ECML PROGRAMME 2016-2019
PROGRAMME 2016-2019 DU CELV
PROGRAMM 2016-2019 DES EFSZ

LANGUAGES AT THE HEART OF LEARNING
LES LANGUES AU CŒUR DES APPRENTISSAGES
SPRACHEN ALS HERZSTÜCK DES LERNENS

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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.

Name of the workshop participant	Catherine van Beuningen
Institution	University of Applied Sciences Utrecht / Hogeschool Utrecht
E-mail address	Catherine.vanbeuningen@hu.nl
Title of ECML project	Towards a Common European Framework of Reference for Language Teachers
ECML project website	https://www.ecml.at/ECML-Programme/Programme2016-2019/TowardsaCommonEuropeanFrameworkofReferenceforLanguageTeachers/tabid/1850/language/en-GB/Default.aspx
Date of the event	October 3-4 2018
Brief summary of the content of the workshop	The goal of the project entitled 'Towards a Common European Framework of Reference for Language Teachers', is 1) to list already existing frameworks describing language related teacher competences (see: https://www.ecml.at/Portals/1/5MTP/Bleichenbacher/CEFRLT%20list%20of%20instruments.pdf); 2) to make these existing frameworks more easily available/accessible (for language teachers, teacher educators, policy makers, etc.) by bringing them together in an online 'resource guide'; 3) to make an inventory of key language teaching competences (based on the already available instruments); and 4) to explore the need and feasibility of developing an overarching CEFRLT (based on the afore mentioned inventory). In the October 2018 workshop, the project team presented their work so far and asked participants' feedback on the available project outcomes. As such, they presented the online 'resource guide' (see: https://www.ecml.at/ECML-Programme/Programme2016-2019/TowardsaCommonEuropeanFrameworkofReferenceforLanguageTeachers/Resources/tabid/3023/language/en-GB/Default.aspx#) and gathered participants thoughts and feedback on the usefulness of this guide (e.g., its user-friendliness, the potential/targeted user groups). They also presented a first version of the language teacher competence inventory, and gathered extensive feedback on the inventory dimensions (e.g., do participants recognize the importance of these dimensions?; is the demarcation of these dimensions clear?; is something missing?). Moreover, we had a more open discussion on the need and feasibility of a CEFRLT, focussing for example, on questions such as who would use such a framework, for what purposes, etc.

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What did you find particularly useful?	The online resource guide the project team put together. This guide brings together a wealth of available instruments/frameworks on language teacher competences, that would otherwise be laboursome/difficult to find. In my opinion, this resource guide is a very interesting and useful tool, especially for teacher educators (e.g., for the purpose of curriculum design, selection/formulation of evaluation criteria, reflection activities with students). What I also found very inspiring and profitable, is meeting colleagues from all over Europe, and being able to exchange ideas and experiences with them. Ideas about the topic of the workshop and the project materials, but also experiences on other professional topics.
How will you use what you learnt / developed in the event in your professional context?	As explained above, me and my colleagues (within and outside my own institute) could profit from the resource guide (and most probably from the key competences inventory, in a later version/stage) in the foreign language teacher education practice. Moreover, I could also use insights from the workshop in my role as a researcher in the field of foreign language pedagogy (e.g., when developing classroom observation schemes).
How will you further contribute to the project?	I subscribed to the projects' mailing list, so that I will be kept up to date on project developments, and I would definitely be willing to exchange thoughts/give feedback on project ideas and outcomes in a later stage.
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 already presented about the project (outcomes) and the workshop to the members of my own research group at the University of Applied Sciences Utrecht, who are all involved in foreign language teacher education (i.e., potential users of the products this project is aiming to deliver). I will also give a presentation about the project on a national seminar for foreign language teacher educators this spring (2019).

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 het ECML-project *'Towards a Common European Framework of Reference for Language Teachers'* staan taaldocentcompetenties centraal, omdat deze een belangrijke rol spelen in de kwaliteit en effectiviteit van (vreemde)taalonderwijs. Verschillende eerdere projecten hebben al beschrijvingen en raamwerken van dit soort competenties opgeleverd, vaak met een bepaalde focus of voor een specifieke context. Wat nog niet bestond, is een overzicht van al deze bestaande raamwerken en manieren waarop deze gebruikt zouden kunnen worden door docenten, lerarenopleiders, beleidsmakers, etc. Ook bestaat er nog geen overkoepelend raamwerk waarin alle typen competenties waarover taaldocenten zouden moeten beschikken, zijn samengebracht. Het doel van het huidige project is dan ook deze hiaten te

dichten.

In een eerste projectfase heeft het projectteam bestaande competentieraamwerken geïnventariseerd en op basis van deze inventarisatie een online 'resource guide' samengesteld. In deze resource guide worden bestaande raamwerken kort beschreven, vindt de lezer links naar de raamwerken zelf en wordt aan de hand van casusbeschrijvingen toegelicht hoe verschillende doelgroepen (bv. lerarenopleiders, docenten) de raamwerken zouden kunnen gebruiken. Bovendien is de resource guide op verschillende manieren doorzoekbaar (bv. op onderwijssector of inhoudelijke focus van het raamwerk). Al met al een handige tool, die bijvoorbeeld door lerarenopleiders gebruikt kan worden in curriculumontwikkeling of door taaldocenten die werken aan hun eigen professionalisering.

In het vervolg van het project verkent de projectgroep of het wenselijk en haalbaar is een overkoepelend, internationaal raamwerk van taaldocentcompetenties te ontwikkelen (een '*Common European Framework of Reference for Language Teachers'* of CEFRLT, parallel aan het welbekende CEFR). Het uiteindelijk doel van zo'n raamwerk zou zijn de kwaliteit van het (vreemde)taalonderwijs naar een hoger plan te trekken, door a) meer begrip en bewustzijn te kweken van de rol die docenten spelen in de taalontwikkeling van leerders en de verschillende typen competenties die nodig zijn om die rol te kunnen vervullen; en b) (internationale) transparantie en vergelijkbaarheid te creëren met betrekking tot de eisen die aan (toekomstige) taaldocenten gesteld worden.