes, three lessons of another subject in English)
05/22/2016	52816260	Short lessons/activities several times a week.
05/22/2016	52813713	Language teaching at primary level: singing, playing, using all skills (and various methodologies) lessons should be in the morning preferably 2 lessons per week language activities - can not be answered without taking the children, the activity, the language, the environment into consideration
05/22/2016	52806807	Deux réflexions préalables: au-delà de l'organisation, il ne faut pas négliger "l'effet maître" les modalités d'organisation ne peuvent être envisagées qu'en regard des finalités poursuivies Donc, l'essentiel ce sont des activités répétitives, redondantes, bien pensées et structurées, prodiguées par un enseignant pédagogue qualifié aux moments les plus favorables aux apprentissages et correspondant au rythme des jeunes apprenants
05/21/2016	52767918	Pendant le matin le niveau d'attention des petits est plus élevé, mais c'est mieux d'utiliser tous les moments de la journée pour communiquer. Dix heures de 40 minutes chaque activité pour l'école primaire et 30 minutes pour le pré-primaire, par semaine, c'est en faveur de l'élève.
05/21/2016	52766790	
05/21/2016	52765218	Pour vraiment avoir un effet mesurable et durable du début "précoce" de l'enseignement en langues étrangères, il faudrait maximiser dramatiquement les heures de contact. Ce qui n'est pas faisable, puisque l'école a bien d'autres soucis, et vu l'hétérogénéité des élèves elle doit également assurer le développement en langue locale. Donc là encore, il y a des conflits d'intérêt considérables entre les branches et les ambitions au niveau des cibles en LE.
05/21/2016	52760367	Every day, 3-4 hours, language activities connected with every day life
05/21/2016	52752347	Here in Ontario for 'Core French' 4 and 5 year olds receive 20 minutes a day /5 days a week so 100 minutes per week. Starting with 6 year olds, it is 40 minutes a day /5 days a week so 200 minutes a week. I am retired now but I taught in this system for many years and I find it to be excellent. For what we call French Immersion children in Pre-K and K it is a 50/50 day then in grade 1 on it increases to 75%. We have a 2nd Immersion program called 'Middle Immersion' whereby children who have done 'Core' from Pre-K to Grade 3 can enter Middle Immersion where they spend 75% of their day in the 2nd language.
05/21/2016	52751860	This is very dependent on context and impossible to answer! Working in Finland, students are lucky to have 2-3 hours per week of L2 instruction in primary school (from age 9 at the latest). However, they also have at least 7-8 hours of sport, handcrafts and expressive arts per week, so they have a very balanced curriculum. Introducing more language instruction at the cost of other subject areas is not necessarily a good thing. Adopting a CLIL approach can help to increase hours of language exposure/instruction without overloading the curriculum. The type of activity/ length of activity and length of lessons should all be appropriate to the students being taught. Students can have a successful language lesson at any time of day provided the activity and material meet their learning needs.



05/20/2016	52736912	Even though language learning should be assigned specific times on the day, it should also permeate other subjects i.e. the teachers should encourage children to use what they have learned in the English classroom in other lessons i.e. children could be asked to count in English in the Maths classroom. This cross-curricula approach would show children that the foreign language is more than just a school subject. Ideally, they should have lessons every day as amount of exposure to the language is important. In pre-primary it should be more integrated in the daily routine of the class.
05/20/2016	52732145	
05/20/2016	52729670	
05/20/2016	52721874	
05/20/2016	52714898	<p>In order for young children to benefit from an early start in language learning they need a lot of exposure to the target language. If they get this level of exposure they can learn an additional language in much the same way as they learned their first language. One of the benefits of starting young is that learners can attain near native-like pronunciation in the target language. With limited exposure to the target language, particularly in the case of a minority language, progress can be slow and this can lead to frustration and a sense that language learning is difficult.</p> <p>In Ireland we teach Irish for 2.5 hours per week for ages four-six and for 3.5 hours per week for ages 6-12 in just over 90% of schools. This level of exposure is inadequate unless supported by opportunities to use the target language outside the language lesson. A CLIL approach can provide the extra exposure to the target language and give young learners the communicative opportunities they require for successful language learning.</p> <p>A more intense form of language learning is language immersion education. This could be part of a variety of approaches to language learning in an educational system.</p> <p>I don't think that the time of day is necessarily important. Five lessons of 30-40 minutes duration per week would provide a good base.</p>
05/20/2016	52708465	
05/20/2016	52704251	minimum of 4 weekly hours
05/20/2016	52704321	combined with other subjects (CLIL), other factors depend on the circumstances, school situation; pre-primary at least 2 times a day for 35 minutes)
05/20/2016	52703578	Je crois que le nombre d'heures de cours que nous avons en Espagne est convenable pour l'anglais, en revanche dans notre région il faudrait plus d'heures de français. Nous pourrions aussi enseigner une autre matière en langue (arts plastique en français, par exemple). En Espagne il y a aussi les écoles bilingues en français et en anglais, ou l'on enseigne d'autres matières en langue étrangère.
05/20/2016	52696383	in order to teach results, overall number of lessons during the whole period should be sufficient, which often is not the case
05/20/2016	52694798	Every good teaching is language teaching since teaching happens through language. Therefore, I do not understand question item 13.
05/19/2016	52691985	Au primaire, il faudrait au minimum 3 à 4 périodes allant de 1 à 2 leçons par semaine. Et pourquoi pas prévoir des blocs allant jusqu'à 3 voire 4 leçons ? Enfin, il faudrait chercher à faire des LE des langues d'enseignement/apprentissage (dans le sens de l'EMILE).
05/19/2016	52674606	
05/19/2016	52671230	Recent reviews of research (Lambelet, A., & Berthele, R. (2014). Âge et apprentissage des langues à l'école. Revue de littérature. Fribourg: Centre scientifique de compétence sur le plurilinguisme./ Brørup Dyssegaard, C., de Hemmer Egeberg, J., Bjørnøy Sommersel, H., Steenberg, K., & Vestergaard, S. (2015). A systematic review of the impact of multiple language teaching, prior language experience and acquisition order on students' language proficiency in primary and secondary school Clearinghouse – research series (Vol. 28). Copenhagen: Danish Clearinghouse for Educational Research, Department of Education, Aarhus University.) on the age factor point clearly to the fact that age in itself is not the only, maybe not even the decisive factor that determines outcomes of early language teaching. Contact with the target language and immersion/CLIL approaches seem highly promising. Therefore, I would argue for a curriculum that allows for CLIL approaches, but not necessarily an even earlier start of foreign language teaching, e.g. at pre-school level.
05/19/2016	52659514	
05/19/2016	52658180	with a great deal of differentiation. I consider time of the day, the number of lessons, and the length of language activities less important issues, mostly because primary school teachers are "free" to adapt time tables and have 10' a day or a project week, etc.
05/19/2016	52648030	Au Tessin, l'enseignement de la 1ère langue étrangère advient en classe de troisième primaire, soit à l'âge de 8 ans à raison de 120 minutes hebdomadaires (3x40'). 3 moments de fle me semblent corrects et efficaces ainsi que la durée/ l'après-midi (mais pas à la dernière heure) Selon moi, il pourrait être souhaitable de commencer bien plus tôt avec un enseignement/ une initiation absolument ludique pour stimuler la facilité que les jeunes enfants ont vis-à-vis des phonèmes nouveaux, de leur désinhibition par rapport aux erreurs, leur enthousiasme et leur participation/ à raison de 2X40' en matinée
05/19/2016	52648709	
05/19/2016	52648472	
05/19/2016	52643765	2-3 heures hebdomadaires
05/19/2016	52637958	I think this will depend on context. I think that in the first instance, language education should be as an additional subject. Where there are possible streams for integration without this having a negative effect on children's learning, this might then be possible. Pre-primary should only be exposed to a second language in the context of games and play (as with the first language) and should avoid formalised teaching.
05/18/2016	52614594	In my opinion it should be a fluid part of the day where pupils will regularly sing the same thematic song, say the same rhyme (for example at snack time, in the summertime) and then also be taught specifically for at least 15 minutes every day which can be increased as the child goes through primary education. The lessons can be part of circle time, but can equally well be integrated into physical education lessons, thereby incorporating aspects of TPR and CLIL. This approach to language learning/teaching is very close to the mother-tongue approach and can therefore also be integrated in a similar way in pre-primary education ie through songs, rhymes and action-chain style activities using multi-modal input.
05/18/2016	52613300	Given the demands of other curriculum areas 3 lessons per week is adequate, with further daily opportunities for incidental learning. Learning in the morning tends to be more effective - preferably not just before lunch-time when children are often losing concentration. Length - a gradual increase across grades 1-3 moving from 20 mins to 45 mins. The term pre-primary is often used rather vaguely. I take it to refer to the ages 3-6 years. To the best of my knowledge there is little research that can confirm its potential benefits - although research on bilingualism argues that there are potential cognitive gains. In terms of progress in language learning we can assume that Johnstone's arguments for 'an advantage in the longer term' hold good for pre-schools as well as for the primary contexts that his research referred to. Anecdotal evidence from teachers tends to suggest that children respond positively to early language learning.
05/18/2016	52585539	All students should be exposed to language teaching everyday even if it is only for 30 minutes. This should be done in small groups with a maximum of 12 students. The students then have more interaction time. The time of the day I don't think is that important as every school subject wants morning lessons, but many students peak at different times during the day. It is more important that the teachers make the lessons interesting and active. pre-primary should also have a lesson everyday, at the same time if they can be exposed to the language during play it would also be a great advantage.
05/18/2016	52573210	L'apprentissage des langues devrait se faire en fin de matinée, à une fréquence de trois heures par semaine. Pour le primaire et le pré-primaire on devrait accorder plus d'attention à l'aspect ludique de la langue, pour faciliter l'acquisition des compétences.
05/17/2016	52523587	
05/17/2016	52513202	I feel that language teaching at primary level has to be integrated within meaningful activities and tasks which deal also with the understanding of concepts. The issues of time of day, volume and length of lessons needs to take into consideration the actual sociolinguistic context and children's individual needs. For pre-primary in Malta we have organised family language and literacy activities held on a regular basis which involve the child with a parent or carer. The fun sessions involve play, story-telling, sharing of Big Books, singing, etc. I have pioneered these programmes: https://www.facebook.com/Agra-Mieg%C4%A7i-Read-with-Me-1463576243862473/ https://www.facebook.com/Aqra-kemm-Tifla%C4%A7-871546422868398/ https://www.facebook.com/Se%C4%A7er-l-Istejjer-The-Magic-of-Stories-1506046273025319/?fref=ts

