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INTRODUCTION



As Director of the University of Ottawa's Official Languages and Bilingualism Institute (OLBI), I have the great pleasure of sharing with you some of the results of our cooperation with the Council of Europe's European Centre for Modern Languages (ECML).

Since 2008, when OLBI and the ECML signed a Cooperation and Liaison Agreement, the ECML has undertaken two major language training and education programs, "Empowering Language Professionals: Competences – Networks – Impact – Quality" (2008 - 2011) and "Learning Through Languages: Promoting Inclusive, Plurilingual and Intercultural Education" (2012 2015).

Under the two programs, the ECML launched a series of research and development projects, normally for a period of four years, based on the proposals submitted by member states. A number of the projects directly addressed Canada's concerns and priorities in the area of language education and teaching while also being of particular interest to Canadian researchers working in the area. It was in this context that OLBI agreed to promote, with the ECML, the participation of Canadian experts in the projects and to facilitate their contribution. Since 2008, 20 Canadian experts have participated in ECML projects as associate partners or members of workshops or networks. Their participation was made possible by the support provided to Canadian participants by the Department of Canadian Heritage during the 2008 - 2012 program and by OLBI during the 2012 2015 program.

This publication is intended primarily for a Canadian audience. It has two specific objectives: (1) to introduce the ECML and its activities and (2) to describe the impact of Canadian participation in ECML projects and the benefits of that participation for the advancement of language teaching in Canada. The first objective reflects the commitment made by OLBI to the ECML to serve as a "Canadian contact point" and to share the results of ECML projects in Canada. With the second objective, we have chosen to let the participants speak for themselves. They have very generously told us about their contribution to the projects and the benefits of their participation for their institutions. They also talk about the advantages of their participation for their careers and research projects and the activities they have undertaken in Canada to disseminate the results of the ECML projects.

I hope that, when you read this publication, you will agree with me that it is important for Canada to encourage and support even closer cooperation with the ECML in the future, in a spirit of sharing good practices and research as well as academic cooperation in an area of common interest, language education and teaching.

Happy reading!

A handwritten signature in black ink that reads "Richard Clément".

Richard Clément, Director of OLBI and Associate Dean of the Faculty of Arts

THE EUROPEAN CENTRE FOR MODERN LANGUAGES (ECML)

(Source – ECML Web Site)

The Council of Europe has been active in the area of language education since the 1960s. Its activities in this field aim to promote plurilingualism and pluriculturalism among citizens, with the objective of:

- combating intolerance and xenophobia by improving communication and mutual understanding between individuals;
- protecting and developing the linguistic heritage and cultural diversity of Europe as a source of mutual enrichment;
- facilitating personal mobility and the exchange of ideas;
- developing a harmonious approach to language teaching based on common principles,
- promoting large-scale plurilingualism.

A Centre to Promote Language Education in Europe

Understanding one another is a prerequisite for living together harmoniously. So to achieve the dream of a continent without dividing lines, Europe needs citizens who can all communicate in some of the many languages spoken within its borders.

To assist in this challenge, the Council of Europe has created in 1994 the European Centre for Modern Languages (ECML) - a unique institution whose mission is to encourage excellence and innovation in language teaching and to help Europeans learn languages more efficiently.

The ECML's Strategic Objectives are to help its member states implement effective language teaching policies by:

- focusing on the practice of the learning and teaching of languages;
- promoting dialogue and exchange among those active in the field;
- training multipliers;
- supporting programme-related networks and research projects.

Within a networking structure, comprised of leading specialists of the expert community, the ECML operates 4-year programmes focusing on key educational issues requiring action. The international project teams...

- cooperate with experts from 32 European countries;
- provide training models for teacher educators, equipping them to train others within their institutions and networks;
- publish examples of good practice applicable to different contexts.

ECML MEDIUM TERM PROGRAMMES

(Source – ECML Web Site)

The ECML runs 4-year medium-term programmes aimed at promoting excellence in European language education. Through its programme, consisting of projects and related activities to which participants from the member states are invited, the ECML provides a platform for gathering and disseminating information, stimulating discussion and training multipliers in matters related to language education. The themes and aims of the ECML programmes are closely related to national and international developments in the area of language policy and practice. The processes and the results are relevant for and adaptable to diverse educational contexts across Europe.

