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NOMINATION OF PARTICIPANTS / NOMINATION DE PARTICIPANTS

Think tank / Groupe de réflexion

“Transversal competences in foreign language education”

„Transversale Kompetenzen in der Fremdsprachenbildung“

Country / Pays :

Dates :

8-9 February / février 2022

**Working languages/langues de travail : English and German/ anglais et allemand
(min B2 in one of the working languages)**

1. Contact details / Coordonnées

Form of address / Titre : ☐ Ms / Mme	
First names / Prénoms: LIGIA	Surname / Nom: SARIVAN
Institution – work place / <i>Institution – lieu de travail : Education Research Unit, National Centre for Policies and Evaluation in Education</i>	
Street / Rue : 37 Stirbei Voda	
Code / Code postal : 010102	City / Ville : Bucharest
Country / Pays : ROMANIA	
Email / Courriel : ligia.sarivan@ise.ro	Tel / Tél : +40 21 314 2782

2. Preferred working language / Langue de travail préférée

- Language / langue : English
- Your CEFR level in this language (see the global scale) / *Votre niveau CECR dans cette langue (à voir l'échelle globale): C2*
- CEFR level of the other workshop language / *niveau CECR dans l'autre langue de l'atelier : A1*

3. Professional background / *Parcours professionnel*

Please specify your relevant qualifications / *Veuillez préciser vos qualifications en la matière.*

Teacher of French and English, PhD in Philology (French Literature), senior researcher in education, teacher trainer

4. Experiences and expertise / *Expertise et expérience*

Please highlight the ones which are required in the participants' profile of the event / *Merci de souligner celles requises dans le profil des participants à l'événement*

I participated in the development of the key competences-based curricular framework in Romania. I have been involved in several projects that highlighted integrated approaches to language learning : a research project for students at risk ; learning partnerships among language graduates and international students enrolled in the Romanian as a foreign language module (University of Ploiesti, RO) ; a master programme for philological disciplines at the University of Bucharest, Faculty of Letters ; the evaluation of key competences achievement at the end of primary education. The results of the projects have been published in academic papers ; the support materials that have been developed during the projects have been disseminated among teachers (e.g. DVDs published by UNICEF Romania to support teachers who work with students at risk)

5. Multiplier's capacity / *capacité de démultiplication*

As national representative nominated to the event you will be expected to act as a multiplier. The following are examples of multiplying activities. Please tick and/or add any other activities you are planning to organise.

☒	I intend to present an account of the project / event in my place of work.
☐	I intend to give a presentation of the project / event outside my place of work (professional association, conference etc.).
☒	I intend to publish an article / paper about the event and/or the ECML project.
☒	I intend to put information about the ECML project on a website.
☒	I intend to initiate a project or join an existing one related to the theme of this ECML project.
☐	Other:

Please indicate in which way your experience from this workshop is likely to have an impact on corresponding developments in language education on a local/regional or national level in your country:

At my workplace:

- develop a research project that involves a group of teachers who are to apply a transversal competence-based approach to language learning in their classes; the results of the research will be published in the Journal of Pedagogy; the teaching/learning resources that are developed during the project will be

disseminated on a dedicated page (Resources for teachers) on the website of our organization

- disseminate information about the ECML project among co-workers who are responsible with organizing the working groups for curricular revision.

Outside my workplace

- give a presentation for a professional association of teachers in Targoviste (DB county) the focus of which is *literacy*. This association has been interested before in various innovative approaches promoted by our organization.
- submit a paper to an international conference on language learning (e.g. Innovation in Language Learning, Florence, Nov. 2022)

Your institution has an account on:

Facebook ☒ yes (if possible, please indicate the web link):

<https://www.facebook.com/UCBucuresti/> ☐ no

Twitter ☐ yes (if possible, please indicate the web link):
☒ no

YouTube ☐ yes (if possible, please indicate the web link):
☒ no

Other social networks? Please specify:

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6. Commitments and authorisations / Engagements et autorisations

I authorise the European Centre for Modern Languages (ECML) to publish my name, e-mail address and the name of my institution on the ECML's National Contact Points' website for my country (<http://www.ecml.at/contactpoints>, "Experts involved in ECML activities").

☒ yes ☐ no

I authorise the ECML to publish my meeting report (which I will send to the National Nominating Authority and the National Contact Point of the ECML in my country, as well as to the ECML) on the National Contact Points' website (<http://www.ecml.at/contactpoints>, "Experts involved in ECML activities").

☒ yes ☐ no

I authorise the ECML to take pictures or videos during events which I participate in and to use these pictures for communication purposes (e.g. on social network platforms such as Facebook and Twitter, in the ECML newsletter, in ECML information brochures and on the ECML website).