05/17/2016	52510256	
05/16/2016	52494527	A l'école maternelle, l'organisation des enseignements laisse davantage de souplesse. Un volume horaire fixe ne me semble pas approprié mais plutôt un ancrage en faveur de la mobilisation du langage dans toutes ses dimensions en lien avec la littérature de jeunesse et les entrées patrimoniales. L'enseignement est plus formalisé en élémentaire. Il gagnerait à être corrélé aux autres disciplines dans une logique plus interdisciplinaire qu'elle ne l'est actuellement pour renforcer la logique de communication. En outre, les enseignants prévoient souvent 1h30 par semaine pour parvenir aux 54h annuelles. Une entrée interdisciplinaire renforcerait la place des langues en impactant le volume horaire des autres disciplines.
05/16/2016	52468394	
05/15/2016	52409958	A language shower every day of the week of around 20 minutes for primary and pre-primary. The language teaching should be totally focused on reception-listening and understanding and oral production. Plenty of chorus production, interactive task, movements, games, role-play, drama, props, TPR, songs, rhymes, picture books, film clips, language all around us - language awareness, children's prior knowledge of languages, an English area in the classroom, a well-planned teacher, assessment for Learning, self-assessment (ELP)... These suggestions go for both pre-primary and primary.
05/15/2016	52397275	As the primary teachers in our country teach all subjects, it seems that the best way is integrating the language teaching in small units any time when relevant. At least once or twice a day. The small unit depend on a type of activity and might last from a few minutes (5-10) up to much longer (30-45 mins) sessions for hands on creative activities like drawing, cutting, bricks building, etc. This similarly applies to the pre-primary education.
05/14/2016	52381406	When it comes to pre-primary, I would recommend daily 30 mins showers of English. The activities should be contextualised, related to the Greek curriculum, emphasising on CLIL approaches and always presented in a playful manner. They should aim at the holistic development of the child, perhaps including elements of what the famous Greek psychoanalyst Matthew Yosafat calls 'Life Lessons'. At primary level, I do think daily lessons of 40-50 mins (depending on the grade) should be provided building on what children already know. I believe this is 'key' to successful but also enjoyable language learning. All activities of course will be based on an Eclectic approach, using elements of different teaching methods, ICT, focusing on lexical chunks and not isolated vocabulary items while at this age grammar and structures should be taught implicitly to match the cognitive level of the learners. My longitudinal research has shown that there are also certain cognitive tasks (developing mainly memory, perception and analytical skills) that can facilitate early EFL and I would try to promote this type of activities as well.
05/14/2016	52370894	1. Pre-primary (English as a FL in 50% of schools in mainland Portugal): At this level it is essential to integrate English and emulate the way pre-primary education is set up in the local context. For example teacher-led and child-initiated play activities are typical in Portugal, with classes set up into learning areas. An English learning area can be set up so that children can engage in both teacher-led activities during circle time and child-initiated activities during free play. 2. Primary (official start of English as a FL at age 8): Lessons 2 or 3 times a week would be sufficient, especially if the programme was easily integrated into the primary curriculum. Naturally all teachers would prefer their subject to be at the beginning of the day when children are fresher and lessons for around an hour would work well. Collaboration between language teacher and classroom teacher is also very important and facilitated if the two learning programmes compliment each other.
05/14/2016	52351105	
05/13/2016	52307686	Language should be first introduced at pre-primary level through listening and speaking activities until children can respond to questions and prompts in this language. These should be carried out on a daily basis as practice and repetition will increase awareness as well as fluency in the language. Activities at this stage should be short, not more than half an hour and with a lot of repetition for consolidation. When they get to Primary School, writing and reading should be introduced but with a lot of emphasis on listening and speaking so that all literacy skills start to be addressed. Also children are very young and multi-sensory techniques should be used to be able to include all learners as some learners learn through visual stimuli, others through auditory stimuli and others through tactile stimuli. The best way to go about it is by keeping to a routine regularly. For example learners know that after lunch break, teacher is going to switch to this language and they have to try to use it .
05/13/2016	52289892	It has to be a part of the 'normal' lessons and you have to do it in teameaching with the first language teacher. It has to start in pre-primary level and hast to continue up to the last grade of School. The best would be in a continous teameaching context like in private ABCM schools in France.
05/13/2016	52295577	
05/13/2016	52274199	
05/13/2016	52257547	De telles questions sont plus ou moins abstraites, l'école étant une institution trop complexe pour que le cours de langue puisse imposer l'organisation à toute cette structure. Certes, la fréquence est importante chez les enfants, proposer 2 cours hebdomadaires de 45 minutes (le cas le plus fréquent en Pologne) est déjà problématique. D'un point de vue idéal je proposerais 2-3 cours par semaine à raison de 45 minutes. Pour le pré-primaire c'est l'état développemental qui limite l'intensité des cours, donc 3 cours à raison de 30 minutes.
05/13/2016	52255900	
05/12/2016	52199329	
05/12/2016	52198195	PREPRIMARY - TWICE A WEEK PRIMARY - TWICE A WEEK

14 In your view, foreign/second language learning by young children in your country is adapted to the needs and aptitudes ...



Answer	Count	Percent	20%	40%	60%	80%	100%
of all children	19	31.67%	<div style="width: 31.67%;"></div>				

of some children	31	51.67%	
in some regions or environments	10	16.67%	
Total	60	100 %	

15 What target levels (Common European Framework of Reference for Languages - CEFR) would you set for the end of primary school language learning in your country? How do you think this target should be assessed?

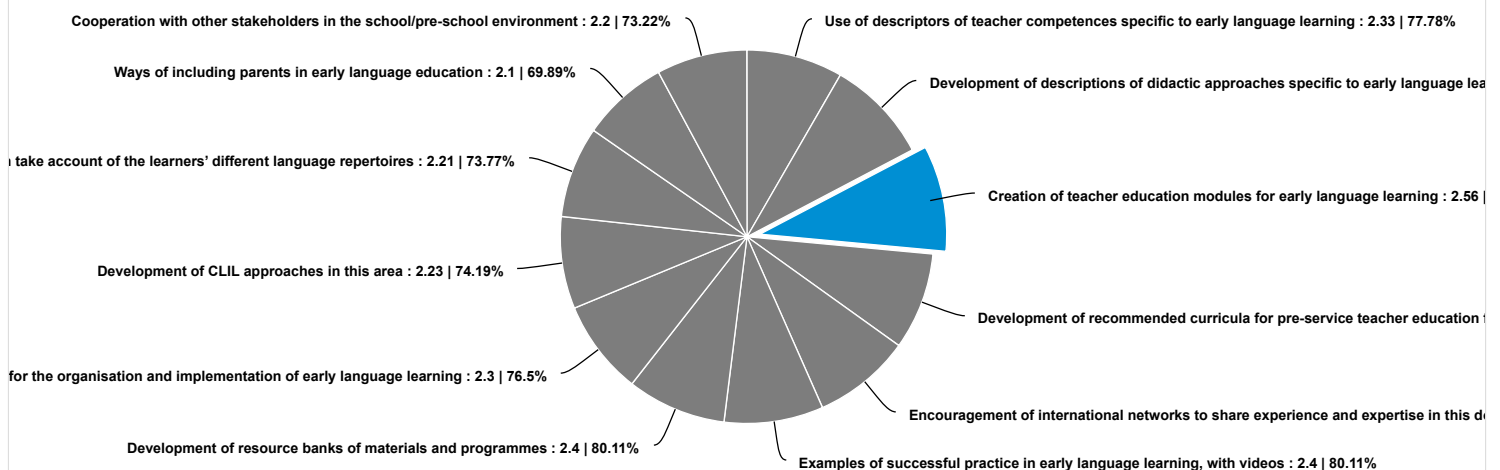
15 What target levels (Common European Framework of Reference for Languages - CEFR) would you set for the end of primary school language learning in your country? How do you think this target should be assessed?

05/25/2016	52971519	A2 sollte als Endziel gesetzt werden. Am besten sollen gemeinsame Treffen von Lehrern und Eltern organisiert werden, um auch gemeinsam für ein differenziertes Arbeitsverfahren und differenzierte Bewertung zu entscheiden.
05/25/2016	52968369	The national core curriculum defines the learning outcome on the level A1. On completion of primary school (at the end of grade 6) pupils sit obligatorily an external standardized test. The test is set by the Central Examination Board and assessed by Regional Examination Boards. It is intended to provide pupils, parents and teachers with information about the level of pupils' achievements (foreign language included).
05/25/2016	52967997	A1
05/25/2016	52967010	A2
05/25/2016	52965460	End of Form 3 (3 years of schooling, age ~10) - A1; end of Form 6 (age ~13) - A2. Assessment by diagnostic tests.
05/25/2016	52963902	Catalan: Listening (B1-B2) / Speaking (B1-B2) / Interacting (B1-B2) / Reading (B1-B2) / Writing (B1-B2) Spanish: Listening (B1) / Speaking (B1) / Interacting (B1) / Reading (B1) / Writing (B1) French: Listening (B1) / Speaking (B1) / Interacting (B1) / Reading (B1) / Writing (B1) English: Listening (A2) / Speaking (A2) / Interacting (A2) / Reading (A2-B1) / Writing (A2) 1. Periodical language resources adquisition assessment 2. Final complex communicative tasks (including more than one communicative skill) to evaluate the mobilisation of language acquired resources and the development of communicative competences. 3. Final complex communicative plurilingual tasks (including more than one language of schooling and more than one communicative skill) to evaluate the mobilisation of language acquired resources, the development of communicative competences and the development of the plurilingual and intercultural competence (This is being carried out at the moment just in vocational training language and communication certificative assesment)
05/25/2016	52962286	A1 - formative assessment by the teacher who teaches and knows the children.
05/25/2016	52960882	Primary education in Croatia covers the period from first grade to eight grade, or from 7 to 14 years of age. If we look at the results of the European Survey on Language Competences from 2011, which was carried out on eight grade learners in Croatia (and other European countries), they are quite diverse – there are learners at pre-A1, A1, A2, B1, and B2 level! This makes it really difficult to assign a certain level at the end of primary education in Croatia. Currently, the desired level is set at A2, but as we can see from research, it does not reflect reality. The target level should not be given in advanced, but instead it should be assessed by a standardised test and recommendations should be made based on the results – perhaps even along the lines of giving two levels, e.g. A2/B1.
05/25/2016	52962072	
05/25/2016	52961914	
05/25/2016	52960630	The target level for the end of primary education should be set at A2+. I am in favour of national testing (as it is done for the end of secondary education - matura exams) which is comparable to other European countries.
05/24/2016	52960230	
05/24/2016	52941504	Moderate. Orally.
05/24/2016	52936938	Dans le curriculum on a prévu le niveau A1 du CECRL. Je pense qu'on pourrait faire une évaluation globale sans évaluer séparément toutes les activités langagières.
05/24/2016	52937666	A1; évalué par un test commun (c'est le cas).
05/24/2016	52937713	
05/24/2016	52932612	At the moment the target level is A.2.2. It could be assessed by standardised tests. However, its more up to the teachers to assess their students
05/24/2016	52930997	A2 pour la premiere langue étrangère A1 pour la deuxieme langue étrangère examen Delf ou Delf prim
05/24/2016	52926267	
05/24/2016	52914364	A2 en CO, EO et CE. Pas de niveau pour l'EE. L'évaluation devrait se baser sur l'utilisation du PEL, avec un accent particulier à l'autoévaluation.
05/24/2016	52918911	
05/24/2016	52916706	a) niveau A1 pour l'enseignement de 2 h/ semaine b) niveau A2 pour l'enseignement dit bilingue (12 h en français, 12 en allemand).
05/24/2016	52916032	In Slovenia, primary education lasts for 9 years. B1 level would be ideally achieved for all skills. It should be assessed through a national standardised exam.
05/24/2016	52915523	B1 - though informal feedback until the final weeks of primary then some info on grades before they move to secondary school where they will get formal grades
05/24/2016	52914575	In Norway this framework is not applied.
05/24/2016	52912863	Les enfants qui suivent un apprentissage de langues en dehors de l'école acquièrent un niveau B1 en langue étrangère 1 et un niveau A2 en langue étrangère 2 à la fin de l'école primaire. Il serait souhaitable que l'apprentissage au sein de l'école leur offre cette possibilité. Concernant l'évaluation du niveau, la culture éducative du pays exige une certification attestant les compétences acquises. A cet égard, les acteurs éducatifs nationaux mais aussi les partenaires étrangers (CIEP, Cambridge) on mis à la disposition du jeune public des épreuves adaptées au jeune âge.
05/24/2016	52914336	A2 should be a minimum; assessed by the teachers
05/24/2016	52912043	These questions imply that there are simple answers. I've published on realistic achievement targets, but there is not room for details here.
05/24/2016	52909938	

