

**ECML training and consultancy for member states**

**Report of the local organiser**

**Report on the event**

In the three weeks after the event, please complete this report. It contains two sections:

- 1. Internal information:** this is intended as a record for the ECML and the programme consultant. Please provide this part in English or French.
- 2. Public information:** this is intended as an information for the wider public on the benefits of the activity. The content should be of interest for a larger audience thus it should link up very briefly to recommended developments, publications, websites, events etc. which were discussed on the occasion of the event. The text should not focus on purely internal discussions (e.g. “The event followed an agenda of ...”).

The public information text should be short with about 200 words. Please provide this text in English or French **and** in (one of) your national language. The ECML will use this text for promoting the new format of ECML training and consultancy a.o. on its website for the National Contact Points (<http://contactpoints.ecml.at>). You are welcome to use this text for promoting the event in your context.

Please send this completed form together with the list of participants and the questionnaires completed by the participants of the event within three weeks after the event to [Margit.Huber@ecml.at](mailto:Margit.Huber@ecml.at)

**1. Internal information**

<p><b>Title of the training and consultancy</b></p>	<p>Introducing FREPA tools in teaching/learning processes in Slovenia / Usposabljanje za uporabo opisnikov FREPA pri pouku v Sloveniji</p>
<p><b>Local organiser of this ECML training and consultancy</b></p>	<p>Zavod Republike Slovenije za šolstvo – National Education Institute of Slovenia</p>

<b>Date and venue of the event</b>	5 and 6 June 2014, Ljubljana
<b>Number of participants</b>	30
<b>Background of the participants</b>	University teachers, consultants from National Education Institute, primary and secondary school teachers of Foreign Languages (English, French, German, Italian, Spanish) and Slovene as Second/Foreign Language, Consultants for Minority Languages in Slovenia and for Primary teachers, representatives from the Parents Association in SLO
<b>Has the intervention fulfilled the envisaged purpose from your point of view as a local organizer of the event?</b>	<input checked="" type="checkbox"/> It fulfilled the purpose. <input type="checkbox"/> It fulfilled the purpose to a significant extent. <input type="checkbox"/> It did not fulfill the purpose to a significant extent. <input type="checkbox"/> It did not fulfill the purpose at all.
<b>If it did not fulfill the purpose, what were the issues? What conclusions can be drawn?</b>	
<b>What is the envisaged impact of the event? Which follow-up activities are planned?</b>	<p>To discover pluralistic approaches as learners by using teaching materials from the FREPA database, to discuss which kind of knowledge, attitudes, and skills may be developed by using the teaching materials, to explore the FREPA-reference document, to reflect on the FREPA tools' relevance in a Slovenian context and discuss how FREPA may be used in their fields of practice in the future focusing on possible use of the Framework at the implementation of the 1<sup>st</sup> and 2<sup>nd</sup> foreign language in the elementary school, to establish links between existing pluralistic practices in Slovenian schools and the FREPA- reference document and to develop new teaching materials for the Slovenian context.</p> <p><b>Follow-up activities:</b></p> <ul style="list-style-type: none"> <li>- At the end of the TaC, the participants decided to create a network for pluralistic approaches, in which teachers, teacher educators and university teachers are represented.</li> <li>- Liljana will translate the Slovenian country page. They want to integrate existing teaching materials, documents, contact persons and the translated discovery module. Bronka Straus could be</li> </ul>

