



Enhancing language education in cross-border vocational education

The promotion of language learning plays a particularly important role in border regions, especially in professional and vocational education. The project focuses on innovative processes which facilitate the crossing of linguistic and cultural borders as well as on the development of CLIL methodology in professional settings, connecting research to real needs on the ground.

Expected outputs

- Modules for educators in cross-border environments, working with learners in vocational education or with adults in professional education. The materials will include guidelines and training modules and a teacher portfolio based on the European Language Portfolio

2020-2023 EN FR

Target groups

researchers, teachers, teacher educators, stakeholders in professional and vocational training in border regions



Young children's language learning pathways

Making early language learning visible

The project aims to make early language learning in educational contexts visible through a range of methods and tools. These make it possible to identify, understand and document the language learning of children age 3 to 12 and thereby create learning opportunities which allow children to progress along their own language learning pathways.

Expected outputs

- A dynamic website with core principles, inspiring practices and concrete tools from different educational contexts
- An overview of learner-centred strategies for observation, assessment and documentation

2020-2023 EN FR

Target groups

pre-primary and primary teachers, other professional educational staff, teacher educators



Mediation in teaching, learning and assessment

This project focuses on the development of a teaching guide for foreign language teachers of primary and secondary education who want to include cross-linguistic mediation in their pedagogical practices. This will contain information about the theory and practice of teaching, learning and assessing mediation together with examples of mediation tasks in different languages, which draw on the CEFR Companion Volume. A digital database with tasks suitable for various educational environments is also being produced.

Expected outputs

- Teaching guide with information about what mediation entails, how it can be taught and types of mediation tasks
- Database with cross-linguistic mediation tasks
- A webinar

2020-2022 EN FR

Target groups

teachers, teacher educators, curriculum planners, material developers, school inspectors/advisors



Building blocks for planning language-sensitive teacher education

The purpose of the project is to develop resources in the form of building blocks for teacher educators and curriculum planners working with teachers of different languages and subjects. The building blocks will include guidelines to help ensure that a focus on language-sensitive education is built into teacher education curricula and courses. The aim is to enable practising and future teachers to meet the language and communication needs of their learners.

Expected outputs

- Guidelines for reviewing and developing teacher education curricula
- Model tasks for curriculum orientation, reflection and design
- Profiles of the competences related to language-sensitive education

2022-2023 EN DE

Target groups

teacher educators, curriculum planners (pre-service and continuing professional development)

ECML projects 2020-2023 programme



“Inspiring innovation in language education: changing contexts, evolving competences”





Resources for assessing the home language competences of migrant pupils

The project is collecting and analysing examples of how migrant pupils' home languages are evaluated in order to define criteria and produce materials for formative evaluation, taking into account evolving plurilingual repertoires. Particular attention is being paid to synergies between the learning of languages and the development of the language(s) of schooling. The overall aim is to support social and institutional recognition of home languages and to value pupils' plurilingual repertoires.

Expected outputs

- Rationale and principles for formative assessment of home languages
- Mind-map indicating different types of learners, their educational contexts and assessment scenarios
- Examples of assessment materials

2020-2022 **EN** **FR**

Target groups

teachers, individuals and institutions involved in the assessment of language competences, decision-makers in language education



CLIL in languages other than English – Successful transitions across educational stages

The project is developing recommendations for implementing CLIL in languages other than English across educational stages (primary, secondary, tertiary), both in the language classroom and in other subjects. The recommendations will be illustrated through examples of practice from various contexts. The project sees CLIL as part of intercultural education and as a vehicle for promoting pluralistic approaches to language learning.

Expected outputs

- Recommendations, models and teaching materials
- Illustration of the recommendations through models and scenarios including challenges and responses from different organisational settings

2020-2023 **EN** **FR**

Target groups

teachers, teacher educators, teaching material designers, curriculum designers, decision-makers



CEFR Companion Volume implementation toolbox

The project is developing tools to help teacher educators use and disseminate the ideas of the CEFR Companion Volume. It provides digital documents and examples of inspiring practice in the implementation of the Companion Volume in language learning, teaching and assessment at university and in vocational training.

Expected outputs

- Online training modules including audio-visual materials, worksheets, checklists and assessment examples, together with reference materials
- Sample teaching and assessment tasks in various languages

2020-2022 **EN** **FR**

Target groups

teacher educators and curriculum designers concerned with language teaching and assessment in university and vocational language training



Developing teacher competences for pluralistic approaches

Training and reflection tools for teachers and teacher educators

The project is developing scenarios for teacher education based on the identification of the teaching competences required to implement pluralistic approaches. These training tools will help language and other subject teachers to implement approaches aimed at developing learners' competences as described in "A Framework of reference for pluralistic approaches to languages and cultures (FREPA)".

Expected outputs

- Framework of principles, professional values and competences for implementing pluralistic approaches
- Scenarios for use in teacher education

2020-2023 **EN** **FR**

Target groups

teacher educators and teachers in initial and in-service teacher education: teachers of all languages and other subjects



Digital citizenship through language education

The project seeks to help learners become digital citizens and develop the capacity to use digital media critically, creatively and autonomously in several languages. The project builds on recommendations and guidelines from the Council of Europe and other international institutions as well as on national policies in order to develop a pedagogical framework and resources for use by language teachers.

Expected outputs

- A profile of the "digital citizen" as a user of languages and digital tools and resources
- A pedagogical framework for the development of digital citizenship in the context of language teaching and learning
- A database of concrete and practical learning activities and tasks for developing digital citizenship in the language classroom
- Two information/training webinars

2020-2022 **EN** **FR**

Target groups

language teachers, language teacher educators, decision-makers