EOL matrix scale:
Graduating the key parameters which lead to learning environments where modern languages flourish

This scale contains 4 levels.

Skills	A. Beginner	B. Elementary	C. Independent	D. Expert
Attitudes	Being aware and curious	Being motivated to move forward and make decisions	Being able to develop, monitor and assess	Being able to network, lead and assist others
Actions	Finding out	Setting up	Implementing	Exporting

1. Language and languages	1.1. Supporting language skills	1.2. Strengthening communicative skills	1.3. Setting up school communication policy based on languages	1.4. Fostering learners' and teachers' global language skills
Expert	Can help other students to develop language awareness	Can foster training sessions about intercultural communication for all	Can contribute to guidelines related to language for school communication	Can develop a global language school plan
Independent	Can develop language awareness	Can stimulate communication in all subjects through foreign languages when culturally relevant	Can use multilingualism in school communication in order to create a positive school climate	Can develop language sensitive approaches in all subject clases
Elementary	Can recognise similarities and differences between languages	Can value communication in all subjects	Can use home/heritage languages in school communication to be inclusive	Can support multilingual and intercultural classrooms
Beginner	Can find out how each language works	Can understand how communication impacts on content and knowledge	Can find out that the language used in school communication might not reach every student / parent	Can open spaces for multilingual and intercultural communication

EOL

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2. Valuing languages	2.1. Sensitising learners towards languages	2.2. Evaluating and assessing	2.3. Setting up whole school language policy	2.4. Ensuring and widening language diversity
Expert	Can help others to value their own plurilingual repertoire	Can assess the intercultural and pluriilingual skills of others	Can share a global school language policy with all stakeholders	Can convince others that languages and cultures are essential for diversity in life
Independent	Can show interest in further languages and cultures : regional, foreign or migration languages and cultures	Can assess skills in order to establish a language profile for each student	Can engage all stakeholders to provide a positive learning environment for language	Can develop a global language education based on two foreign languages classes and other languages projects
Elementary	Can respect the language repertoire of others	Can give every student the opportunity to assess his language repertoire	Can develop staff proficiency in language matters	Can include two foreign languages throughout the curriculum
Beginner	Can talk about his/her favourite language(s)	Can value skills in all languages and understand language hierarchies	Can communicate about projects, partnerships and networks	Can put all stakeholders in touch with various languages through language awakening training sessions
3. Interculturality	**3.1. Developing citizenship**	**3.2. Implementing a sensitive approach to languages and cultures**	**3.3. Developing international networks**	**3.4. Supporting integrated systems**
Expert	Can act as an expert in intercultural communication	Can integrate language education and arts education in a curricular perspective	Can develop school as a matrix for networks in education and research matters	Inclusion: can develop common intercultural language curricula in an international network
Independent	Can develop a project with partners in order to support democratic life in school	Can teach foreign languages through all arts and senses	Can develop a strategy responding to the needs of the school community	Integration: can enrich language education through a multilingual partnership
Elementary	Can work on an intercultural project with partners	Can combine multilingual and intercultural education	Can develop school partnerships for as many languages as possible	Transfer: can learn languages through an intercultural project with partners
Beginner	Can reach out to partners	Can combine language and cultural education in order to make language teaching meaningful	Can let the school open a window to the world through international contacts	Otherness: can find about the language and educational culture of a partner.

4. Enriching curricula	4.1. Valorising language biographies and repertoires	4.2. Teaching languages for learning – interdisciplinarity	4.3. Ensuring cross-curricular continuity	4.4. Promoting collective intelligence
Expert	Can help others to use their language proficiency	Can help others to develop integrated content and language teaching for learning	Can help others to develop multilingual classes through intercultural curricula	Can define common innovative language curricula through integrated international school networks
Independent	Can develop a global language proficiency and self-assessment	Can develop integrated content and language teaching for learning	Can develop integrated language curricula with CLIL, international mobility, work experience etc.	Can use international school networks to find common answers to similar aims or challenges (for example, dropouts)
Elementary	Can use own language repertoire to learn further languages	Can integrate other subjects in language classes or can develop language-sensitive learning	Can combine foreign language classes and CLIL classes or projects in a curricular perspective	Can exploit the language heterogeneity of each school through collective intercultural challenges
Beginner	Can explain and discuss own language biography	Can demonstrate interest in other subjects	Can combine language awareness and foreign language classes	Can foster collaborative skills for all stakeholders (learners, teachers, parents, principals)
5. Everyday languages	**5.1. Enriching language repertoires according to personal and vocational purposes**	**5.2. Using all learning fields**	**5.3. Exploring the linguistic landscape**	**5.4. Building a multilingual environment and supporting multiple intelligence**
Expert	Can share an experience abroad with other learners and motivate them to undertake a mobility experience	Can support others to use all learning experiences to raise motivation about language learning	Can actively contribute to enhancing the multilingual landscape through projects with the local community	Can develop a multilingual school community plan including all partners
Independent	Can study or have a personal work experience abroad or in an international company or association or equivalent	Can link formal, non-formal and informal language education with digital tools	Can develop walk & talk projects in which students guide tourists through their city	Can train teachers and students in intercultural and linguistic mediation
Elementary	Can be part of an intercultural experience	Can combine formal language education and informal linguistic projects	Can integrate the linguistic landscape of the community into the school profile	Can enrich the school year with multilingual and intercultural events
Beginner	Can communicate with new partners	Can base language education mostly on formal education	Can find about own linguistic landscape	Can translate the school signs, messages and announcements into different languages