

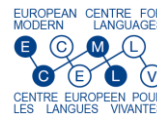


# The future of language education in the light of Covid – lessons learned and ways forward

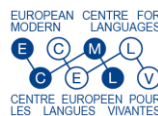
- a joint ECML-PNF initiative, co-funded by the European Commission

Colloquium Programme, Tuesday 14 December 2021

Session 1: 09:30 – 11:00 Background to the initiative; current state-of-play		Session 2: 11:20 – 13:00 Exploring key themes from the survey (part 1)		Session 3: 14:15 – 15:45 Exploring key themes from the survey (part 2)	Session 4: 16:05 – 17:15 Looking to the future
<b>Welcome and opening remarks</b> Sarah Breslin	Coffee break 11:00 – 11:20	<b>Challenges and advantages of different modes of education; adapting resources and methods to a new environment</b> Bernd Rüschoff	Lunch 13:00 – 14:15	<b>The role of curricular alignment; validity and reliability of (alternative) assessment formats</b> Presentations followed by a question and comment session David Little / José Noijons	<b>Expert panel – where to from here?</b>  <ul style="list-style-type: none"> <li>• Kristina Cunningham</li> <li>• Sarah Breslin</li> <li>• Pille Põiklik</li> <li>• Tue Halgreen</li> <li>• Francesco Imparato</li> <li>• Frank Heyworth</li> </ul>
<b>The impact of Covid on language education</b> Key findings from the Europe-wide PNF-ECML survey; introducing the key themes Peter Brown		<b>A teacher's case study – teaching Chinese during lockdown</b> Francesco Imparato		<b>PISA's response to COVID in the field of education</b> Catalina Covacevich	<b>ECML The way ahead – what lessons can be drawn for the next four-year programme?</b> Susanna Slivensky
<b>“Teachers’ voices” – short video messages from teachers</b>		<b>The European Commission's response to Covid in the field of education</b> Oana Felecan		<b>Changing contexts, evolving competences – time for a new “educational literacy”?</b> Short presentation followed by discussions in groups <i>(Zoom participants only)</i> Bernd Rüschoff, Peter Brown	Coffee break 15:45 – 16:05
<b>From a survey to a guide How can the initiative support teachers?</b> The results of two think tanks, plans for a guide for teachers and illustrative case studies Frank Heyworth		<b>Reflections on learner inclusion and identity – Supporting Multilingual Classrooms</b> Terry Lamb / Brigitte Gerber		<b>Closing remarks</b> Open comments from participants and final words from the ECML Sarah Breslin	
<b>Group discussions and feedback</b> What has been the most important effect of Covid 19 on language education in your environment? <i>(Zoom participants only)</i>		<b>Plenary discussion – open floor</b>			



<b>Sarah Breslin</b>	Sarah been in post as Executive Director of the ECML since October 2013. Before that, she was Director of Scotland's National Centre for languages and Director of the Confucius Institute for Scotland's schools. Sarah has worked in education across a range of countries and sectors, usually with a focus on language education. In March 2020, Sarah successfully completed her doctorate focusing on the intersection between professional learning, plurilingual education and the ECML.
<b>Susanna Slivensky</b>	Susanna Slivensky is the Deputy Director and Head of programmes of the ECML. Before she joined the ECML in 2005 she worked at universities in Germany, Austria and Japan as a lecturer, associate professor and as executive director of a university language and international study centre. She has more than two decades of experience of language teaching. She has a doctoral degree in language education and a master's degree in German as a foreign language, Japanese studies and organisational psychology.
<b>Frank Heyworth</b>	Frank has been involved with the ECML almost since its beginnings, first as coordinator of projects concerning quality assurance and innovation in language education, then as programme consultant. He was one of the founders of Eaquals and previously Director-General of the Eurocentres Foundation.
<b>Richard Rossner</b>	Richard has been involved in a recent ECML project on teacher competences for languages in education and has co-led training and consultancy workshops arising from it. He is also a member of the coordinating group of the Council of Europe's linguistic integration of adult migrants (LIAM) project. Much further back, like Peter and Frank, Richard was a co-founder of Eaquals, and was later executive director and then chair of the association for a while.
<b>Peter Brown</b>	Peter is a language teacher from Trieste, Italy and the CEO of four private language schools in the region. In these roles, he has dealt with, and is dealing with, the pandemic on a daily basis. Together with Frank and Richard, he co-founded Eaquals, and he also co-founded AISLi (the Italian Association for Quality Language Services) as well as being a co-founder of the PNF itself. However, nowadays his main activities are outside the strict confines of FL teaching and education such as working in the theatre, museums, and curating literary and scientific events.
<b>Bernd Rüschoff</b>	Bernd is a senior professor in Applied Linguistics at Duisburg-Essen University and has participated in numerous international projects on digital learning. He is a member of the CoE CEFR Expert Group involved in developments concerning the CEFR Companion Volume. Former President of AILA (International Association for Applied Linguistics) and EUROCALL (European Association for Computer Assisted Language Learning).
<b>Pille Põiklik</b>	Pille is a Chief Expert at the Language Policy Department of the Ministry of Education and Research (Estonia). Her work involves supporting foreign language learning and plurilingualism through cooperation with organisations in Estonia as well as international networks. Pille's background is in English language and literature. Prior to joining the Language Policy Department, she was a lecturer at the English Department of the University of Tartu. Pille is a member of the ECML Governing Board.
<b>Brigitte Gerber</b>	Brigitte taught English in upper secondary schools for a number of years and worked as a teacher educator at the University Institute of Teacher Education - University of Geneva. She has been involved in several ECML projects: "Parents – Involving parents in plurilingual and intercultural education", FREPA, and the FREPA training and consultancy team. She is co-coordinator of Supporting Multilingual Classrooms and coordinates a project in the current programme: Developing teacher competences for pluralistic approaches.
<b>Terry Lamb</b>	Terry Lamb is a former secondary school languages teacher and now Professor of Languages and Interdisciplinary Pedagogy and Director of the Centre for Teaching Innovation at the University of Westminster, London. He has published extensively in the areas of learner autonomy, multilingualism and language teacher development, and is founder editor of the academic journal Innovation in Language Learning and Teaching. He has carried out consultancies and presented keynote papers in many countries and been involved in numerous research projects, including several at the European Centre for Modern Languages in Graz. Terry is former President of the UK Association for Language Learning and currently Vice President (and former President and Secretary General) of FIPLV (Fédération Internationale des Professeurs de Langues Vivantes), an NGO of both UNESCO and the Council of Europe.