05/24/2016	52896535	A1-A2 depending on the peculiarity of the school. The most optimal variant is through testing.
05/23/2016	52876583	A1 (after two years of foreign language education, starting at grade 5)
05/23/2016	52851278	
05/23/2016	52844980	
05/23/2016	52841348	
05/22/2016	52836419	- A2 (minimal standard); B1 for fast learners - Assessment could be national and/or regional tests
05/22/2016	52816260	This depends on the language. Germanic languages are easier to start for Norwegian children. In general, around A2 (primary in Norway is grade 1 to 7).
05/22/2016	52813713	Have just been looking at the Danish curriculum (Forenklede Fælles Mål) for English which is taught from class 1. Target level is A2 at the end of primary school. German is the second foreign language, taught from class 5. Target level i A1 at the end of primary school. The target should be assessed on speaking, reading and listening. Focus should be on communication orally - and - focus on writing to follow. Writing is of course also an important task but considering ALL children (with common, ordinary and special needs) communication orally should be essential at primary level.
05/22/2016	52806807	Ce travail de fixation du niveau vient d'être réalisé. Sommairelement il est fixé comme suit: A1 à 12 ans, A2 à 14 ans et B1 à 18 ans La meilleure évaluation serait d'abord la possibilité d'une auto-évaluation par l'utilisation du portfolio européen des langues. Ensuite pour être totalement crédible, il faudrait envisager une évaluation externe standardisée.
05/21/2016	52767918	A1 Par un test orale et écrit.
05/21/2016	52766790	
05/21/2016	52765218	Je ne fixerais aucun niveau, puisqu'avouer que l'on ne dépassera pas un niveau A1, ce qui est probablement réaliste, serait difficilement vendable aux politiciens.
05/21/2016	52760367	A2 level, which is the national target, but with more emphasize on speaking exercises and activities. I think it should not be assessed, at all!
05/21/2016	52752347	A1-A2. It should be assessed by DELF expectations
05/21/2016	52751860	This is dependent on the language taught and when it has been introduced to the students. In Finland, by the end of grade 6 (12-13 years) the targets for English are A2.1 (this is usually introduced in 3rd grade at the latest but often in 1st or 2nd grade). The targets for Swedsh are A1.2 -1.3. Swedsh is introduced later usually 4th/4th or 6th grade) I work in an Immersion targets and our targets are A2.2 - B1.1 for the end of 6th grade. Our students will continue to study with us until 9th grade when we expect them to be working towards or at B2.2 Assessment needs to be continuous and take a variety of forms. Self and peer assessment are important along with assessment tasks which allow students to show case their skills. Traditional language assessment tests do not usually offer students enough opportunity to show how the full range of their skills.
05/20/2016	52736912	I don't think the CEFR is appropriate for primary aged children. The CEFR created for adults who have already developed cognitively and socially. They have also developed learn strategies that support the language learning process yet children are still learning these strategies in primary school. Children learn at different rates, which the CEFR does not take into account. Assessment should be based on an assessment for learning approach based on identified criteria, which are also child-friendly to encourage self-assesment.
05/20/2016	52732145	
05/20/2016	52729670	
05/20/2016	52721874	
05/20/2016	52714898	A1 for primary schools where Irish is taught as a subject. A2 for Irish immersion primary schools. Possibly B1 for native speakers of Irish who reside in bilingual communities.
05/20/2016	52708465	
05/20/2016	52704251	Minimum A1 Mean A2.1 The reference level descriptors do not adequately cover the range of objectives.
05/20/2016	52704321	A2/B1, continuity, cooperation, evaluation, individual approach; ministry of education should take care of clear guidelines, directives and clear defined objectives (that don't change every 5 minutes (politics))
05/20/2016	52703578	Je pense qu'en école primaire ça serait bien d'atteindre le A1-A2 et la façon d'évaluer ça serait faite par leur enseignant à l'école grâce à une évaluation continue pendant la dernière année.
05/20/2016	52696383	A2 assessment should be task of the teacher in charge
05/20/2016	52694798	I would not recommend anything here.
05/19/2016	52691985	Un niveau A1/A2. Évaluation par un test de positionnement, par ex. ou alors de manière formative.
05/19/2016	52674606	
05/19/2016	52671230	I would argue for an A2 level for receptive skills and an A1.2 level for written and oral production. Levels should always be based on empirical research. The assessment needs to be coherent with teaching methodology, ideally based on a communicative approach with attention to focus on form.
05/19/2016	52659514	
05/19/2016	52658180	I am happy with A1.2 for English, 2 years, 2 lessons a week. I hope that you are not aiming for an assessment with paper and pencil - I am totally against standardized tests but would love to observe children when doing a task
05/19/2016	52648030	A1.2 du CECR - L'évaluation des compétences linguistiques (et culturelles) devrait prendre en compte la compétence de production orale, ce qui à l'heure actuelle est loin d'être le cas. En formation, les étudiants sont invités à le faire en enregistrant les élèves mais dans un but aussi d'autoévaluation de l'élève.
05/19/2016	52648709	
05/19/2016	52648472	
05/19/2016	52643765	A1.2
05/19/2016	52637958	My context involves working across different educational and country contexts, so I can't answer for one country. However, A2 would be a realistic exit point at the end of primary.

05/18/2016	52614594	I feel that A2 is a reasonable level and this can be assessed using learning oriented assessment (LOA). In order to aid a smooth transfer from primary to secondary education, it the LOA could result in pupils (together with teachers and parents/carers) selecting one piece of evidence (video recording, a story they have read, etc) as 'demonstration' of their achievement. This could be sent/posted digitally to the new school, together with a list of the compulsory final aims (and/or relevant CEFR level).
05/18/2016	52613300	Unfortunately the CEFR targets fail to reflect how young children learn languages. Many descriptors relate to secondary school learners and are highly inappropriate for younger children. A complete re-think of this ladder-like approach is needed. The broader perspective of a portfolio approach offers some more appropriate ideas for continuous assessment. The main aim at primary school level should be for all children to believe they can learn a language.
05/18/2016	52585539	I think that by the end of Primary School A2 level should be reached. This could be assessed on a skills base through independent exam bodies, or in house using a set of recommendations approved by an International body.
05/18/2016	52573210	A la fin du primaire, le niveau desiré serait A1; l'évaluation pourrait se faire par des activités ludiques, par la communication la plus simple avec l'enseignant et les autres membres du groupe; par l'élaboration de courrier en vue d'une correspondance scolaire.
05/17/2016	52523587	
05/17/2016	52513202	B1 Threshold or Intermediate To be assessed through meaningful and communicative tasks involving both receptive and productive skills.
05/17/2016	52510256	
05/16/2016	52494527	Le niveau A1 est ciblé. Il me semble constituer un objectif réalisable. L'approche actionnelle est à renforcer dans le cadre de l'évaluation qui reste trop figée à mon sens sur des champs lexicaux. Un document ressource offrant des pistes et propositions de tâches complexes relevant du niveau A1 serait à mon avis précieux pour des enseignants non spécialistes en primaire.
05/16/2016	52468394	
05/15/2016	52409958	Primary schooling ends at the age of 12, school year 6, and the level is set for A2.1 (in the national syllabus) There is a national assessment at the end of school year six where all language abilities are tested in a communicative way. The test is closely linked to The CEFR and really well designed and organized. The class teacher do all the marking but this might be changed in the future. The test will probably become digitalized in a few years' time.
05/15/2016	52397275	The target level for primary education is set to A1 level as a minimum in the 5th grade, e.g. at the age of 10/11. The end of 'basic' education in the 9th grade at the age of 15 is set to A2 level as a minimum. The assessment must match the VYL/YL needs, their physical and psychological abilities.
05/14/2016	52381406	A2 level I think would be good at this age and any kind of assessment should be done in an alternative way not through traditional testing.
05/14/2016	52370894	A1 Using informal and formal assessment methods which combine to support children's progression in their language learning journey. There should be an emphasis on collecting evidence of what children can do in each skill. Tests should only be a small part of the process.
05/14/2016	52351105	
05/13/2016	52307686	A2 would be a good level to reach at the end of our Primary School although not all children will be able to advance beyond A1 at this stage. I think that all four competences should be assessed as this gives a clear indication of the individual child's level of progress. Some children might improve much more in listening and speaking skills while others might improve more in reading and writing. Activities such as listening comprehensions should be used to assess listening skills and an interview answering to a variety of prompts should be used to assess both listening and speaking. A written paper should be set to assess reading and writing including different levels of comprehension texts with a variety of questions starting from close-ended to open-ended questions as well as guided and free writing exercises.
05/13/2016	52289892	The target level should be B1 at borderregions for the Language of the Country on the other side of the border.
05/13/2016	52295577	
05/13/2016	52274199	
05/13/2016	52257547	Le niveau proposé maintenant c'est A1. Je proposerais tout de même d'avancer un peu et d'aller jusqu'à A2, cela dépend bien sûr de l'organisation au niveau des horaires. L'évaluation devrait être, selon moi, surtout formative avec des éléments de bilan "acquis - en train d'acquisition - non acquis". Ce type d'évaluation permet de renforcer l'apprentissage, développer une forte culture d'apprentissage, et à la fois, situer les compétences de l'apprenant par rapport aux descripteurs du CECR. Une chose encore me semble très importante, à savoir que cette évaluation ne porte pas uniquement sur les éléments linguistiques mais aussi sur les compétences du savoir-être, savoir-apprendre et interculturelles (par exemple à l'aide du CARAP).
05/13/2016	52255900	
05/12/2016	52199329	
05/12/2016	52198195	FIRST CERTIFICATE OF ENGLISH - CAMBRIDGE AT AGE OF 15 (10 YEARS OF LEARNING)

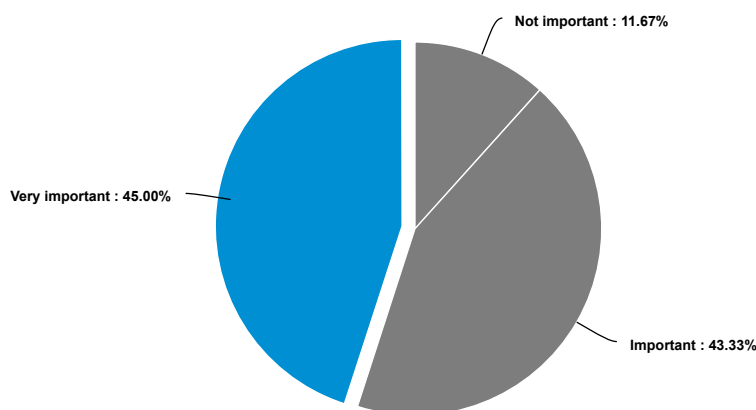
16 Here are some possible initiatives which the ECML might take in the area of early language learning. Please rate their importance in your educational context:



Question	Count	Score	Not important	Important	Very important
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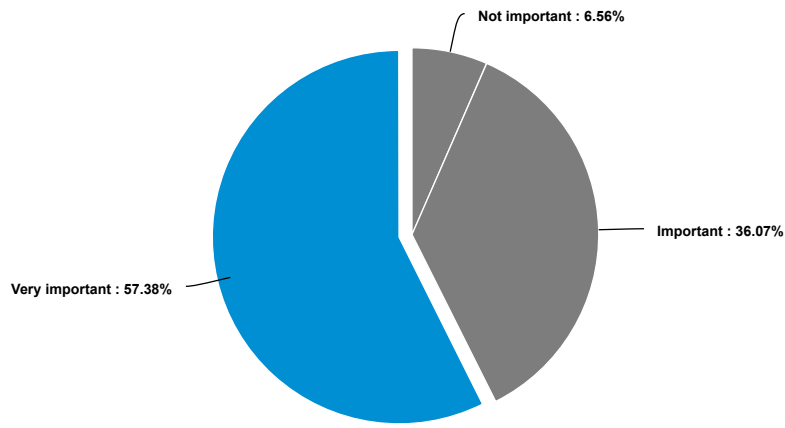
Use of descriptors of teacher competences specific to early language learning	60	2.33	
Development of descriptions of didactic approaches specific to early language learning	61	2.51	
Creation of teacher education modules for early language learning	62	2.56	
Development of recommended curricula for pre-service teacher education for early language learning	62	2.35	
Encouragement of international networks to share experience and expertise in this domain	62	2.37	
Examples of successful practice in early language learning, with videos	62	2.4	
Development of resource banks of materials and programmes	62	2.4	
Guides to strategies for the organisation and implementation of early language learning	61	2.3	
Development of CLIL approaches in this area	62	2.23	
Approaches which take account of the learners' different language repertoires	61	2.21	
Ways of including parents in early language education	62	2.1	
Cooperation with other stakeholders in the school/pre-school environment	61	2.2	
Average		2.33	

Use of descriptors of teacher competences specific to early language learning



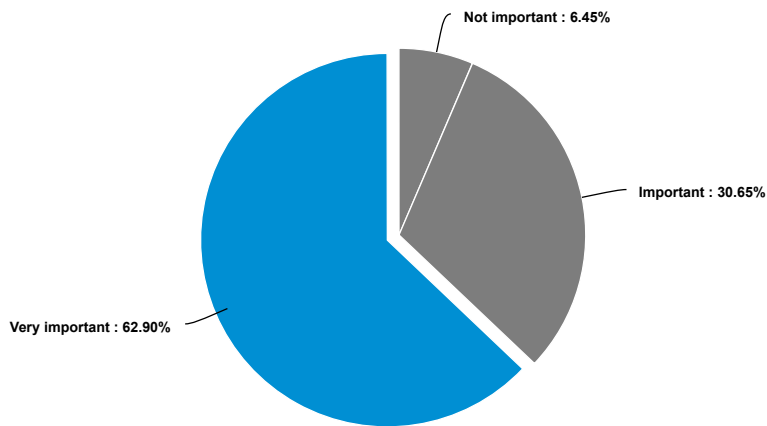
Answer	Count	Percent			
Not important	7	11.67%			
Important	26	43.33%			
Very important	27	45%			
Total	60	100 %			

Development of descriptions of didactic approaches specific to early language learning



