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Participant report on the ECML Summer Academy 2022 to the National Authorities

Event report

Please complete this form at the latest **by 20.09.2022**. It contains two sections:

1. **Reporting:** this section focuses on feedback to your National Authorities on the event, on what you feel you learnt, on how the event will affect your work and on how you intend to share that learning with others. With your agreement, it will also be published by the ECML¹ 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 either English or French.

2. **Public information:** this is a short, promotional text on the event (around 200 words) which should be of interest to a larger audience in your country. One way to do this is to make reference to key publications or developments that were discussed at the event, and which are of interest in your country.

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 Contact Point in your country and in copy to the ECML GB member and to katarina.vuksic@ecml.at. Contact details for your Nominating Authority, Contact Point and Governing Board member can be found here: [ECML/CELV > About us > Member State Representation](#)

¹ Please complete the authorization form to allow the ECML to publish your contact details.

1. Reporting

Your name	Anna Papagregoriou
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Brief summary of the content of the event	The Summer Academy 2022 brought together 25 professionals from 24 different countries. All participants were in some way involved in Language Teacher Education. The focus of the week was on the belief that teachers are at the epicentre of the quality process of language learning in the classroom. Through the 7 Modules covered in the week key tools were examined which could support language teacher education in the context of plurilingual classrooms and education. As a participant I believe I have gained a great deal having been exposed to key tools relevant in Language Teacher Education.
What did you find particularly useful?	The various tools discussed in the presentations and the exchange of ideas and interaction with the other participants. Each participant bringing with him or her a rich range of experiences and perspectives.
How will you use what you learnt / developed in the event in your own professional context?	By encouraging the members of my department to Reflect , Self-Assess and to think about Action Research. To take into account the Diversity of their students and classrooms and the impact this has on their classrooms and language teaching.
How do you plan to share what you have learned/discovered with others in your country?	Through the Communities of Practice I lead in my Departmental meetings. As Head of Department in charge of the English Department in my school and as a Teacher Trainer involved with newly appointed teachers.

2. Public information

Short text (about 200 words) in one of your national languages to help promote the ECML Summer Academy to a wider public.

The European Centre for Modern Languages (ECML) is a Council of Europe institution which focuses on connecting language policy theory and classroom practice.

The Summer Academy was organized into 7 Modules with each module presented by language experts. The Modules looked at language education in the context of plurality and superdiversity.

During the week significant tools for promoting Language Teacher Education were examined. Action Research Communities were discussed as a key tool of language teaching supporting the self- confidence of language teachers and for enhancing teaching.

The EPOSTL a document intended for students embarking on teacher education which guides them to reflect on didactic knowledge and the skills needed to teach. It helps the student teachers chart their own development as teachers. An interesting reference book mentioned was 'Insights into the European Portfolio for Student Teachers of Language' by David Newby. PEPELINO was also discussed which is a similar tool but focuses on primary and

preprimary teachers.

Values, competences, and identities in language teacher education were discussed and how these are related to those of learners and teachers. The question was raised as to whether it is feasible to propose a model containing common competences for all teachers.

Another area discussed was the role of frameworks, such as The Common European Framework of Reference for Language (CEFR). The CEFR is an international standard for describing language ability from beginners, up to those who have mastered a language. It was designed to provide a basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency.

Concluding, the Summer Academy is an extremely valuable and rich experience for any professional working in Language Teacher Education.