Programme 2012-2015

Learning through Languages: Promoting inclusive, plurilingual and intercultural education

The ECML 2012-2015 programme is based on a long-term vision, aiming to develop inclusive, plurilingual and intercultural pedagogic approaches which reach beyond the foreign language classroom. They encompass all linguistic abilities and needs of all groups of learners in a lifelong-learning process (in-school and out-of-school). Within this context language(s) represent(s) the principal medium through which learning is achieved.

The programme addresses not only the foreign language classroom but the teaching of the language of schooling, of other languages present in the educational environment and the languages used in subject teaching. Projects also focus on informal and non-formal language learning and on the dialogue with stakeholders involved in the education process.

Programme 2008-2011:

Empowering language professionals: Competences – Networks – Impact – Quality

The ECML programme (2008-2011) takes place against the backdrop of major international developments in the sphere of education (e.g. the "White Paper on Intercultural Dialogue" of the Council of Europe as a contribution to the European Year of Intercultural Dialogue 2008). Within this political context there is increasing demand on the professional skills of teachers who are expected to contribute to national education reform processes. Concrete challenges are: standard-linked tuition, result-oriented assessment, greater autonomy of educational institutions and increasing ethnic and cultural heterogeneity among students.

The objectives of the programme are:

- Enhancing the professional competence of language teachers;
- Strengthening professional networks and the wider community of language educators;
- Enabling language professionals to have greater impact on reform processes;
- Contributing to better quality of language education in Europe.

ECML Programme 2008-2011: Empowering language professionals

CANADIAN PARTICIPATION IN ECML PROJECTS

In the context of the Medium-term Programmes 2008-2011, a number of Canadian experts were associated with specific ECML projects, either as Associate partners or Participants to Workshops.

In this section, we have reproduced, for each project in which a Canadian participant was involved, a descriptive form which summarizes the project, describes the role played by the Canadian participant, the impact and benefits of the project, and the dissemination activities of the project in Canada.

Please note that the information in these forms was provided by the participants based on a suggested questionnaire. The text of these forms is reproduced in the language of the author so as not to alter the content.

(The list of projects and the Canadian participants in these projects is in Appendix 3)

Summary of Participation

See the French section, page 37

The European Language Portfolio in whole-school use (ELP-WSU)

<http://elp-wsu.ecml.at/ProjectDescription/tabid/970/language/en-GB/Default.aspx> Marnie Beaudoin, Institute for Innovation in Second Language education (IISLE), Edmonton Public Schools, Edmonton, Alberta
(Associate Partner)

Guidelines for university language testing (GULT)

<http://gult.ecml.at/Projectdescription/tabid/178/language/en-GB/Default.aspx> Amelia Hope, Official Languages and Bilingualism Institute (OLBI), University of Ottawa, Ottawa, ON
(Workshop Participant May 26-28, 2010)

Language associations and collaborative support (LACS)

<http://lacs.ecml.at/Projects2/ProjectDescription/tabid/888/language/en-GB/Default.aspx> Nicole Thibault, Executive Director, Canadian Association of Second Language Teachers (CASLT), Ottawa, ON
(Associate Partner)

Programme 2012-2015 – Learning through Languages**Languages in corporate quality (LINCQ)**

<http://www.ecml.at/l1/tabid/790/language/en-GB/Default.aspx> Enrica Piccardo, OISE, University of Toronto, Toronto, ON
(Associate Partner)

Plurilingual and intercultural competences: descriptors and teaching materials (CARAP national networks)

<http://www.ecml.at/F6/tabid/696/language/en-GB/Default.aspx> Danièle Moore, Faculty of Education,, Université Simon Fraser, Vancouver, B.C.
(Associate Partner)

Plurilingual and intercultural competences: descriptors and teaching materials (CARAP national networks)