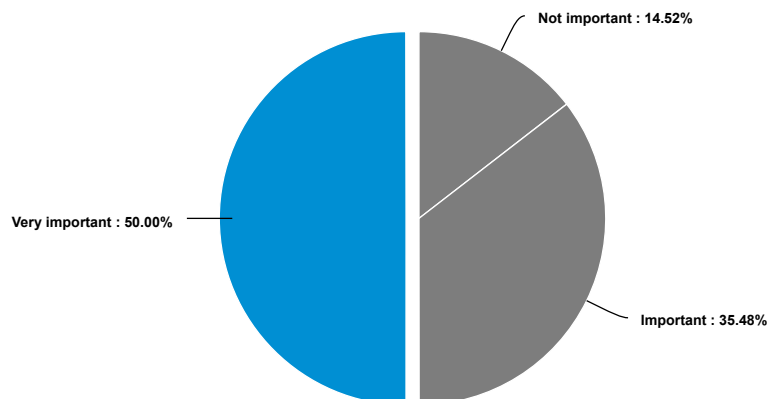
Answer	Count	Percent	20%	40%	60%	80%	100%
Not important	4	6.56%					
Important	22	36.07%					
Very important	35	57.38%					
Total	61	100 %					

Creation of teacher education modules for early language learning



Answer	Count	Percent	20%	40%	60%	80%	100%
Not important	4	6.45%					
Important	19	30.65%					
Very important	39	62.9%					
Total	62	100 %					

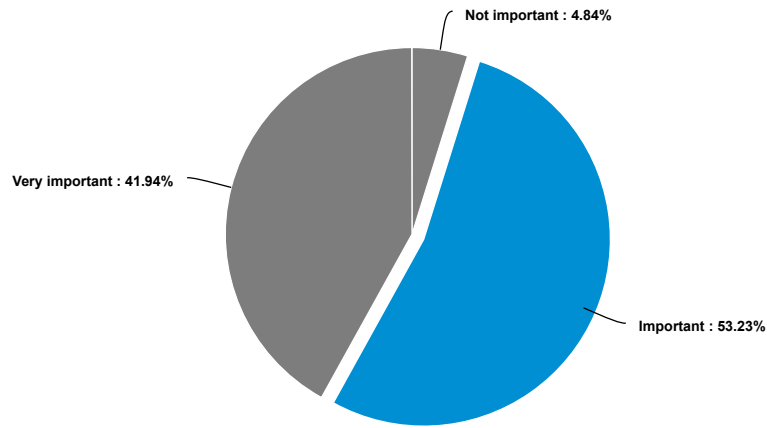
Development of recommended curricula for pre-service teacher education for early language learning



Answer	Count	Percent	20%	40%	60%	80%	100%
Total							

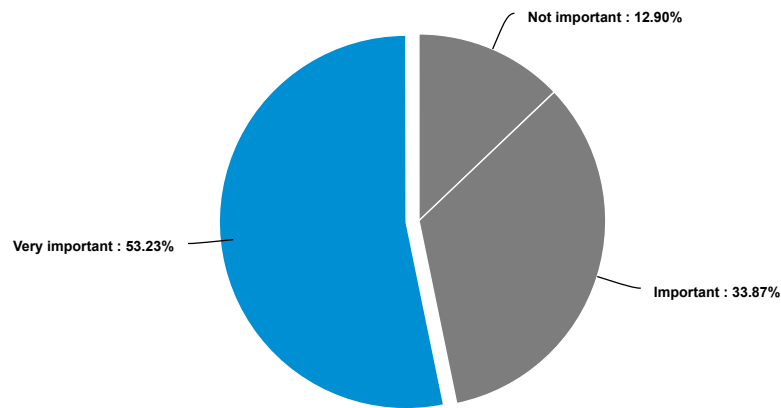
Not important	9	14.52%	<div style="width: 14.52%;"></div>
Important	22	35.48%	<div style="width: 35.48%;"></div>
Very important	31	50%	<div style="width: 50%;"></div>
Total	62	100 %	

Encouragement of international networks to share experience and expertise in this domain



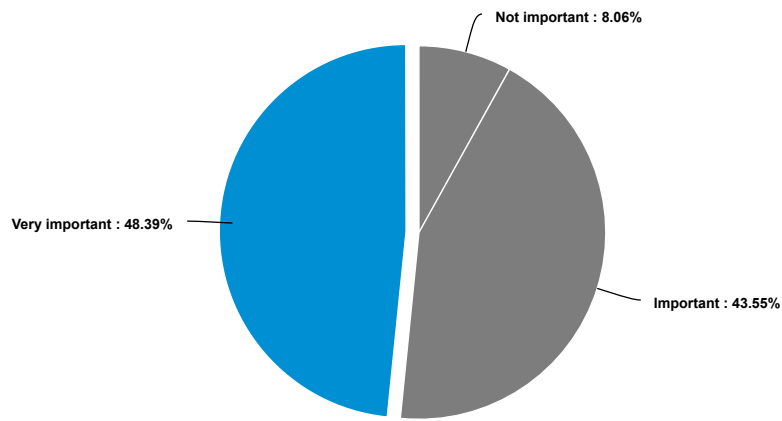
Answer	Count	Percent	20%	40%	60%	80%	100%
Not important	3	4.84%	<div style="width: 4.84%;"></div>				
Important	33	53.23%	<div style="width: 53.23%;"></div>				
Very important	26	41.94%	<div style="width: 41.94%;"></div>				
Total	62	100 %					

Examples of successful practice in early language learning, with videos



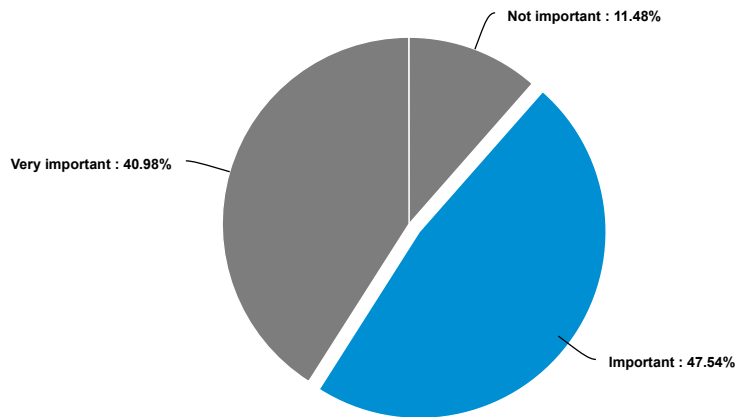
Answer	Count	Percent	20%	40%	60%	80%	100%
Not important	8	12.9%	<div style="width: 12.9%;"></div>				
Important	21	33.87%	<div style="width: 33.87%;"></div>				
Very important	33	53.23%	<div style="width: 53.23%;"></div>				
Total	62	100 %					

Development of resource banks of materials and programmes



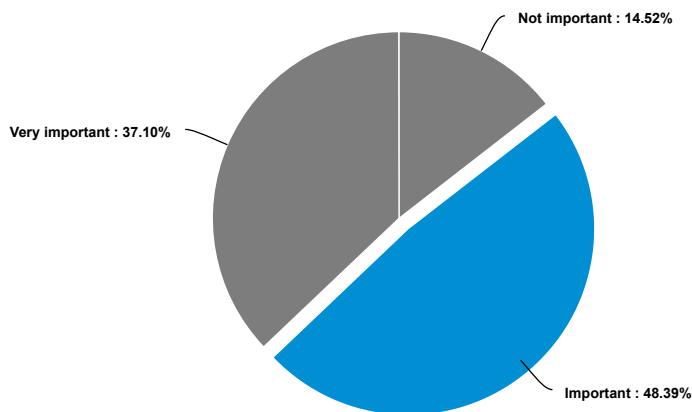
Answer	Count	Percent	20%	40%	60%	80%	100%
Not important	5	8.06%					
Important	27	43.55%					
Very important	30	48.39%					
Total	62	100 %					

Guides to strategies for the organisation and implementation of early language learning



Answer	Count	Percent	20%	40%	60%	80%	100%
Not important	7	11.48%					
Important	29	47.54%					
Very important	25	40.98%					
Total	61	100 %					

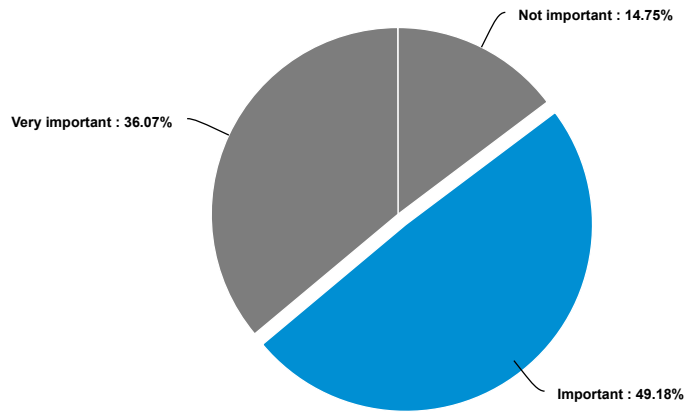
Development of CLIL approaches in this area



Answer	Count	Percent	20%	40%	60%	80%	100%
Very important	23	37.10%					
Important	28	48.39%					
Not important	10	14.52%					

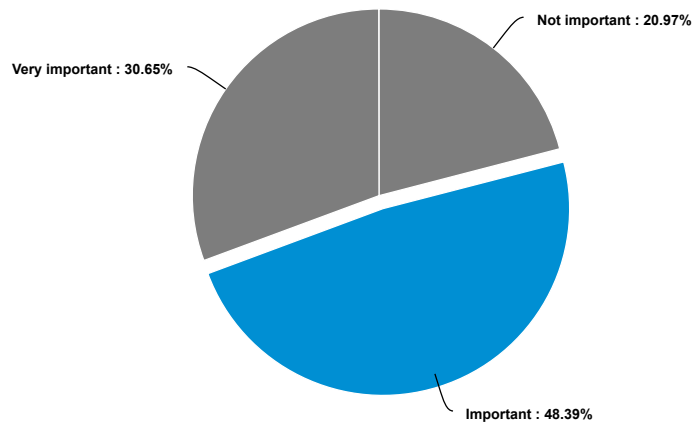
Not important	9	14.52%	<div style="width: 14.52%;"></div>
Important	30	48.39%	<div style="width: 48.39%;"></div>
Very important	23	37.1%	<div style="width: 37.1%;"></div>
Total	62	100 %	

Approaches which take account of the learners' different language repertoires



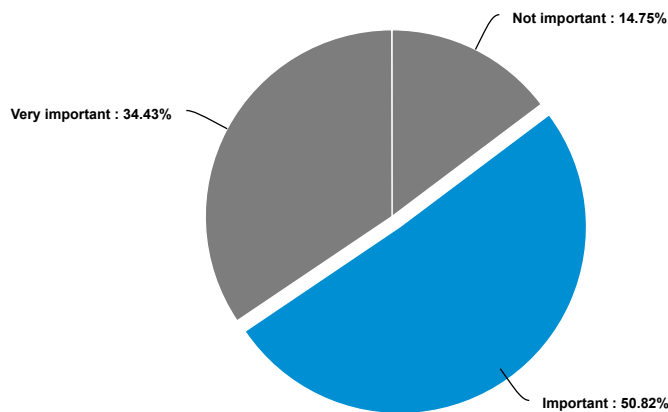
Answer	Count	Percent	20%	40%	60%	80%	100%
Not important	9	14.75%	<div style="width: 14.75%;"></div>				
Important	30	49.18%	<div style="width: 49.18%;"></div>				
Very important	22	36.07%	<div style="width: 36.07%;"></div>				
Total	61	100 %					

Ways of including parents in early language education



Answer	Count	Percent	20%	40%	60%	80%	100%
Not important	13	20.97%	<div style="width: 20.97%;"></div>				
Important	30	48.39%	<div style="width: 48.39%;"></div>				
Very important	19	30.65%	<div style="width: 30.65%;"></div>				
Total	62	100 %					

Cooperation with other stakeholders in the school/pre-school environment



Answer	Count	Percent	20%	40%	60%	80%	100%
Not important	9	14.75%	<div style="width: 14.75%;"></div>				
Important	31	50.82%	<div style="width: 50.82%;"></div>				
Very important	21	34.43%	<div style="width: 34.43%;"></div>				
Total	61	100 %					

17 What other initiatives could the ECML take in the area of early language learning?

17 What other initiatives could the ECML take in the area of early language learning?

05/25/2016	52971519	
05/25/2016	52968369	
05/25/2016	52967997	
05/25/2016	52967010	
05/25/2016	52965460	Inventory of free online resources that could be used for early language learning/teaching - short videos, films, games, songs (by theme/grammar/format etc.)
05/25/2016	52963902	A workshop related with the assesment of plurilingual and intercultural competence. This workshop could design a family of general learning / assesment plurilingual and intercultural situations to be used by schools as a framework / reference. This workshop could also deal with the assessment of language competences across non linguistic learning areas at school. (General / specific areas assessment rubrics design, etc.)
05/25/2016	52962286	developing bilingual strategies - pair teaching (assistant in the classroom)
05/25/2016	52960882	Everything relevant has already been covered in question 16.
05/25/2016	52962072	
05/25/2016	52961914	
05/25/2016	52960630	Help to introduce CEFR in all schools, because it is not compulsory.
05/24/2016	52960230	
05/24/2016	52941504	Role playing in home environments.
05/24/2016	52936938	
05/24/2016	52937666	Encourager et financer des recherches qui étudient la question de l'efficacité de l'enseignement précoce. À partir de combien d'heures par semaine les enfants profitent vraiment d'une telle approche?
05/24/2016	52937713	
05/24/2016	52932612	Descriptors of teacher competences; Development of CLIL approaches in areas which are mostly monolingual, i.e. how to better intergrate foreign language learning into different subjects; CLIL programmes for primary teachers
05/24/2016	52930997	
05/24/2016	52926267	
05/24/2016	52914364	Prendre contact avec les différentes institutions pour présenter et solliciter l'utilisation des outils conçus par le CELV (PEPELINO, PEPELF, ect...)
05/24/2016	52918911	
05/24/2016	52916706	1. développer une sorte de CLIL/EMILE pour les 3-6 ans. En langue française, il n'y a quasiment rien. Didactique de l'enseignement bilingue pour cet âge? 2. Réfléchir à de la formation initiale ou continue pour le personnel en crèche (0-3 ans), avec les partenaires qui ouvrent déjà dans ce domaine.
05/24/2016	52916032	Guidelines for assessment, examples of good CLIL practices
05/24/2016	52915523	there is a lack of good quality materials for the very young learners
05/24/2016	52914575	To be a forum where we can discuss the role of digital, multilingual resources for language learning
05/24/2016	52912863	diffusion-diffusion -diffusion
05/24/2016	52914336	
05/24/2016	52912043	Comparative studies across European countries in order to explore how far the field has moved on over the last decade or so.

