



## Annual report 2010

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<b>Thematic area</b>	Continuity in language learning

### General comments concerning the coherence of the year's activities in the thematic area

As the strand 'Continuity in Language Learning' includes five projects with different emphasis in content and goals, it is not so easy to summarize their overall achievement. All five projects make an important contribution to continuity in language learning. The ELP on the one hand is an important instrument to ensure continuity and can be used for promoting intercultural learning as well as mobility. ICT on the other hand will be of higher importance in the future and offers possibilities for distance learning and further training of language teachers. Some synergies between the projects can be seen and it would be important to exchange information between the projects. Some of the project results could be of interest and useful to the other projects. One common point for successful project work is the importance of establishing professional networks and involving workshop participants with their expertise as much as possible, as they can contribute materials, ideas and expertise. All five projects in this strand are highly important for continuous language learning and several implications and results of the projects will be of great interest to language professionals, as can already be seen.

### What is the contribution of the projects so far with regard to the objectives of the programme?

Programme objective 1: <b>Enhancing the professional competence of language teachers</b>	Several materials on using the ELP and on using ICT and online tools have been put online. There are materials that provide background information and materials that are practical examples of use, both of which are equally important for language professionals interested in these areas.
Programme objective 2: Strengthening professional networks and the wider community of language educators	All five projects work with online workspaces (ECML-website or Moodle platforms), which makes the establishment of professional networks easier, as language professionals can be invited to look at the materials. Furthermore, dissemination is carried out via conferences, workshops, which really support the establishment of professional networks.
Programme objective 3: Enabling language professionals to have greater impact on reform processes	Providing know-how, background information, practical examples of usage (as well as examples of good practice) to language professionals helps to provide them with sufficient knowledge to start reform processes themselves or inform the responsible decision-makers about possible new developments in language education. The design of the website is of great importance: the easier to find relevant information on the website the better for further development.
Programme objective 4: Contributing to better quality of language education in Europe	As training language professionals is a major emphasis of the projects in the strand 'Continuity in Language Learning', quality will definitely be improved, as several ECML workshops, but also additional workshops in cooperation with various organizations have been organized in this strand. The better the language educators are trained and qualified to meet the new challenges, the better language education will be. We see from the feedback so far that workshops are a very efficient means to train language teachers and to establish active networks (all five projects have managed to set up active communities of language teachers). It is important to keep up motivation to contribute to the projects for a longer period of time, which is rather challenging, but has been achieved very well by the project teams.



<b>Consultant's annual report 2010 on the project “Mobility programmes for plurilingual and intercultural education –tools for language teachers” (PluriMobil)</b>	
<b>Give a brief summary of the year's activities.</b>	In 2010 an outline of the project was worked out and three basic learning objectives were identified as linguistic objectives, intercultural objectives and learning to learn objectives. During the expert meeting in September materials were planned for both teachers and students in the form of scenarios which will find their place in the project publication.
<b>What do you consider to be the main achievements of the year?</b>	Valuable achievement of this year was the identification of tools to base the project on: the Autobiography of Intercultural Encounters, European Language Portfolio, Mirrors and Windows. Developing and assessing intercultural communicative competence (ICC Inte), Intercultural competence for professional mobility (ICOPROMO), Mirrors and Windows. An intercultural communication textbook, A Framework of Reference for Pluralistic Approaches (CARAP) as well as INCA-Profile.
<b>How effectively have the achievements been communicated (on the website and elsewhere)?</b>	These achievements have been communicated successfully on the website.
<b>Do you see opportunities for synergy with other projects in the strand?</b>	Synergies can be found as between ConBaT+ and CLIL-LOTE-START, CLIL-LOTE-GO, EPLC and CLIL-CD.
<b>Evaluative comments</b>	The project is developing very well, high quality materials are being developed and prepared for publication to assist both teachers and learners engaged in mobility programmes.
<b>Suggestions for the coordinator and the team</b>	As the project is very good and materials produced within it are extremely useful, many users will certainly be visiting the project website. For that reason even more links to some other ECML projects could be provided in order to use this opportunity to better promote the work of the Centre.