<b>José Noijons</b>	José Noijons is the coordinator of the RELANG Training and consultancy – Relating Curricula, Tests and Examinations to the CEFR - a cooperation between the ECML and the European Commission. Until his retirement he was a staff member at Cito, the Dutch National Institute for Educational Measurement. His areas of expertise are Language Assessment, National Assessment (World Bank, UNICEF) and International Assessment (PISA).
<b>David Little</b>	David Little is a Fellow Emeritus of Trinity College Dublin. He has been actively involved in the Council of Europe’s work on language education since the 1980s, with a particular focus on the European Language Portfolio, the linguistic integration of adult migrants, and the teaching/learning of Romani. Between 2004 and 2011 he coordinated two ECML projects on the ELP, and he currently coordinates the ECML’s QualiRom Training and Consultancy and the Council of Europe (Strasbourg)’s Romani/plurilingual policy experimentation.
<b>Kristina Cunningham</b>	Kristina is currently the senior expert in charge of Multilingualism in the Directorate General for Education, Youth, Sport and Culture of the European Commission in Brussels. Before this, she worked as a translator for the European Commission and as a sales and marketing manager in the private sector. She holds a master’s degree in business administration and modern languages from the University of Gothenburg, Sweden, and a Certificate of Political Studies from the Institute of Political Sciences in Paris, France.
<b>Oana Felecan</b>	Oana is a Policy officer in the unit “Schools and Multilingualism”, Directorate General for Education, Youth, Sport and Culture of the European Commission. She has been working on language learning and teaching and on the pathways to school success initiative as well as on language learning within the Erasmus+ programme in the field of School Education. Oana is also the European coordinator of the European Language Label. Oana graduated from the University of Paris IX Dauphine (France) and from the Academy of Economic Studies in Bucharest (Romania).
<b>Tue Halgreen</b>	Tue Halgreen is a Senior Policy Analyst at the OECD (Organisation for Economic Cooperation and Development). Since 2017, he has been managing the development and implementation of PISA. He initially joined the OECD in 2012, and prior to his current role he was overseeing the development of a programme for international benchmarking and peer-learning among schools. He has also contributed to the analysis and dissemination of PISA results and to reviewing education policies in OECD member countries. Before joining the OECD, he worked in the Danish Ministry of Education, as a Senior Advisor on assessment and evaluation policy. Tue Halgreen holds master’s degrees in Sociology from the University of Copenhagen (Denmark) and Lancaster University (UK).
<b>Catalina Covacevich</b>	Catalina is specialised in the design and implementation of large-scale standardised assessments of students. She is currently a policy analyst at the OECD where she is leading the development of the new PISA 2025 optional Foreign Language Assessment, as well as supporting the overall design and implementation of PISA.
<b>Francesco Imparato</b>	Francesco has been teaching Chinese Language and Culture to Italian high school students since 2012. He is currently in charge of several key projects in the fields of internationalization (e.g., incoming/outgoing student mobility) and foreign language teaching (e.g. supervise the planning of Business English/French/ German/Spanish/Chinese courses provided by external institutions) at “Liceo Classico S.M. Legnani”, a secondary school - located in Saronno (near Milan) - whose focus is on both Classical and Modern Languages and Humanities. Prior to specializing in the teaching field, Francesco worked as a multilingual translator and/or interpreter for both public and private institutions; in so doing, he became increasingly aware of the importance of teaching mediation skills as a significant part of any foreign language curriculum. Lastly, Francesco is a member of the Board of ANIC – Italian Chinese Language Teachers’ Association.