		Assessment FOR learning or diagnostic assessment is a key area contributing to classroom methodology. This should be a key concern.
05/24/2016	52909938	creating a wide variety of L2 learning visuals
05/24/2016	52896535	It would be great if teachers in Armenia could have the opportunity to visit foreign kindergartens abroad and on the sport take part in real class implementation.
05/23/2016	52876583	-
05/23/2016	52851278	
05/23/2016	52844980	
05/23/2016	52841348	
05/22/2016	52836419	
05/22/2016	52816260	
05/22/2016	52813713	Teaching training by professionals teaching in their own native languages (English courses led by English teachers etc.). Online contacts so that the children can practise their interlanguage - actually use when they know, which will encourage their foreign language acquisition. Meeting other cultures - online. More teaching materials and ideas like e.g. European Day of Languages (26th September)
05/22/2016	52806807	Une information détaillée et étoffée sur les différentes approches destinées à favoriser l'apprentissage d'autres langues et l'ouverture à l'autre Des initiatives pour permettre aux responsables d'échanger sur leurs pratiques et d'élaborer des outils transversaux, transnationaux
05/21/2016	52767918	Recommander ou obliger d'enseigner les langues étrangères en formation préscolaire, parce que dans notre pays il n'en existe pas dans l'enseignement obligatoire.
05/21/2016	52766790	
05/21/2016	52765218	
05/21/2016	52760367	
05/21/2016	52752347	Given that I taught FSL in Ottawa, Ontario Canada; that we are officially a bilingual nation, Ottawa is the capital city, the civil service is the main employer(2nd language ability mandatory), the school boards here are the most progressive in the country in offering L2 language programs.
05/21/2016	52751860	
05/20/2016	52736912	Identifying a statement of approach In-service training for practising teachers is important
05/20/2016	52732145	
05/20/2016	52729670	
05/20/2016	52721874	
05/20/2016	52714898	ECML could promote and disseminate research in ELL settings. Facilitate the sharing of good practice among teacher educators and researchers.
05/20/2016	52708465	
05/20/2016	52704251	Collect (and encourage) research-based knowledge regarding language pedagogy (incl. materials). Foster not only enthusiasm but also a critical-constructive view of various issues at stake.
05/20/2016	52704321	
05/20/2016	52703578	Faciliter la mise en place d'échanges d'enseignants.
05/20/2016	52696383	
05/20/2016	52694798	
05/19/2016	52691985	
05/19/2016	52674606	
05/19/2016	52671230	
05/19/2016	52659514	
05/19/2016	52658180	how to use technology in the classroom for language teaching - children use iPads/tablets all the time, and of course smart phones so Apps, etc. would be of interest, too
05/19/2016	52648030	
05/19/2016	52648709	
05/19/2016	52648472	
05/19/2016	52643765	développer un test en ligne pour permettre à des enseignant-e-s de s'auto-évaluer sur leurs compétences langagières professionnelles
05/19/2016	52637958	Speaking to early years teachers and engaging in grass-roots enquiry to establish what teachers themselves feel is necessary/ helpful in developing their practice.
05/18/2016	52614594	More information on what the long term effects are for the children, the secondary schools to which they will go but also to the situation of the country as a whole (eg the economic viability of the country, the effects on the world stage of the country's communicative ability).
05/18/2016	52613300	In a number of contexts primary FLs are taught by teachers with insufficient language competency. There is clear evidence that such teachers are unable to provide incidental opportunities for learning under such circumstances and may often rely overmuch on course books (which may or may not be entirely suitable). ECML could play a valuable role in promoting the viewpoint that a minimum fluency level of B2 is a pre-requisite for all primary/pre-primary FL teachers, with a requirement to increase this to a C1 level within 5 years of appointment.
05/18/2016	52585539	Class sizes Physical layout of the class Learning through PLayer
05/18/2016	52573210	Des rencontres avec des enseignants de plusieurs pays, pour pouvoir echanger et partager de leur experience.
05/17/2016	52523587	
05/17/2016	52513202	- Use of technology and multimodal materials to promote early language learning and new literacies with guidance for parents and educators. - Parental education initiatives with a focus on family language planning to support families.

05/17/2016	52510256	
05/16/2016	52494527	Créer un document cadre pour l'évaluation. Proposer des actions de formation conjointes (jeunes enseignants européens).
05/16/2016	52468394	
05/15/2016	52409958	A strong focus on the implementation of The CEFR and The ELP for early language Learning. It is such a great help for teachers, students and parents. As these documents are being used worldwide today (Japan, Asia, Canada, etc.) we need to try again to implement them in a stronger way all over Europe. They are most useful and all teachers need to understand how to use them. More and more national language syllabuses are built on these documents today but teachers do not realise this.
05/15/2016	52397275	I believe that another important issue where ECML might take an important role is supporting special needs learners in the early education.
05/14/2016	52381406	I think it is important to integrate ICT in classrooms and also to develop cognitive skills that can facilitate language learning. A reconsideration of how languages are learned at an early age according to recent studies should also be a goal of ECML as dissemination of good practices is paramount.
05/14/2016	52370894	I would recommend supporting country-based surveys to investigate what the situation is in relation to foreign language projects and initiatives in pre-primary education. It is becoming evident that many European countries are teaching English as a foreign language, due to parental pressure to do so. I would recommend looking at country specific approaches to language education, as not all approaches will be successful in every country.
05/14/2016	52351105	
05/13/2016	52307686	In my country, we have recently had a large influx of migrants from all over the world and the issue of integrating these migrants into our classes has presented great difficulties to our teachers and Senior Management Teams. The older the children, the more difficult it is to integrate as their level of English is not as advanced as in our schools. Integrating migrants at different levels in mainstream classes could be discussed.
05/13/2016	52289892	
05/13/2016	52295577	
05/13/2016	52274199	
05/13/2016	52257547	Familiariser les différents acteurs de l'éducation en langue avec les approches plurielles (CARAP) Mettre un accent plus fort sur les compétences générales (savoir, savoir-faire, savoir-apprendre, savoir-être) Proposer des modules d'évaluation portant sur l'apprentissage et sur les compétences transversales Proposer des matériaux de sensibilisation en formation en langues destinés aux parents d'élèves
05/13/2016	52255900	
05/12/2016	52199329	
05/12/2016	52198195	

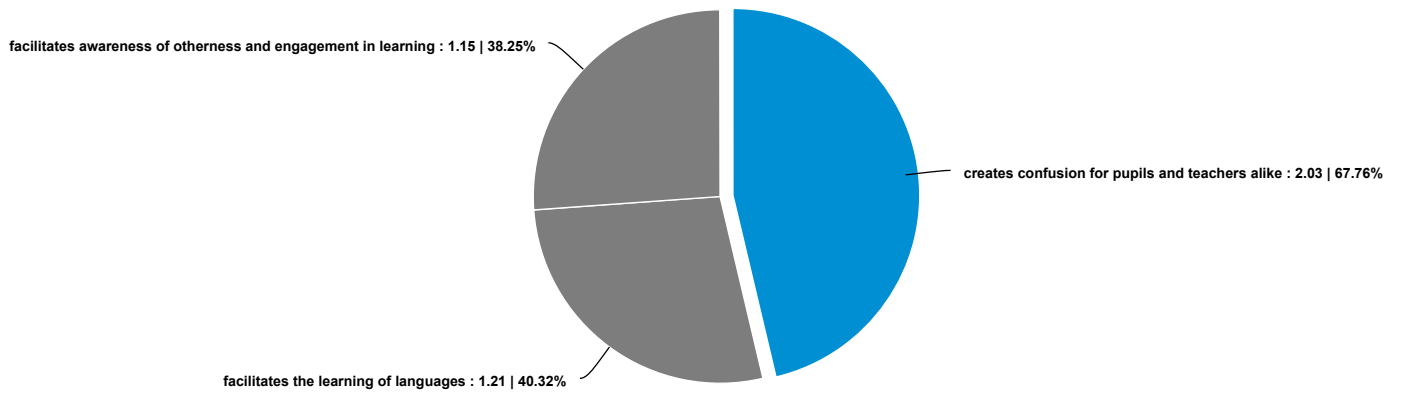
18 Please rank the following main themes in order of importance in your situation:

	Average Rank	1	2	3	4	5
Training and supporting language mediators in multilingual situation	4.07					
Providing training and support in the area of language teaching for all teachers	1.95					
Creating a variety of resources and programmes to improve language learning in various educational contexts	2.64					
Developing a whole-school approach to teaching and learning that values linguistic diversity	2.62					
Using the linguistic diversity present in your context for the benefit of all pupils	3.57					

Data Table

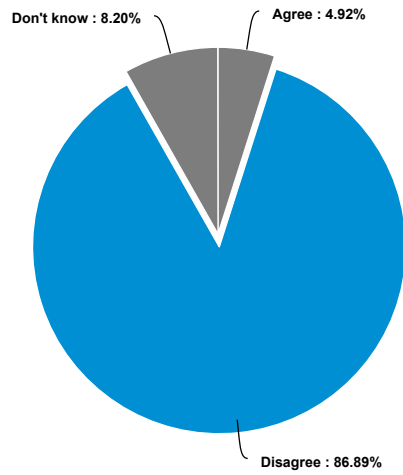
	1	2	3	4	5					
Training and supporting language mediators in multilingual situation	1	1.69%	3	5.36%	11	20%	15	27.78%	24	44.44%
Providing training and support in the area of language teaching for all teachers	32	54.24%	8	14.29%	7	12.73%	5	9.26%	4	7.41%
Creating a variety of resources and programmes to improve language learning in various educational contexts	11	18.64%	20	35.71%	13	23.64%	9	16.67%	6	11.11%
Developing a whole-school approach to teaching and learning that values linguistic diversity	10	16.95%	18	32.14%	13	23.64%	11	20.37%	3	5.56%
Using the linguistic diversity present in your context for the benefit of all pupils	5	8.47%	7	12.5%	11	20%	14	25.93%	17	31.48%

Encouraging use of first language in classroom ...