☐ yes ☒ no

I wish to receive the ECML's electronic newsletter, the European Language Gazette, which is sent out on a regular basis. I will receive a link to the latest edition of this online publication by e-mail (www.ecml.at/gazette).

☒ yes ☐ no

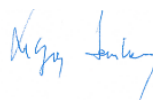
I wish to receive a confirmation of my participation in the workshop.

☒ yes ☐ no

As a nominated representative for my country, I agree to complete a workshop report form provided by the ECML after the workshop and to send it to my national ECML nomination authority and in copy to the ECML within the indicated deadline (3 weeks) or inform them by when I will be able to provide the report.

Also, I agree to act as a contact within my country to inform professionals or institutions interested in the content of this workshop.

Date : November, 22nd 2021..... Signature



7. Venue / Lieu

Venue: ECML, Graz, Austria (sanitary crisis permitting). If travel is not possible the workshop will take place online.

Participants who think they will be in a position to travel to the ECML, Graz, Austria, are requested to tick the box below.

If the pandemic allows for some participants to travel to Graz a hybrid event may be envisaged.

☐ I think I can travel to Graz to participate in the Workshop on site.

Lieu : CELV, Graz, Autriche (si la crise sanitaire le permet). S'il n'est pas possible de voyager, l'atelier aura lieu en ligne.

Les participants qui pensent être en mesure de se rendre au CELV (Graz, Autriche) sont priés de cocher la case ci-dessous.

Si la situation sanitaire ne permet qu'à un certain nombre de participants de se rendre à Graz, un événement hybride pourra être envisagé.

☐ Je pense pouvoir me rendre à Graz pour participer à l'atelier sur place.

Global Scale of the Common European Framework of Reference for Languages (CEFR)

Proficient	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
User	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
User	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
User	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Echelle globale du Cadre européen commun de référence pour les langues (CECR)

UTILISATEUR EXPÉRIMENTÉ	C2	Peut comprendre sans effort pratiquement tout ce qu'il/elle lit ou entend. Peut restituer faits et arguments de diverses sources écrites et orales en les résumant de façon cohérente. Peut s'exprimer spontanément, très couramment et de façon précise et peut rendre distinctes de fines nuances de sens en rapport avec des sujets complexes.
UTILISATEUR EXPÉRIMENTÉ	C1	Peut comprendre une grande gamme de textes longs et exigeants, ainsi que saisir des significations implicites. Peut s'exprimer spontanément et couramment sans trop apparemment devoir chercher ses mots. Peut utiliser la langue de façon efficace et souple dans sa vie sociale, professionnelle ou académique. Peut s'exprimer sur des sujets complexes de façon claire et bien structurée et manifester son contrôle des outils d'organisation, d'articulation et de cohésion du discours.
UTILISATEUR INDÉPENDANT	B2	Peut comprendre le contenu essentiel de sujets concrets ou abstraits dans un texte complexe, y compris une discussion technique dans sa spécialité. Peut communiquer avec un degré de spontanéité et d'aisance tel qu'une conversation avec un locuteur natif ne comportant de tension ni pour l'un ni pour l'autre. Peut s'exprimer de façon claire et détaillée sur une grande gamme de sujets, émettre un avis sur un sujet d'actualité et exposer les avantages et les inconvénients de différentes possibilités.
UTILISATEUR INDÉPENDANT	B1	Peut comprendre les points essentiels quand un langage clair et standard est utilisé et s'il s'agit de choses familières dans le travail, à l'école, dans les loisirs, etc. Peut se débrouiller dans la plupart des situations rencontrées en voyage dans une région où la langue cible est parlée. Peut produire un discours simple et cohérent sur des sujets familiers et dans ses domaines d'intérêt. Peut raconter un événement, une expérience ou un rêve, décrire un espoir ou un but et exposer brièvement des raisons ou explications pour un projet ou une idée.
UTILISATEUR ÉLÉMENTAIRE	A2	Peut comprendre des phrases isolées et des expressions fréquemment utilisées en relation avec des domaines immédiats de priorité (par exemple, informations personnelles et familiales simples, achats, environnement proche, travail). Peut communiquer lors de tâches simples et habituelles ne demandant qu'un échange d'informations simple et direct sur des sujets familiers et habituels. Peut décrire avec des moyens simples sa formation, son environnement immédiat et évoquer des sujets qui correspondent à des besoins immédiats.
UTILISATEUR ÉLÉMENTAIRE	A1	Peut comprendre et utiliser des expressions familières et quotidiennes ainsi que des énoncés très simples qui visent à satisfaire des besoins concrets. Peut se présenter ou présenter quelqu'un et poser à une personne des questions la concernant - par exemple, sur son lieu d'habitation, ses relations, ce qui lui appartient, etc. - et peut répondre au même type de questions. Peut communiquer de façon simple si l'interlocuteur parle lentement et distinctement et se montre coopératif.