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## Participant report on the ECML Summer Academy 2022 to the National Authorities

### Event report

Please complete this form at the latest **by 20.09.2022**. It contains two sections:

1. **Reporting:** this section focuses on feedback to your National Authorities on the event, on what you feel you learnt, on how the event will affect your work and on how you intend to share that learning with others. With your agreement, it will also be published by the ECML<sup>1</sup> 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 either English or French.

2. **Public information:** this is a short, promotional text on the event (around 200 words) which should be of interest to a larger audience in your country. One way to do this is to make reference to key publications or developments that were discussed at the event, and which are of interest in your country.

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 Contact Point in your country and in copy to the ECML GB member and to [katarina.vuksic@ecml.at](mailto:katarina.vuksic@ecml.at). Contact details for your Nominating Authority, Contact Point and Governing Board member can be found here: [ECML/CELV > About us > Member State Representation](#)

<sup>1</sup> Please complete the authorization form to allow the ECML to publish your contact details.

## 1. Reporting

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| <b>Your name</b>                                 | Damien Lonergan  |
| <b>Institution</b>                               | Junior Cycle For Teachers  |
| <b>E-mail address</b>                            | damien.lonergan@jct.ie   |
| <b>Brief summary of the content of the event</b> | <p>The Summer Academy was a five-day programme that took place at the European Centre for Modern Languages in Graz, Austria. Throughout the five-day programme, there were practical and interactive sessions pertaining to the work of the Council of Europe and the European Centre for Modern Languages. Additionally, there were practical workshops and interactive discussions regarding: Plurilingual and Intercultural education, Language Teacher Education, Language education in the context of plurality, action research and its role in language teaching, using the portfolios EPOSTL and PEPELINO in Teacher Education, values, competences and identities in language teacher education, EU language policy paired with its constraints and affordances, Mapping the language dimensions in all learning environments, digital literacy and blended learning and the role of frameworks in language education. Furthermore, there was time spent discussing the possible future of language education. This discussion was based on those in language education who experienced the pandemic and the effect it had on both learners and educators.</p>                                |
| <b>What did you find particularly useful?</b>    | <p>As an advisor for Modern Foreign Languages with the teacher support services in Ireland, there were three sessions that I found particularly useful. I found them useful because I saw how they could be used to support MFL teachers in Ireland. The three sessions that I found useful were in relation to Mapping the Language Dimension in all Learning Environments, Digital Literacy and blended learning and The role of frameworks in language education. The session on mapping the language dimension in all learning environments was divided into four parts. The four parts included discussions and activities regarding holistic approaches to plurilingual and intercultural education, language learning environments and exploring gaps as well as their significance in terms of teacher training. When holistic approaches to plurilingual and intercultural education was discussed, they spoke of the importance of making the appropriate links between the native language of the learner, the foreign language being taught and the language of instruction. This can support the development of communications skills which can provide opportunities for learners to</p> |

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|   | <p>discover similarities between their own native language and the language they are learning. As a result, this supports opportunities for plurilingualism. When language learning environments was mentioned, culture, people and structures to facilitate language learning environments was considered. This fed into conversations about possible gaps in language teacher education and how this could be a possible solution to a gap in language teacher education. In addition to these conversations, we discussed possibilities of what could be changed within Initial Teacher Education. For MFL teachers, mapping the language dimension in all learning environments is useful because it supports students to use the language they are learning by thinking about their own native language and possible links that can be established with that. Additionally, it is useful for teachers because they need to think about the environment they are in and how they can best use it to support students on their language learning journey. During discussions pertaining to digital literacy and blended learning, experiences, challenges and needs of both students and teachers were discussed. Once this was finished, ICT-Rev and e-lang were mentioned. These are resources that support language activities in the classroom. MFL Teachers will find this useful because the resources support MFL teachers with using ICT in the language classroom for teaching and learning. The third session that I found useful was the role of frameworks in language education. During this session, there were discussions and activities in relation to the CEFR and FREPA. Furthermore, we looked at how they can be implemented and their relevance in terms of policy, curriculum and pedagogy. In Ireland, MFL teachers will find this useful because the CEFR is broadly aligned with the Junior Cycle modern foreign languages specification. Engaging in activities concerning the CEFR will facilitate teachers in gaining a better understand of the Junior Cycle modern foreign languages specification. Additionally, MFL Teachers will find discussions and activities in relation to FREPA useful because FREPA supports MFL teachers to help learners to master the knowledge, skills and attitudes associated with language learning. It supports plurilingualism in the classroom.</p> |
| <p><b>How will you use what you learnt / developed in the event in your own professional context?</b></p> | <p>As a Modern Foreign Languages advisor, I will use the learnings from this Summer Academy to support the professional development of language teachers in Ireland. Professional development opportunities will occur based on the learnings from the session entitled “mapping the language dimension in all learning environments”. This session mentioned learning environments and developing a global approach to support teaching and learning where you consider factors such as family and friends, school and peers, territory, social media and</p>  |