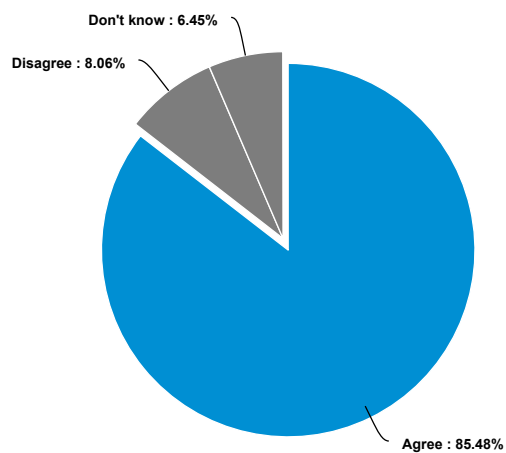
Question	Count	Score	Agree	Disagree	Don't know
creates confusion for pupils and teachers alike	61	2.03			
facilitates the learning of languages	62	1.21			
facilitates awareness of otherness and engagement in learning	61	1.15			
Average		1.46			

creates confusion for pupils and teachers alike



Answer	Count	Percent	20%	40%	60%	80%	100%
Agree	3	4.92%					
Disagree	53	86.89%					
Don't know	5	8.2%					
Total	61	100 %					

facilitates the learning of languages

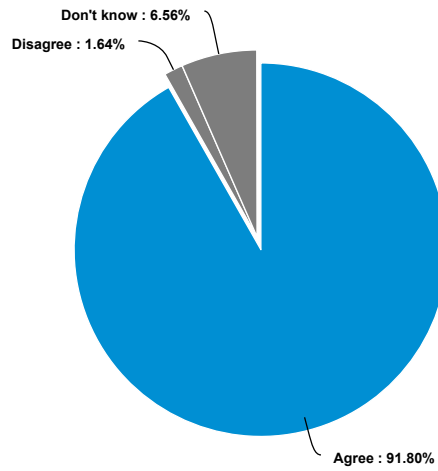


Answer	Count	Percent	20%	40%	60%	80%	100%
Agree	53	85.48%					
Disagree	5	8.06%					
Don't know	3	6.45%					

Agree	53	85.48%	
Disagree	5	8.06%	
Don't know	4	6.45%	

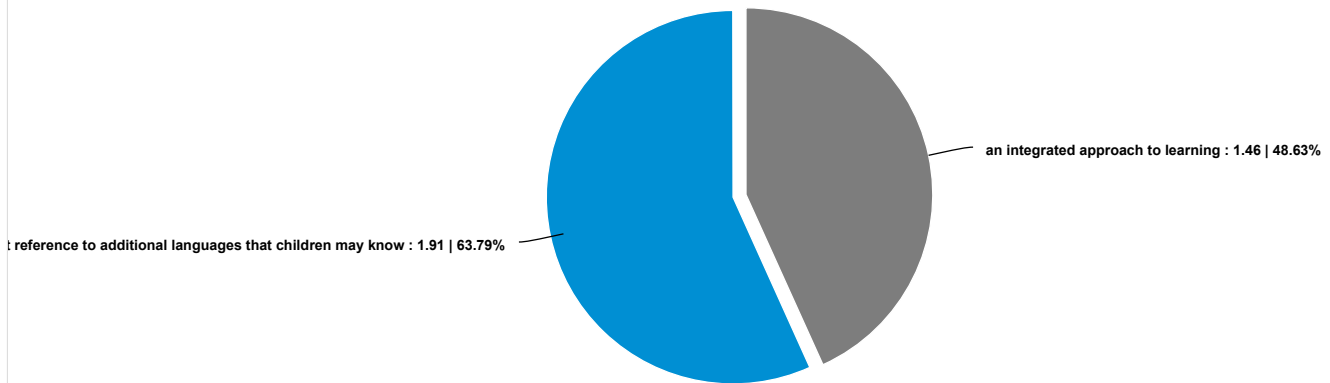
Total 62 100 %

facilitates awareness of otherness and engagement in learning



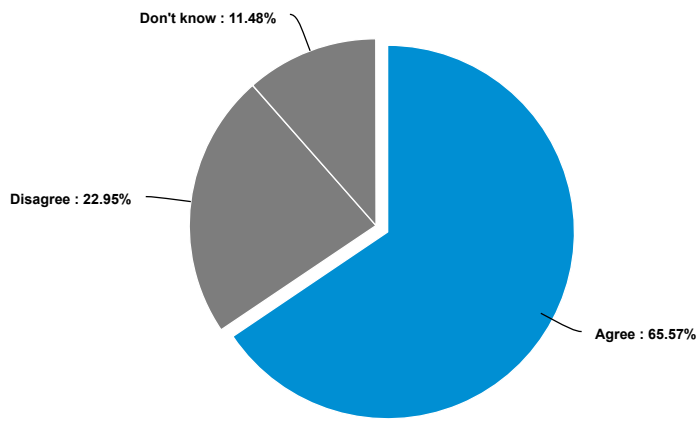
Answer	Count	Percent	20%	40%	60%	80%	100%
Agree	56	91.8%					
Disagree	1	1.64%					
Don't know	4	6.56%					
Total	61	100 %					

In my educational context language teaching facilitates ...



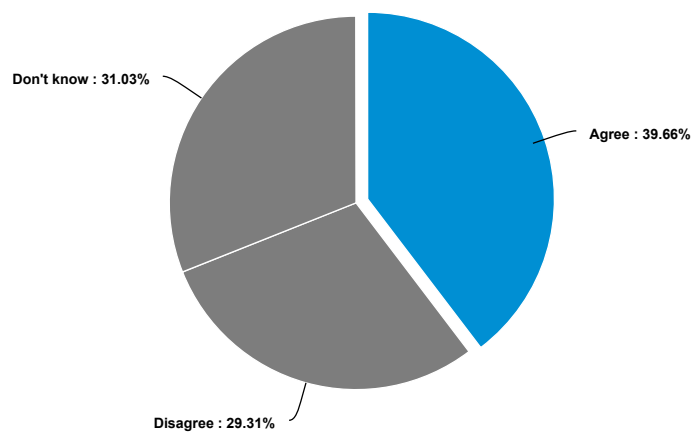
Question	Count	Score	Agree	Disagree	Don't know
an integrated approach to learning	61	1.46			
clearly defined modules of teaching for individual languages without reference to additional languages that children may know	58	1.91			
Average		1.69			

an integrated approach to learning



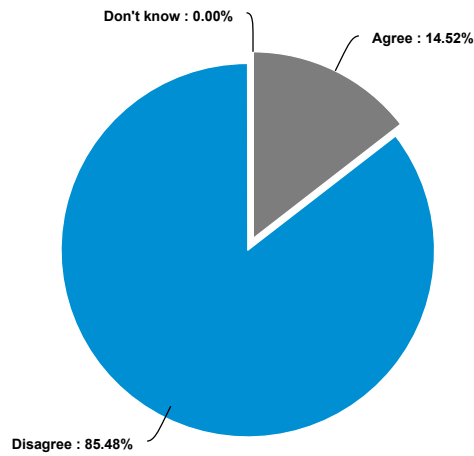
Answer	Count	Percent	20%	40%	60%	80%	100%
Agree	40	65.57%					
Disagree	14	22.95%					
Don't know	7	11.48%					
Total	61	100 %					

clearly defined modules of teaching for individual languages without reference to additional languages that children may know



Answer	Count	Percent	20%	40%	60%	80%	100%
Agree	23	39.66%					
Disagree	17	29.31%					
Don't know	18	31.03%					
Total	58	100 %					

Learning of second/home/additional languages interferes with developing competence in the language of schooling.



Answer	Count	Percent	20%	40%	60%	80%	100%
Agree	9	14.52%					
Disagree	53	85.48%					
Don't know	0	0%					
Total	62	100 %					

20 Are there other issues, points of view or questions you would like to raise?

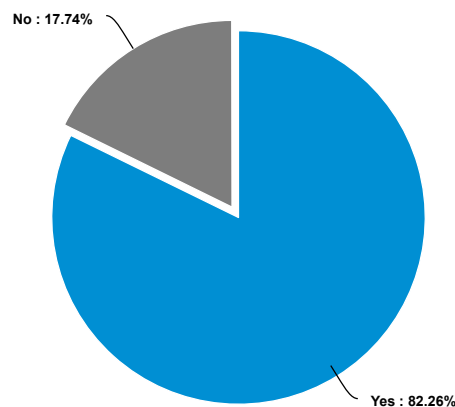
20 Are there other issues, points of view or questions you would like to raise?

05/25/2016	52971519	
05/25/2016	52968369	
05/25/2016	52967997	
05/25/2016	52967010	
05/25/2016	52965460	No
05/25/2016	52963902	No.
05/25/2016	52962286	The above statements are not clear for me - as to the proportion of 1st language use, is it a biligual environment where 1 teacher talks one language and the other the other language - then it is definitely not confusing; learning more languages can be beneficial to one child and difficult for another - mainly SEN children :-{ So I would difinitely would like to be much more specific and add SEN children and their needs to be included.
05/25/2016	52960882	
05/25/2016	52962072	
05/25/2016	52961914	
05/25/2016	52960630	
05/24/2016	52960230	
05/24/2016	52941504	
05/24/2016	52936938	
05/24/2016	52937666	la motivation de enseignants à enseigner des langues étrangères au primaire.
05/24/2016	52937713	
05/24/2016	52932612	
05/24/2016	52930997	J'espere avoir occasion en parler au mois de Decembre
05/24/2016	52926267	
05/24/2016	52914364	
05/24/2016	52918911	
05/24/2016	52916706	Comment mieux intégrer les parents dans la diversité linguistique et culturelle? Comment mieux communiquer avec des parents dont on ne maîtrise pas la langue (en tant qu'enseignant)
05/24/2016	52916032	
05/24/2016	52915523	
05/24/2016	52914575	I would like to share Jim Cummings' concern about the death of many home languages when children attend school. They enter the school system as multilinguals, and leave school as monolinguals.
05/24/2016	52912863	Une piste de réflexion partant du principe de diffusion de l'importance qu'a l'enseignement des langues dès le plus jeune âge serait d'y impliquer davantage les acteurs extra-scolaires qui sont en contact ou interfèrent au développement socio-cognitif des enfants, et ne pas se limiter aux médiateurs et aux familles. (par exemple, les moniteurs de sports, les responsables d'activités ludiques, les réseaux comme des scouts, etc pourraient jouer un rôle important à la sensibilisation des enfants et des familles à l'apprentissage des langues et à la création d'un contexte et d'un modus vivendi plus étendu).
05/24/2016	52914336	It is wrong to focus on dievrsity alone... it should be aort of a language policy addressing all children...

05/24/2016	52912043	the methodology of early language teaching and learning is clearly defined. The problems lie in implementation of these principles.
05/24/2016	52909938	
05/24/2016	52896535	
05/23/2016	52876583	
05/23/2016	52851278	
05/23/2016	52844980	
05/23/2016	52841348	
05/22/2016	52836419	
05/22/2016	52816260	Answering the above questions is difficult when it comes to teaching practice. We know that practice varies quite a lot from one teacher or one school to another.
05/22/2016	52813713	Issues that I consider really important: improving the children's intercultural competences using CALL (computer assisted language learning) focusing on children's interlanguage scaffolding - building up confidence in using a foreign language to get in contact with "the world" / outside the classroom QUESTIONS IN NUMBER 19 ARE DIFFICULT TO UNDERSTAND SO MY ANSWERS MIGHT BE NOT-APPROPRIATE.
05/22/2016	52806807	La spécificité de l'Enseignement de Matières par Intégration d'une Langue Etrangère formation? accès à tous les enfants? généralisation?
05/21/2016	52767918	
05/21/2016	52766790	
05/21/2016	52765218	
05/21/2016	52760367	
05/21/2016	52752347	Here in Ontario Canada we have had an FSL curriculum based on the action-oriented approach/ the CEFR for 3 years. Inservice training has suffered greatly due to budget cutbacks. If any jurisdiction undertakes training for teachers in this approach/ development of materials for this age level, funds MUST be in place to continue both on an on-going basis.
05/21/2016	52751860	
05/20/2016	52736912	I think the methodology and assessment are important aspects that need special attention.
05/20/2016	52732145	
05/20/2016	52729670	
05/20/2016	52721874	
05/20/2016	52714898	The teaching and learning of regional/minority languages is particularly challenging where there is little exposure to the target language outside the school context. This are merits particular investigation and research. Many programmes for ELL in Europe focus on English language learning which is a major world language and enjoys a high status. The status of the target language has been shown to affect children's engagement with the learning of that language. The higher the status the greater the motivation to learn the language.
05/20/2016	52708465	
05/20/2016	52704251	
05/20/2016	52704321	
05/20/2016	52703578	En Espagne il y a de moins en moins de formation pour les enseignants une fois qu'ils sont en poste à l'école.
05/20/2016	52696383	
05/20/2016	52694798	This consultation is strongly biased towards the unwarranted view that foreign language instruction on the primary level is a morally and educationally good thing for everybody. Many questions are irrelevant if one thinks that primary education has other, more urgent main objectives and thus disagrees with this point of view.
05/19/2016	52691985	
05/19/2016	52674606	
05/19/2016	52671230	A documentation of good practice in implementing key didactic elements, such as a narrative approach, CLIL and the use of authentic materials seems highly important. This include non-mainstream pedagogical approaches, e.g. Steiner schools.
05/19/2016	52659514	
05/19/2016	52658180	The Passepartout Project in Switzerland has already done a lot of work that might be useful as a discussion point/new perspectives, etc. for the think tank meeting
05/19/2016	52648030	Comment trouver des synergies avec les didactiens en charge de la langue de scolarisation car sans cette connaissance réciproque et la collaboration nécessaire, les résistances perdurent.... ETABLIR UN DIALOGUE! URGENCE!
05/19/2016	52648709	
05/19/2016	52648472	
05/19/2016	52643765	ne pas perdre de vue l'aspect "culture-s"
05/19/2016	52637958	
05/18/2016	52614594	
05/18/2016	52613300	It would be valuable to raise awareness on current research related to language boundaries. How far might this be taken into account in the primary FL classroom? How could approaches to T & L of FLs be modified to reflect this perspective?
05/18/2016	52585539	
05/18/2016	52573210	

