

The Professional Network Forum

on Language Education

The 2010 Graz Declaration established a framework for the activities of the Professional Network Forum. The members undertake to work together on various key initiatives, including:

Towards a new concept of language education

The Professional Network Forum is made up of 14 international associations and institutions that share common values and have overlapping expertise in the field of language education and assessment.

Under the auspices of the ECML, the members of the Forum have agreed to share their know-how and have committed themselves to work together on areas of common interest in the service of language education.

“The members of the Professional Network Forum undertake to work together on various key initiatives to improve quality education for plurilingual people living in multilingual societies.”

1 An overview of European and international reference sources on which to base national, regional, and local language education policies, strategies, and practices.

2 Closer international and regional cooperation in sharing and applying relevant research, and ensuring that relevant research projects are properly designed to address new challenges.

3 New approaches to learning, teaching, and assessment in multilingual and multicultural classrooms, including among recently arrived migrants.

4 Improved mutual recognition of language qualifications, specifically in less widely taught languages and languages for specific purposes.

5 The development of a common approach to the assurance and enhancement of the quality of support for language learning across all sectors, and of schemes for promoting quality and outstanding achievement in language education.

6 Ways of identifying the professional competences needed by language teaching professionals working in different contexts, including more effective use of new technologies in (language) education, innovative pre-service language teacher education, and mobility programmes for teachers.

7 An open forum for discussion of language education policies and their implementation leading to more integrated approaches to language education at national, regional, and local levels.

8 A common language to discuss and develop ways of assessing linguistic and plurilingual competences, and a redefinition of the concept of literacy in multilingual communities.

9 Further development and implementation of Council of Europe tools, such as: the Common European Framework of Reference (CEFR) and the European Language Portfolio (ELP); the development of reference standards for competences in the languages of schooling, academic education and language courses for migrants, as well as for the most widely used non-European languages; the wider use of ‘personal language profiles’ (e.g. in language portfolios).

10 Implementation of relevant Council of Europe recommendations, such as Recommendation (2008)7 on the use of the CEFR and the promotion of plurilingualism.

Members of the Professional Network Forum



ECML,
the Euro-

pean Centre for Modern Languages of the Council of Europe functions as a catalyst for reform in the teaching and learning of languages. It assists its stakeholders in its member states in bringing language education policies and practices together.

www.ecml.at



ACTFL,

the American Council on the Teaching of Foreign Languages is dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction.

www.actfl.org



AILA,

the International Association of Applied Linguistics

is the international federation of national or regional associations of Applied Linguistics, contributing to the development of all subject areas of applied linguistics.

www.aila.info



ALTE,

the Association of

Language Testers in Europe is an association of providers of foreign language examinations and includes many of the world's leading assessment bodies. ALTE provides leadership in addressing issues of test quality and fairness and in raising awareness of language testing issues.

www.alte.org



CEL/ELC,

the Conseil Européen pour les Langues/ European Language Council is an

association whose main aim is the quantitative and qualitative improvement of knowledge of the languages and cultures of the European Union and beyond.

www.celelc.org



Cercles,

the European Confederation of Language Centres in Higher Education is a confederation of independent associa-

tions which brings together some 290 institutions working in the area of language teaching.

www.cercles.org



EALTA,

the European Association for

Language Testing and Assessment is a professional association for language testers in Europe, which aims to promote the understanding and the sharing of testing and assessment practices throughout Europe.

www.ealta.eu.org



EAQUALS,

the Evaluation &

Accreditation of Quality in Language Services is an international association of language training providers aiming to promote and guarantee quality among institutions offering language education and training and language teacher training.

www.eaquals.org



EPA,

the European Parents' Association

is a transnational association, which lobbies for the interests of national parents' associations in order to influence decision making and education policy development at European level.

www.epa-parents.eu



EUNIC,

the European Union National Institutes for Culture is a network of international cultural institutes

from the member states of the European Union.

www.eunic-online.eu

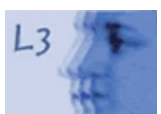


FIPLV,

the Fédération Internationale des Professeurs

de Langues Vivantes is the only international multilingual association of teachers of languages.

www.fiplv.org



IAM,

the International Association of Multilingualism is an inter-

national network of scholars who share an interest in multilingualism.

www.iammultilingualism.org



ICC,

the International Certificate Con-

ference e.V. is a non-governmental organisation that sets standards for a transnational network of language learners. The ICC is an international association with local impact working in the field of language learning and teaching.

www.icc-languages.eu



OLBI,

the Official Lan-

guages and Bilingualism Institute of the University of Ottawa strengthens and promotes education and research in the fields of teaching, evaluation and language-policy design in Canada.

www.olbi.uottawa.ca