Inspiring innovation in language education: changing contexts, evolving competences
Inspirer l'innovation dans l'éducation aux langues : contextes changeants, compétences en évolution
Innovationsimpulse in der Sprachenbildung: Kontexte und Kompetenzen im Wandel

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Participant's report

to the National Nominating Authority and
the National Contact Point

Meeting report

In the three weeks after the event, please complete this report. It contains two sections:

1. **Reporting**: this is intended as a feedback on the event, on what was learnt, on how the event will affect your work and on how it will be disseminated. In addition to the ECML National Nominating Authority and the National Contact Point in your country the ECML will use the report[1] in the "Experts involved in ECML activities" section of each ECML member state website (please see http://contactpoints.ecml.at).

   This section should be written in one of the project's working languages.

2. **Public information**: this is intended as an information on the ECML project and its expected value for your country. The content should be of interest for a larger audience. Thus it should link up to interesting publications, websites, events etc. which were discussed on the occasion of the workshop or which are relevant in your country. The public information should be a short, promotional text of about 200 words.

   This section should be written in (one of) your national language(s).

The completed file should be sent to

- **the ECML National Nominating Authority and the National Contact Point in your country (contact details can be found at http://www.ecml.at/aboutus/members.asp)**

- **and in copy to ECML Secretariat (Erika.komon@ecml.at)**

within the given deadline.

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[1] Only if you authorised the ECML to publish your contact details.

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Name of the workshop participant	Laura Ambrosio
Institution	University of Ottawa
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Title of ECML project	Think tank / Groupe de réflexion "Transversal competences (TC) in foreign language education"
ECML project website	https://www.ecml.at/ECML-Programme/Programme2020-2023/Transversalcompetencesinforeignlanguageeducation/ECMLinitiative/tabid/5526/language/en-GB/Default.aspx
Date of the event	8th and 9th February 2022
Brief summary of the content of the workshop	A few countries have the TC in their curriculum, and for the future teachers or service teachers' preparation. The main themes discussed were: - Concepts and frameworks around TC - various International and European Frameworks around 2030 priorities were presented - How and if TC are implemented in curricula or in practices, mostly in European countries, or in other countries like Canada. - How well they are integrated in teachers' education programs or with in workshops and training for in Service teachers. - Expertise of participants to the Think Tank has called onto circa 30 participants: Teachers, teacher educators, government (ministry of education), from primary to university levels of education. - The majority of nominated participants has experience with TC, but mainly in the curriculum conception or training of teachers program. Less in the examples of experiences or school teaching. - Scope of the Think Tank: Output and outcomes to present to governing board of the ECML Desired outcomes: - Taking stock of presented examples during group work, think about the elaboration of some guidelines to help teachers and teachers' educators to better know what TC are and which ones could be incorporated in foreign language education, with practical tools and measurable assessments.

	- Greater awareness of TC for education and language use - Dissemination of information and network group formation for new project

What did you find particularly useful?	The two days were extremely interesting. I really appreciated
	
	1) the presentation on the understanding of Transversal competences with various questions:
	
	   - What do we mean by competence? What do we mean by transversal?
	   - Where can we find descriptions of TC?
	   - What categories exist?
	   - Which categories of TC interest you? Why
	   - How do young people acquire TC?
	   - Why are TC important in education?
	   - The exploration of various international/European curricula to see how differently TC are described (similarities, differences, priorities)
	   - The interpretation and implementation of various methodologies
	   - The various components, sometimes difficult to distinguish, of acquired competence (s) in a given situation.
	
	2) The discipline/transversely competences that are to be built within a school project or curriculum mandate at diverse levels (primary, high school, university), crossing a number of subject areas or based within one subject, for language learning.
	Literacy competence; 2) Multilingual competence; 3) Mathematical competence and competence in science, technology and engineering; 4) Digital competence; 5) Personal, social and learning to learn competence; 6) Civic competence; 7) Entrepreneurship competence; 8) Cultural awareness and expression competence.
	
	3) The importance of future and in Service teachers 'training, and teachers' trainers, considering the precarious working conditions of language teachers in various contexts.
	
	4) The importance and pertinence of existing models of TC applications and research documentation about these pedagogical visions for a more democratic education.

How will you use what you learnt / developed in the event in your professional context?	I see a few outcomes of this think Tank in my professional life: - Having a reflection with university students already registered

	in interdisciplinary courses with TC components, in order for them to understand how linked they are in their studies and in their life in the community or in the workplace.
	- Present to my university colleagues the topics presented in the Think Tank and see how relevant these are for their own professional and teaching life, considering that our university has also mandated a new 2030 transformative vision including TCs.
	- Prepare a proposal for workshop/presentation to professional association in the language education field, in Ontario and also elsewhere, with a comparison of TCs in different provincial curricula.
	- In a qualitative research presently going on, to see how TCs can be considered linked to Experiential learning and teaching on the model applied at the university of Ottawa, for language courses, language teachers 'training courses and multidisciplinary courses geared to the integration of students experience in the community.
How will you further contribute to the project?	I would love to collaborate with a European team in the elaboration of "Tool kit guide" that could help teachers and students recognise, use and assess course plan activities that would integrate TC at different levels.
How do you plan to disseminate the project? - to colleagues - to a professional association - in a professional journal/website - in a newspaper - other	I have the intention to disseminate the information within our department with the ILOB/OLBI newsletter, participate to various activities of TC awareness: CCERBAL forum, participating to Teaching and Learning Support Services workshops; give presentation to students registered in our Second Language Teaching program, especially in the course devoted to curriculum, and to students registered in the Master's in Bilingualism Studies Program at the Official Languages and Bilingualism Institute of the University of Ottawa. When possible, I will also participate to activities organised by professional association servicing language teachers across Canada (Canadian Association of Second Language teachers) among others.

2. Public information
Short text (about 200 words) for the promotion of the ECML event, the project and the envisaged publication with a focus on the benefits for target groups. This text should be provided in your national language(s) to be used for dissemination (on websites, for journals etc.).
In today and tomorrow's world, there is an increasing demand for polyvalent people, able to face and expand their knowledge and capacities beyond a homogeneous or static discipline. The fast changing technological and health related issues have recently proved, with the COVID-19 experience for instance, that adaptability and soft skills abilities have become priorities in all the disciplines. While it is not possible to be an expert in all fields of knowledge, it is important to be able to link knowledge to

enhanced capacities of using possible skills and be open to collaboration with others for achieving multitasking goals and objectives. This is why an education valorizing transversal competencies becomes an important asset in the personal profile of learners. Languages are a great vehicle to convey this participatory attitude, allowing collaboration, cooperation and sharing for a more democratic and sustainable world. The COVID pandemic has raised the attention on the multiple skills and imagination requested by the communities for coping and responding to essential needs, while striving to stay onboard. Training future generations to more sharing of experiences, skills, and goals in a respectful and open attitude to the other can only be beneficial for all.