05/17/2016	52523587	
05/17/2016	52513202	Although I appreciate that these are think tanks, it is important that concrete and feasible outcomes are envisaged with the necessary sustainable follow-up mechanism.
05/17/2016	52510256	
05/16/2016	52494527	La dimension interculturelle des le plus jeune âge ; l'implication des familles dans le parcours scolaire des enfants plurilingues.
05/16/2016	52468394	
05/15/2016	52409958	The initiative of a Think Tank for early language learning is most welcome and most needed!
05/15/2016	52397275	It is important to keep this issue of early language education balanced with other educational goals and relevant to the learners abilities, needs and backgrounds. Data based on reliable research outcomes should be also considered.
05/14/2016	52381406	When it comes to L1, it is an important asset for the learner but my view is that in an L2 or FL classroom (and since input is not rich anyway up until now) it is important to try and provide as much L2 or FL input as possible before we resort to L1. However, this is a rather tricky and sensitive issue that needs to be discussed along many parameters. Classroom management, differentiated instruction, awareness of learning difficulties and clear linguistic and pedagogical goals when learning any language are issues that teachers always ask us about and are indeed of importance.
05/14/2016	52370894	I would recommend taking foreign language learning in pre-primary education a little more seriously. There is evidence that it is wide-spread, yet little is happening on a European level to ensure structured data on foreign language learning at pre-primary school level is available, or that the educational attributes of this age group are really taken into consideration.
05/14/2016	52351105	
05/13/2016	52307686	
05/13/2016	52289892	
05/13/2016	52295577	
05/13/2016	52274199	
05/13/2016	52257547	Déjà si on peut discuter de ce qui vient d'être soulevé dans le questionnaire ce serait très intéressant!
05/13/2016	52255900	
05/12/2016	52199329	
05/12/2016	52198195	

21 If invited, would you be available to take part in the think tank at the ECML in Graz, Austria on 1-2 December 2016?



Answer	Count	Percent	20%	40%	60%	80%	100%
Yes	51	82.26%	<div style="width: 82.26%; height: 10px; background-color: #0070C0;"></div>				
No	11	17.74%	<div style="width: 17.74%; height: 10px; background-color: #666666;"></div>				
Total	62	100 %					

22 What relevant experience and expertise could you offer?

22 What relevant experience and expertise could you offer?		
05/25/2016	52971519	Zurzeit nehme ich an einem Programm teil (das von KMK und PAD organisiert wird) und unterrichte Deutsch als Zweitsprache an einer deutschen Schule in Leipzig. Aus diesem Blickwinkel, aber auch dank meiner Erfahrung als Lehrerin einer Fremdsprache (Deutsch als Fremdsprache) in einer bilingualen Abteilung in Tirana, Albanien, kann ich die Herausforderungen und die Schwierigkeiten bzgl. des Unterrichts einer Sprache als Fremd- oder Zweitsprache gut erkennen.
05/25/2016	52968369	Experience in the field of in-service teacher training for pre-primary and primary teachers who wish to develop their linguistic and methodological competences.
05/25/2016	52967997	I'm a language teacher, but I have not worked with children and don't know the educational system for primary education too well
05/25/2016	52967010	Digital technologies in early language learning. Digitally enhanced social dynamics for the same purpose.
05/25/2016	52963902	I have participated in the CARAP workshops since 2007 (Across Languages and Cultures) except 2009-2011 period (political appointments) I was designed by the RRHH and Teacher Training Area of the Ministry of Education to train Ministry area responsables and all secondary school and vocational education teachers (6

		<p>train actions in 2014-2015)</p> <p>Being in charge of language national curriculum development, we have been working to incorporate a competence language based perspective in new curricula, as well as pluralistic approaches towards languages cultures learning (secondary school new curriculum).</p> <p>At the moment, we are working with Mr Artur Noguero and the GREIP team in the design of new high school language curriculum with an aim to consolidate a competence language based perspective in new curricula, as well as pluralistic approaches towards languages cultures learning.</p>
05/25/2016	52962286	<p>I am a teacher trainer involved in both pre as well as in-service training of VYL and YL teachers (I train them with my colleagues at University as well as in intensive courses in the Czech Republic as well as Britain)</p> <p>I am part of the section for VYL teaching generally (not only FL)</p> <p>I am a part of the SEN target group in the Czech Republic</p>
05/25/2016	52960882	<p>I have a rather diverse experience – language teacher, teacher trainer, language advisor, student mentor (in-service training), translator, researcher (PhD candidate in Learning and Teaching Foreign Languages). I have been teaching English to young learners (from 6 years of age) since 2007, so I have practical experience. I have also had an opportunity to view the learning and teaching processes from different angles – as an English language teaching advisor (one part of the job was to review preschool language teaching programmes), a mentor to students in their in-service training, and as a researcher (with published papers on early language learning and teaching).</p>
05/25/2016	52960630	<p>I used to teach for 17 years FL in primary education. Before that, I had experience in teaching secondary school students, before graduating from the University (as a substitute teacher). Back in 1977 I have started to teach FL children in grade 2 (at the age of 8) and I have taught FL in all grades of primary education. I also spent 10 years as the FL advisor and inspector at the Education and Teacher Training Agency, and since 2005 I am working as a Ministry official. I have experience in curricula design, coordinated development of CEFRLs in Croatia (pre-primary, primary, secondary school), still "take care" of teaching and learning of FLs in Croatia (on the Ministry level). Also, I am GB member at the ECML and NNA for Croatia, and the Bureau member (2016-2017).</p>
05/24/2016	52941504	<p>Play Therapy and behavioural analysis</p>
05/24/2016	52936938	<p>Formation d'enseignants ; création de supports didactiques etc.</p>
05/24/2016	52937666	<p>Formatrice d'enseignants, experte en CLIL / EMILE; expériences avec des élèves ayant des besoins spécifiques</p>
05/24/2016	52937713	<p>I am an early language teaching supporter and teacher. I have started my language school back in 2009 and offer courses to pre and primary school children who would like to learn French. Even though this is my business, I believe a first introduction should be given at school during curriculum with no cost attached to all children. I have a Honours Degree in Linguistics (Master 1) from a French university and expecting to graduate from my Master (Master 2) in June/July from same French University. I am French born and live in Ireland. I am teaching independently and also in one pre-school and several primary schools in an after-school setting (I used to teach in the curriculum of one primary school but the Department of Education has asked this takes place after school).</p>
05/24/2016	52932612	<p>I have been a primary teacher trainer for more than 20 years. My expertise includes intergrating culture into English language learning/ teaching , using authentic materials in the English class, developing writing skills</p>
05/24/2016	52930997	<p>Experience: Ex-enseignante dans une école internationale bilingue Ex-conseillère pédagogique pour les enseignants du FLE Doctorante en Didactique des langues vivantes (these: Influence des approches plurilingues sur la construction identitaire dans l'acquisition des langues troisième dans l'école internationale bilingue) Formatrice / Chercheuse</p>
05/24/2016	52914364	<p>Utilisation du PEL dans une école depuis une dizaine d'années. Expérience avérée dans la formation des enseignants au PEL et au CARAP. Expérience dans la formation d'adulte aux nouvelles approches didactiques. Formateur en didactique de l'italien pour le niveau secondaire II. Collaboration au CELV avec l'équipe de F.Gouiller pour le travail sur le PEPELINO.</p>
05/24/2016	52916706	<p>- maman de 3 enfants bilingues à la fin du processus (11, 23, 27 ans) - professeur des universités en charge de la didactique de l'enseignement bilingue/ précocé/ LV - auteur de livres ou de modules CLIL/EMILE en français et en allemand</p>
05/24/2016	52916032	<p>I'm a coordinator of an in-service teacher training programme for primary and pre-primary school teachers who wish to specialise in teaching English to preschool and primary school children (up to 11 years). The programme entails 60 ECTS (660 contact hours - courses in language, methodology, literature...) I teach methodology of how to teach FLs to children to pre-service and in-service primary school teachers. I've been involved with the creation of an in-service programme for primary school teachers - as an optional course for those students who wish to specialise in teaching English to children. I'm an assistant professor of English language teaching methodology at the Faculty of Education, University of Ljubljana. I also taught English to children for 12 years. I've written some articles on teacher education and co-authored resource books for teaching English to children. I think teacher education is one of the most relevant issues we need to work on if we want primary FL learning to be successful.</p>
05/24/2016	52915523	<p>Have worked as a teacher in early years classrooms and now train pre-service and in service teachers in EFL methods and didactics - am very interested to discuss this in a wider sphere than Norway</p>
05/24/2016	52914575	<p>I'm a professor in language didactics, and a Dr.Philos. in rhetoric. I have been doing research on language development, the role of digital resources, I have developed resources myself, and I have developed a portfolio based assessment tool for children in preschool.</p>
05/24/2016	52912863	<p>L'expérience que j'aimerais mettre à profit du projet emmane de ma participation au projet PEPELINO, ainsi que de mon parcours en tant qu'enseignante des langues étrangères et formatrice des formaterus pour les diplômés delf-dalif, mais aussi en tant que cadre travaillant dans les relations internationales au niveau supérieur. Mon expertise porte sur les politiques linguistiques éducatives et sur la didactique des langues et cultures (insécurité linguistique des enseignants non natifs de langues étrangères)</p>
05/24/2016	52914336	<p>I have been working with CLIL for the past 20 years and have conducted research regarding cognitive and brain development in CLIL contexts</p>
05/24/2016	52912043	<p>I've taught young learners for many years. I've researched how YLs develop, how their teachers work with them, and published a range of studies on these and related topics. I'm a teacher educator, too.</p>
05/24/2016	52909938	<ol style="list-style-type: none"> 1. design of qualitative and quantitative experiments with respective theoretical argumentation 2. development of teacher education/training materials in early language learning 3. participating in workshop and training
05/24/2016	52896535	<p>I am personally a teacher trainer, also counting that I teach at linguistic university where we also make language teachers. Moreover, for the last two years my priority research and expertise is within the framework of pre-school and primary school language teaching backed up by the Goethe Institute. I have also been offering teacher trainings in Armenian primary schools. The program is currently held too.</p>
05/22/2016	52816260	<p>Experience from two national projects on an earlier start with a 2nd FL; curriculum development / two models for introducing several languages earlier - an introduction model ("tasting" several languages in addition to English) and a progression model (starting earlier with one 2nd FL) a strong interest in plurilingualism in general (I will be teaching a class "Plurilingualism in the Classroom" on Master level this fall), not focusing on young learner only.</p>
05/22/2016	52813713	<p>Development, cooperation, communication and projects, both at home and abroad, are consistent for my working life. My educations and professional experiences form a clear common thread about communication (languages), internationalization, development and completion of projects and cooperation – preferably across subjects and borders; locally founded with an international vision.</p> <p>Internationalisation and foreign languages have been key points in my position as a teacher and as an educational consultant. These give me the opportunity to combine both professional skills and interest based on the abilities I have gained through my educations and my different places of employment. Working as a consultant enables me to benefit from my networks at home and abroad, to have the possibility of cooperation and communication and to succeed with the many daily challenges.</p> <p>During my profession I have taken part in several courses nationally and internationally which have given me a fantastic network. I have been an eTwinning ambassador since 2014 - and consider myself experienced within crossborder school projects focusing on acquisition of foreign languages and intercultural</p>