<http://carap.ecml.at/FREPAforationalcontactpoints/tabid/2855/language/en-GB/Default.aspx> Laura Ambrosio, Official Languages and Bilingualism Institute (OLBI), University of Ottawa, Ottawa, ON
(Network Meeting May 31-June 1, 2012)

European portfolio for student teachers of pre-primary education (Préélémentaire)

<http://www.ecml.at/F2/tabid/926/language/en-GB/Default.aspx> Joël Thibeault, Faculty of Education, University of Ottawa, Ottawa, ON
(Workshop Participant December 12-13, 2013)

Collaborative Community Approach to Migrant Education (Community)

<http://www.ecml.at/l3/tabid/948/language/en-GB/Default.aspx> Melody Kostiuik, Institute for Innovation in Second Language education (IISLE), Edmonton Public School Board, Edmonton, Alberta
(Associate Partner)

Diversity in majority language learning-Supporting teacher education (MALEDIVE)

<http://maledive.ecml.at/Project201215/tabid/3481/language/en-GB/Default.aspx> Patricia Lamarre, Département de didactique, Faculté des sciences de l'éducation, Université de Montréal, Montréal, Québec
(Associate Partner)

Diversity in majority language learning-Supporting teacher education (MALEDIVE)

<http://maledive.ecml.at/Project201215/tabid/3481/language/en-GB/Default.aspx> Gail Prasad, OISE, University of Toronto, Toronto, ON
(Network Meeting January 30-31 2014)

Empowering language networks (LACS)

<http://lacs.ecml.at/Projects2/Project201215/tabid/2937/language/en-GB/Default.aspx> Wendy Carr, Faculty of Education, University of British Columbia, Vancouver, BC
(Associate Partner)

Language descriptors for migrant and minority learners' success in compulsory education (Language Descriptors)

<http://www.ecml.at/F6/tabid/696/language/en-GB/Default.aspx> Paula Kristmanson, Faculty of Education, University of New Brunswick, Fredericton, NB
(Associate Partner)

Literacies through Content and Language Integrated Learning: effective learning across subjects and languages (CLIL)

<http://www.ecml.at/F7/tabid/969/language/en-GB/Default.aspx> Roy Lyster, Faculty of Education, McGill University, Montreal, Québec
(Associate Partner)

MEMBERS OF THE PROFESSIONAL NETWORK FORUM*(Source – ECML Web Site)*

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. ACTFL is an individual membership organization of more than 12,000 language educators, students, and administrators from elementary through graduate education, as well as government and industry. 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. Through its activities ALTE provides leadership in addressing issues of test quality and fairness and in raising awareness of language testing issues. www.alte.org

CercleS, the European Confederation of Language Centres in Higher Education, is a confederation of independent associations and brings together some 290 institutions whose main responsibility is the teaching of language. www.cercles.org

EALTA, the European Association for Language Testing and Assessment, is a professional association for language testers in Europe, aiming to promote the understanding and the sharing of testing and assessment practices throughout Europe. www.ealta.eu.org

EAQUALS, the Evaluation and 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

ECML, the European 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 34 member states in bringing language education policies and practices together. www.ecml.at

EFNIL, the European Federation of National Institutions for Language, provides a forum for institutions - whose role includes monitoring the official language or languages of their country, advising on language use, or developing language policy - to exchange information about their work and to gather and publish information about language use and language policy within the European Union. www.efnil.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

EPA, the European Parents' Association, gathers the parents associations in Europe and works in partnership both to represent and give to parents a powerful voice in the development of education policies and decisions at European level. http://euparents.eu/Main_page

EUNIC, the European Union National Institutes for Culture, is a network of the international cultural relations 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.com

IAM, the International Association of Multilingualism, is an international network of scholars who share an interest in multilingualism. www.iam.wildapricot.org

ICCICC, the International Certificate Conference e.V., is a non-government organisation and sets standards for a transnational network of language learners. The ICC is an international association with local impact representing the field of language learning and teaching. www.icc-languages.eu

OLBI, the Official Languages 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