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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 report¹ 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.

¹ Only if you authorised the ECML to publish your contact details.

1. Reporting	
Name of the workshop participant	Eveline Boers-Visker
Institution	Utrecht University of Applied Sciences/University of Amsterdam
E-mail address	Eveline.boers@hu.nl
Title of ECML project	PRO-Sign II – promoting excellence in sign language instruction
ECML project website	https://www.ecml.at/ECML-Programme/Programme2016-2019/SignLanguageInstruction/tabid/1856/language/en-GB/Default.aspx
Date of the event	05-06/04/2018 – 06/04/2018
Brief summary of the content of the workshop	<p>This network meeting brought together 18 experts of sign language teaching, of whom the majority were deaf. The group included sign language teachers and experts in sign language pedagogy. During the meeting three subjects were discussed: the European Language Portfolio, assessment and the education of (future and existing) sign language teachers. Regarding the ELP, two promising pilot projects were presented (from Trinity University Dublin-Ireland and Humboldt University Berlin-Germany). Furthermore, good practices regarding assessment were shared and discussed, and diverse sign language curricula were presented.</p> <p>In addition, representatives of two “sister projects” from ECML shared their knowledge (i.e. Lukas Bleichenbacher - Towards a common European framework of reference for language teachers and Ulrike Szigeti - Digital literacy).</p>
What did you find particularly useful?	<p>I found the good practices regarding the ELP useful and the presentation showing good practices with regards to sign language testing within Humboldt University was useful. The presentation by Carmel Graham and Lorraine Leeson about their sign language teacher education at Trinity College was useful too as some of the competences summed up are not included yet in our own curriculum.</p>

<p>How will you use what you learnt / developed in the event in your professional context?</p>	<p>I already introduced the ELP as a tool within my 13-member team consisting of sign language teachers at Utrecht University of Applied Sciences. We are now in the process of investigating the possibility to introduce the ELP as a tool for students.</p>
<p>How will you further contribute to the project?</p>	<p>If the ELP can be introduced in our sign language teacher program, we have the opportunity to measure the effectiveness of this, as we already have a database with the results of the assessments of four successive cohorts of students (measuring the CEFR-level via an interview assessment). This large database enables us to compare the cohorts that did not use the ELP with future cohorts that are going to use the ELP. I intend to disseminate these results.</p>
<p>How do you plan to disseminate the project?</p> <ul style="list-style-type: none"> - to colleagues - to a professional association - in a professional journal/website - in a newspaper - other 	<p>To colleagues: has already been done in the meeting mentioned above. Furthermore there will be a brief Dutch report for other (non sign language) teachers within the institute (Institute for Sign, Language and Deaf Studies)</p> <p>To professional association: the report mentioned above (written of colleagues) will be shared with the Association for Sign Language Teachers in the Netherlands, this will probably be shared in the newsletter for sign language teachers.</p> <p>Other: in the past I recorded reports in Sign Language of the Netherlands and disseminated this (subtitled in Dutch) via Facebook for the Deaf Community – I intend to do this this time again, but it depends on the available time and resources.</p>

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.).

Op 5 en 6 april 2018 kwam een twintigtal experts in de didactiek van gebarentaal bijeen in Graz (Oostenrijk) in het kader van het project “ProSign II, promoting excellence in sign language instruction”, georganiseerd door het European Centre of Modern Languages (ECML). De ProSign projecten worden geleid door een expertteam bestaande uit vier hoogleraren die zich (onder anderen) richten op de didactiek van gebarentalen. Deze projecten zijn belangrijk omdat het werkveld jong is en er nog relatief weinig bekend is over de didactiek van gebarentalen. De bijeenkomst in april richtte zich op drie onderdelen: het gebruik van het Europees Language Portfolio (ELP), het testen van gebarentaalvaardigheid bij mensen die gebarentaal als tweede of vreemde taal leren, en de vraag hoe curricula voor gebarentaaldocenten er uit zouden moeten zien. Vertegenwoordigers van universiteiten in

Dublin en Berlijn vertelden over hun positieve ervaringen met het Language Portfolio, wat, zo gaven zij aan, de studenten de gelegenheid geeft hun eigen leerproces (beter) te beheersen en 'de touwtjes in handen te houden'. Het vereist wel een andere houding van de docent: de bal wordt meer bij de leerder neergelegd. Voor gebarentalen kent een dergelijk portfolio wel een paar uitdagingen, omdat gebarentalen geen geschreven vorm kennen. Portolio's zullen dus opnames van leerders bevatten, en je moet als opleiding dan ook goed nadenken over de manier waarop deze informatie wordt opgeslagen. Uit de presentaties over de vormgeving van curricula voor docenten gebarentaal bleek dat de verschillende universiteiten en hogescholen vergelijkbare curricula hebben. Opleiders zouden binnen hun opleiding gebruik kunnen maken van de documenten die al ontwikkeld zijn of worden ontwikkeld binnen het ECML-project 'towards a common European framework of reference for language teachers', een zusterproject van ProSign, tevens georganiseerd door ECML. Informatie over het ProSign II project is te vinden op <https://www.ecml.at/ECML-Programme/Programme2016-2019/SignLanguageInstruction/tabid/1856/language/en-GB/Default.aspx>. Hier is tevens de vertaling in international sign te vinden van de descriptors uit het Europees Referentiekader voor Moderne Vreemde Talen (ERK), die binnen het voorafgaande project ProSign I zijn ontwikkeld en opgenomen.