		competences.
05/22/2016	52806807	impliqué dans l'enseignement/apprentissage des langues à l'école primaire depuis 1986 regard extérieur sur les pratiques dans les écoles primaires de Wallonie et Bruxelles écriture du référentiel pour les langues modernes avec les références au CECRL formateur en Ecole Supérieure de pédagogie et chargé de cours à l'Université
05/21/2016	52767918	Je suis formateur et professeur de langue française, j'ai une grande expérience pédagogique et didactique parce que j'ai participé à plusieurs projets internationaux. J'enseigne depuis 18 ans.
05/21/2016	52760367	Just my 25 years of experience as an English teacher.
05/21/2016	52752347	I was a Core French teacher for 15 years teaching children from the ages of 4- 10. In the 90's I had access to commercial materials based on the Communicative Approach which worked well enough given the limitations of that Approach. I have kept examples of these materials which I can bring along to give you an idea of content. Starting in 2010, I was selected by CASLT/ACPLS (Canada's national L2 organization) to serve on the writing team for CASLT's AAT, a compilation of prototype learning tasks for each of the 5 skills at the A1-A2 level. Before retirement I got the opportunity to use an action-oriented based commercial program published by Pearson Education, entitled 'Echos' for 8-10 year old children. In 2014, Laura Hermans asked me to collaborate with her on the content of the "Inventaire linguistique des contenus des niveaux du CECRL" for Annexes C et D. Normally students in Ontario start their L2 education at grade 4. Ottawa is located in the region called Eastern Ontario. In this region there are 6 school boards who have traditionally offered Core French at the PreK-Grade 3 levels. These 6 school boards, in 2014 published a Pre-k-3 curriculum based on Ontario's 2013 FSL curriculum. It is excellent and I would be happy to bring it along! Since my retirement I have prepared 2 workshops for teachers on Listening and Oral Interaction. Each of the provinces in Canada has a provincial L2 organization. In Ontario it is the OMLTA (Ontario Modern Language Teachers Association) I recently presented a workshop on Oral Interaction entitled "Moving from the Communicative to the Action-Oriented Approach; Learning tasks and Assessment in Oral Interaction" at this provincial conference Apr 01-02 in Toronto. Finally, the 3 main publishing companies of L2 materials based on the Action-oriented approach/ the CEFR have been very generous to me. I have copies of their programs /teachers guides which I can also bring along to show as examples of appropriate content for younger age levels. These materials are typically suited for children at the grade 3-4 level(ages 8-9).
05/21/2016	52751860	I think one of my greatest areas of expertise is in "translating" research into practice. Often, when research reaches the teacher in the classroom it is in a diluted form, often taken out of context, and is easily misunderstood. I work in a range of contexts and have experience of translating theory into practice for others to follow. This was one of the main aims when writing the book, Early language learning. A1-A2. (Keaveney, Lundberg, 2014, Student Literature).
05/20/2016	52736912	25 years in teaching English as a foreign language; I have learn multiple languages which helps me understand the language learner; MA TEFL; PhD in trilingualism (University of Reading); working with children with English as a foreign language, an additional language, and a second and first language; teacher training in-house and with ministry of education; management in ELT (at the British Council in Paris I am the Head of Young Learners and Bilingual Section, where we teach 3- 17 year olds); developing learning to learn with children; using authentic storybooks for language learning; interested in child language development, EFL and SLA, bi/multilingualism and children's voices; co-author of Teaching children how to learn (Delta Publishing); I am a regular conference presenter and contribute articles to various journals and newsletters e.g. YLT Sig IATEFL; blogger on multilingualism.
05/20/2016	52714898	I have a PhD in applied linguistics and have conducted extensive research into the early learning of Irish in schools in general and in language immersion settings. I would bring the long experience of early language learning in Ireland to any discussion on ELL. I am a former primary teacher (18 years), and currently a teacher educator (17 years) with a wealth of practical experience to augment my research experience.
05/20/2016	52703578	J'ai travaillé pendant huit ans comme professeur d'espagnol en France à plusieurs niveaux éducatifs (assistante de langue au collège, lectrice à l'Université, professeur École de Commerce...). En ce moment je travaille dans une école primaire dans un milieu rural de montagne. Je suis enseignante de français et anglais dans mon école. J'ai participé à des cours de formation en Anglais en Irlande et Angleterre (Comenius). En France j'ai obtenu un DESS d'enseignement à travers les nouvelles technologies et notre école fait partie des dix écoles en Aragon qui ont introduit les tablettes pour l'enseignement. J'ai obtenu le C1 en français et B2 en anglais. J'ai aussi une formation pour l'enseignement de l'espagnol comme langue étrangère à l'université de Saragosse. Je m'intéresse à toutes les langues et l'été dernier j'ai obtenu une bourse de l'université Ovidius à Constanza en Roumanie pour apprendre la langue et culture roumaines.
05/19/2016	52671230	I have been involved in research and teacher training in the area of German and English as Foreign languages in a number of European countries and outside Europe. IN my research and teaching, I have focused on early language teaching in the context of teacher training of Western Switzerland during the past six years; I have been involved in some of the recent work in the "Languages in Education, Language for Education" project of the Council of Europe.
05/19/2016	52658180	Member of several Passepartout working groups. I am a teacher educator training pre-service primary school teachers to teach English as a second foreign language
05/19/2016	52648030	Je suis professeure formatrice active en formation initiale et continue. Formation initiale: - Bachelor de fle et plurilinguisme pour l'enseignement pré-élémentaire et élémentaire; - Master fle et plurilinguisme enseignants de fle/ langues étrangères. Formation continue: - MAS pour enseignants de pré-élémentaire pour l'enseignement élémentaire; - CAS enseignants de langues étrangères, de langues et intégration (pour les élèves allophones), généralistes. Je suis membre du groupe: - pour la coordination du français (continuité entre le primaire et le secondaire 1); - coordinatrice pour le laboratoire HARMOS -ateliers langues étrangères: implantation du nouveau plan d'études de l'école obligatoire sur la base de la création de parcours didactiques sur les trois secteurs (pré-élémentaire, élémentaire et sec.1) Je travaille depuis 13 ans dans le domaine de la formation et suis à la base enseignante de fle. Mon parcours personnel et universitaire représente un atout dans mon travail (Bac en France, études à la Complutense (Madrid), Uni Zurich (Master litt&linguistique fr et italienne, Habilitation à Locarno, et perance de 18 mois à Londres.
05/19/2016	52648709	
05/19/2016	52648472	
05/19/2016	52637958	I am a teacher educator with experience in the English language private language school sector and UK state sector teacher education. I now oversee the running of an young learner in-service teacher support qualification for an international exams board.
05/18/2016	52614594	I have been a teacher trainer for primary and secondary teachers since 2005 and am the chairman of the Dutch national association of English primary school teacher trainers. I regularly work together with national agencies on redeveloping the core English aims for primary schools and currently run a pre- and in-service course for CLIL in primary and secondary education.
05/18/2016	52613300	Qualified primary teacher. Experienced teacher/educator and researcher. Global knowledge of primary EFL; evidence from many contexts; a number of research publications in the field; coordinator of the ELLIE research project (www.ellieresearch.eu); currently working on two books in the field.
05/18/2016	52585539	I have worked as a teacher, Head of pre school and now a curriculum development officer, so I have seen different points of view for language learning, I also work for an educational holding company that is always looking at ways to improve second language learning from an early age
05/18/2016	52573210	Des années d'apprentissage du français auprès d'élèves d'âge différents-de 4 à 18 ans. Une expérience de formateur dans l'enseignement du français.
05/17/2016	52513202	I chair the National Language Policy in Education Committee for Malta. I was deeply involved in the drawing up of the Language Education Policy Profile for Malta by the Language Policy Unit of the Council of Europe http://www.coe.int/t/dg4/linguistic/Source/Profile-Malta_final2015_EN.pdf I have drawn up the National Literacy Strategy for All in Malta http://education.gov.mt/en/Documents/Literacy/ENGLISH.pdf I was a primary and secondary language teacher for many years and I am also a parent. I am a professor and teacher educator in language education at the University of Malta

		I have a specific interest in the area of: Learning to read and write in the digital age
05/16/2016	52494527	Connaissance du 1er degré de l'école française (enseignante, formatrice, inspectrice). Connaissance des entrées relevant de la recherche (doctorat).
05/15/2016	52409958	Pre-service and in-service teacher education programme ideas for languages for primary teachers to be Ideas for a language syllabus for primary based on The CEFR Implementing the ELP in primary Assessment for Learning in primary language learning and teaching
05/15/2016	52397275	Jana Jilkova has graduated from Charles University in the following subjects: pedagogy, psychology, English as a foreign language and literature, Science. She hold a Ph.D degree and has received certificates as a mentor, teacher and trainer, advisor. During her career she has taught very young and young learners and designed and run training courses and workshops dealing with early language education for the pedagogical centres throughout the whole country like NIDV/NIFE, the British Council and other educational institutions and at mainstream schools, being also a sensitive and supportive parent. Jana has served as an eTwining ambassador promoting elearning, international projects while using foreign languages with VYL and YL learners, too. She has been currently teaching at pedagogical faculty while also teaching a few current lessons with pupils. She serves as a Ministry of Education, Youth and Sports and its organisations specialist and advisor, being an expert in CLIL. Her experience is shared as a regional coordinator of Association of English language teachers and at national and international conferences.
05/14/2016	52381406	I have extensive experience in educating pre-service and in-service ESL/EFL teachers in Greece and I have been invited to give lectures and seminars throughout Europe and Australia. I have taught undergraduate and post-graduate courses on Second Language Acquisition and Pedagogy. I am an active researcher in the area of English language acquisition and pedagogy and my research has been published in international journals and books. I have more than 10 years of experience working in Higher Education and I am an active researcher with more than 40 publications, including 3 books, and over 40 conference paper presentations. My expertise is on early foreign/second language teaching and learning. I have also been working in distance learning education programmes as a Tutor, Coordinator and Supervisor of the Hellenic Open University (MA in TEFL, module "Teaching English to Young Learners"). I have acted as a coordinator of 5 modules pertaining to pedagogical principles in second language teaching to young learners (Ministry of Education, Greece). I have also been involved in writing teaching materials (i.e. the textbook for teaching English to Grade 3 students, entitled "Magic Book" which was shortlisted for ELTons Innovation awards). Currently I am co-authoring the textbook for Grade 1 students in UAE public schools to be published by Cambridge University Press. More specifically, I can (a) evaluate and select appropriate educational material for pre-primary and primary school children, (b) design and write the learning material taking into consideration the sociocultural characteristics of the learners (c) include CLIL approaches in the syllabus of the materials and (d) train teachers of second/foreign language emphasizing on the ways that young and very young learners acquire a second language with focus on sociocultural issues and parameters of the target group. Finally, according to my research results, I can contribute in suggesting certain cognitive activities/materials that may develop and cultivate children's language aptitude and facilitate their early language learning.
05/14/2016	52370894	I was a teacher in pre-primary and primary EFL classroom for over 25 years. Both my MA and PhD research investigated pre-primary foreign language learning and it is an area of language education that I specialise in. I therefore have a good deal of knowledge about foreign language teaching / learning as an academic but also as a practitioner. I am actively involved in promoting good practice in early language learning in Europe as a teacher educator - I am presently involved in training teachers on the MA courses for primary English teachers in Portugal and have been involved in in-service teacher education (pre-primary and primary) in Portugal since 1999. I have also worked with teachers in Cyprus, France, Germany, Italy, Spain, Sweden and Poland. I am an educational consultant (in both pre-primary and primary education) and have worked with the Portuguese Ministry of Education, as well as with institutions in Italy, Poland, Spain and the UK. I therefore have experience which is both local (relevant to Portugal) but also international. Over the last 20 years I have worked with or set up groups to support professionals and researchers in the fields of foreign language learning and research into language learning. My latest endeavour was setting up an international research group 'Research into Early Years Language Learning' (REYLL) (created with two colleagues in July 2014) and I am the co-convenor of the EECERA Multilingual Childhoods SIG (launched in September 2015). These groups combine over 70 researchers involved in language learning with children under 6 years old. Please see: https://multilingualchildhoods.wordpress.com/ . I am a dynamic person who believes in working with others, sharing and collaborating - I think this is very relevant to working on any think tank project. I am both an author and an editor and I will bring these skills to any work I do, as I have published and edited in the area of language materials but also in research into language learning, see my university webpage: http://fcsn.unl.pt/faculdade/docentes/sandramourao
05/13/2016	52307686	I have 15 years of teaching French in Secondary Schools, teaching high ability and low ability learners separately. I have one year experience in teaching English to migrants. I have four years experience in Teacher Training in Literacy and Oracy where we constantly provide in-school training to teachers on new policies and methodologies introduced nationally.
05/13/2016	52289892	I am a teachertrainer for didactic and methodic of teaching Young children and I am working for the government in Saarland as an expert for early childhood education. I trained the French teachers to work in German kindergarten.
05/13/2016	52257547	en tant que chercheuse universitaire et formatrice d'enseignants de langue mais aussi en tant enseignante de FLE dans le contexte analysé (cette expérience n'est plus très récente mais je garde le contact avec les écoles)
05/12/2016	52198195	6 YEARS OF CLIL IN PRESCHOOL CANDIDATE MASTERS DEGREE - STUDY CASE - CLIL IN KINDERGARTEN

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