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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

<b>Your name</b>	Silvia Miglio
<b>Institution</b>	FRESKO e :V., Wiesbaden, Germany
<b>E-mail address</b>	s.miglio@fresko.org
<b>Brief summary of the content of the event</b>	<ul style="list-style-type: none"><li>• Welcome session: the Council of Europe and its ECML- The Council of Europe and language education: key features - Teacher educators: who we are, what we do, how we learn.</li><li>• Language education in the context of plurality</li><li>• Reflection, self-assessment and action research in teacher education -</li><li>• Values, competences and identities in language teacher education</li><li>• European language policy instruments:constraints and affordances</li><li>• Mapping the language dimensions in all learning environments</li><li>• Normalising plurilingualism in the education of all learners: the critical role of teacher educators</li><li>• The role of frameworks in language education</li><li>• Making ECML thematic areas work for you</li><li>• Introduction to the ECML-PNF Initiative “Language education in the light of Covid – lessons learned and ways forward - Digital literacy and blended learning</li></ul>
<b>What did you find particularly useful?</b>	<p>During the Summer Academy I was encouraged to take a reflective approach to my role as a teacher educator, my competences and my working methods. I became aware of the importance of keeping up to date with the latest research and developments in terms of innovation and changing contexts. All sessions were very useful and interesting. I would like to mention the following contents:</p> <p><b>Action research:</b></p> <p>Action research should not be confused with planning the teaching. It is a process of enquiring and can be a very powerful tool for teacher development and empowerment. Action Research is carried out by people directly concerned with the social situation starting from practical questions and not from theories. I got a lot of tools which can be used in practice.</p> <p><b>EPOSTL</b></p> <p>EPOSTL is a portfolio of professional competences for teacher education which encourage students to reflect on didactic knowledge and skills , to monitor their progress and to record their experiences of teaching („I can“ statements, reflection, awareness-raising, self assessment).</p>

	<p><b>Values, competences and identities in language teacher education</b></p> <p>During this session the trainers presented other very useful tools and publications which define and present language teacher competences., like The European Profiling Grid (EPG). The EPG is a competence framework covering the main language teaching competences, enabling competencies (language proficiency, intercultural competence and language awareness), and professionalism.</p> <p><b>Mediation</b></p> <p>The CEFR pioneered the introduction of mediation to indicate communicative language activities, which are not covered by reception and production. The new mediation descriptors refer to the parallel use of languages, language users' willingness to act as interlingual mediators and their capacity to purposefully blend, embed and alternate codes. The aim is to facilitate understanding and to shape successful communication between users/learners who may have individual, sociocultural, sociolinguistic or intellectual differences in standpoint.</p> <p><b>ECML thematic areas</b></p> <p>This module gave a very clear overview of the thematic areas of ECML. I would like to mention „Migrant education and employment“ with the „Language for Work“ project and „New Media in Language Education“ with a very good Inventory of ICT tools and open educational resources.</p>
<p><b>How will you use what you learnt / developed in the event in your own professional context?</b></p>	<p>I develop, carry out and evaluate trainings on didactics and teaching methods for second language acquisition of adult learners including digital media in the classroom and second language development for work and at work. Furthermore, I am a qualified trainer for German teacher in state-funded vocational courses.</p> <p>During the session “Action Research” I got some useful information on how to help my students to better find out the communicative issues in multicultural workplaces in order to develop an ad hoc curriculum. I also got some ideas for a workshop for language teachers about “Action research”.</p> <p>I will also introduce the tools about teacher competencies (especially ESPOSTL) because they give my students the possibility to reflect on their identities and their role as a teacher. I will encourage my teacher to use them to improve their work process.</p> <p>I plan to develop a workshop on “Mediation”. This is a very important issue in a multicultural workplace, because it helps to creates bridges</p>

	<p>and to pass on information in an appropriate form so that migrant workers can be easily integrated at work.</p> <p>I will present the ECML thematic areas, and show teachers, where they can find a lot of useful resources.</p> <p>The „Inventory of ICT tools and open educational resources“ will be definitely part of my trainings on digital media.</p>
<p><b>How do you plan to share what you have learned/discovered with others in your country?</b></p>	<p>As a member of the Network “Integration through Qualification (IQ) I have the possibility to disseminate the information gained from the Summer Academy to the colleagues inside IQ (there are 16 regional networks and five competence centres at the federal level). In addition, I can offer workshops for teachers and for teacher educators.</p>
<p><b>2. Public information</b></p>	
<p><b>Short text (about 200 words) in one of your national languages to help promote the ECML Summer Academy to a wider public.</b></p>	
<p>Die Sommerakademie ist eine einzigartige Gelegenheit, die Aktivitäten von ECML näher kennenzulernen. Sie richtet sich hauptsächlich an Lehrerausbilder:innen im schulischen Kontext, aber auch Qualifizierende und Fortbildner:innen für DaZ-Lehrkräfte in der Erwachsenenbildung in Deutschland erhalten viele Anregungen zur fachgerechten Implementierung neuer Methoden und Vorgehensweisen.</p> <p>Die Teilnehmenden haben die Möglichkeit, ihre Kompetenzen zu reflektieren, um einen ganzheitlichen Ansatz zu verfolgen. Der Austausch mit Kolleg:innen aus anderen Ländern ermöglicht den Blick über den eigenen Tellerrand und eröffnet neue Perspektiven. Die Referent:innen geben viele hilfreiche Tipps und Materialien an die Hand, die Trainer:innen bei der Konzipierung neuer und umfassender Weiterbildungsprogramme unterstützen, wie z. B. das Europäische Portfolio für Sprachlehrende in Ausbildung (EPOSA), das Lehrkräfte bei der Vorbereitung auf ihren Beruf in einer Vielzahl von Unterrichtskontexten unterstützt, die Selbstbeurteilung erleichtert und die Diskussion mit ihren Ausbilder:innen fördert.</p>	