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|  | <p>networks and social, national and international organization. In terms of professional development opportunities regarding learning environments, teachers will look at what constitutes an effective learning environment. This is something that could benefit any subject. When looking at developing a global approach to support teaching and learning, this can benefit teachers of any subjects as it is not subject specific. Once supports have been created in relation to learning environments and developing a global approach to teaching and learning, other subject specific teams within Junior Cycle for Teachers will be shown what has been done and then they will have the opportunity to adapt this support to suit their own context. I will use the learnings from the session on digital literacy and blended learning and align it with the supports that we have in place. Finally, I will use the learnings from the session on CEFR and FREPA to create additional supports for teachers. The additional supports for CEFR that will be created will support MFL teachers in Ireland to understand how the CEFR is broadly aligned with CEFR. Additionally, supports will be created to highlight plurilingualism and how FREPA can support using plurilingualism in the classroom.</p>  |
| <p><b>How do you plan to share what you have learned/discovered with others in your country?</b></p> | <p>Firstly, as a Modern Foreign Languages advisor with the teacher support services in Ireland, I will share the learnings from this Summer Academy with the members of my team. I will do this because it is relevant to us in terms of supporting the professional development of MFL teachers in Ireland and it is relevant to us as modern foreign language teachers.</p> <p>Additionally, the learnings from the Summer Academy such as creating learning environments and developing global approaches to support teaching and learning that are not limited to the teaching of Modern Foreign Languages will be shared across the organisation to other subject teams. This will be done so the other subject teams can benefit from the information. Furthermore, I will share publications on our teams website that are relevant to the context of teaching Modern Foreign Languages in Ireland. Examples of these publications include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>- Coyle Do and Meyer Oliver (2021), <a href="#"><i>Beyond CLIL: Pluriliteracies teaching for deeper learning</i></a>, Cambridge University Press.</li> <li>- <b>Ambrosio, Laura</b> (2017), <a href="#"><i>FREPA descriptors and their role and contribution to integration of students from mixed linguistic backgrounds in a multilingual world</i></a>, Bologna, Italy. Presentation</li> <li>- <b>Bolitho Rod, Rossner Richard</b> (2020), <i>Language education in a changing world – Challenges and opportunities</i>, Multilingual Matters, Bristol.</li> </ul> <p>Finally, I will use social media where applicable to share possible publications and resources from the ECML in order to further highlight</p> |

the work that they continue to do.

## 2. Public information

**Short text (about 200 words) in one of your national languages to help promote the ECML Summer Academy to a wider public.**

Attending the Summer Academy in Graz with the European Council for Modern Languages was a fantastic opportunity to be inspired with regards to innovation in European Language Teacher Education. At this 5-day event, the participants chosen to attend were from various EU member states and there was time and space at the Summer Academy to discuss cutting-edge developments in language teacher education. Moreover, we became familiar with innovative resources, publications and policy instruments both from the Council of Europe and the European Commission. Throughout the Summer Academy there were opportunities to personally reflect on how the resources that were highlight to the participants at the Summer Academy could support the overall professional development of language teachers.