	<p>contacted to discuss the country page with her.</p> <ul style="list-style-type: none"> <li>- Some existing Slovenian teaching materials will be integrated in the FREPA teaching material database</li> <li>- Slovenia would like to ask for a new TaC as follow up</li> <li>- First steps for implementation. The network wants to focus on: <ol style="list-style-type: none"> <li>1) Whole school development: Pluralistic approaches should be integrated in the school development plan (all subjects + all levels + extra curricula). The descriptors could be adapted for this school development plan. Not only for teachers but also other staff.</li> <li>2) different focus groups: decision makers, school directors, L1 teachers, FL teachers, teachers to be</li> <li>3) teacher training: <p>Initial training for future teachers: give information, prepare lessons with them, create materials and work on L3 after L2 or L2 after L1 more systematically</p> <p>Continuous training: raise teachers' awareness, see what they already do / what they are strong at, organise seminars, present FREPA descriptors and decide, with them, what they would like to work on</p> </li> <li>4) Parents: Representatives of the parents association participated at the TaC. They will be part of the future work. An idea: representatives of parents' associations could be invited to all Tac events, (or at least those who were present at the workshops in Graz).</li> </ol> </li> </ul>
<p>Are you satisfied with the work of the ECML moderator(s) of the event (preparation of the event, delivery of the intervention, overall communication etc.)?</p>	<p>The moderators Petra Daryai Hansen and Brigitte Gerber gave us a good support during the preparation of the event, are competent persons for the FREPA workshop, a great team that satisfied all participants with their (language) knowledge and experiences to meet their expectation and need on the subject.</p>
<p>Are you satisfied with the results of the feedback questionnaire of the participants (if applicable)?</p>	<p>Yes.</p>

Feedback, questions, and requests and/or any further comments that you may wish to offer the ECML secretariat

The preliminary workshop in Graz in Dec 2013 was a good way for the organization and preparation for the local TaC, because the form of local TaC meets local needs and was almost all the time really a workshop (active role of participants), not only a plenary presentation. I suggest for the other TaCs to invite not only experts for foreign language learning, but also policy makers, representatives from the foreign Cultural Institutes (Goethe inst., British Council, Aula Cervantes etc.), from the parents associations and maybe also someone from the non-educational field (for example from tourist associations)

## 2. Public information

Short promotional text (about 200 words) to inform the wider public and to encourage others to take advantage of this ECML offer

Please provide this text in English or French **and** in (one of) your national language.

The FREPA seminar was a great opportunity where experts interested in pluralistic approaches to languages and cultures from the region and from the country met. The FREPA frame is useful as it is transferable to both, the learning of different languages as well as to the pre-service foreign language teacher training. Its main advantage is the education towards intercultural and plurilingual competences regardless of a certain language status in the educational system. The FREPA frame itself focused on the plurilingual approach which guided the training, e.g. not every language itself but together makes an added value (1+1 is more than 2)

Conclusion: One can claim that there exist plurilingual approaches, learning resources (*Porta Linguarum*, textbooks *My Sails*, *Wegweiser*, *ELP*), which incorporate the action plan for the language policy in Slovenia, the syllabi which support the incorporation of the above mentioned contents, the framework which will be incorporated into the in-service teacher training in the course of the FL1 and FL2 implementation to the primary school as well as the upper secondary, into the pre-service teacher training of future Slovenian, French, English German and Italian foreign language teachers. We would like the FREPA framework to play an important role in teachers' cooperation and planning at the school level (common school language syllabus).

Slovene:

Usposabljanje za vključitev okvira FREPA je bila odlična priložnost, da se na enem mestu zberejo vsi strokovnjake v državi, ki jih zanima učenje več jezikov in kultur. Okvir je uporaben, ker je prenosljiv na učenje in poučevanje vseh jezikov in ker ga je možno vključiti v pouk in izobraževanje vseh bodočih učiteljev jezikov. Glavna prednost je vzgoja za medkulturnost in večjezičnost, ne glede na status jezika

v izobraževanju. Njegovo glavno vodilo pluralistični pristopi je bilo tudi glavno vodilo usposabljanja – ne vsak jezik ali področje zase, temveč skupaj, kar pomeni več kot seštevek vseh skupaj (sinergijski učinek) .

**Sklepi:** Potrditev, da v Sloveniji že obstajajo prakse s pluralističnimi pristopi, da imamo že nekaj učnega gradiva (Porta Linguarum, učbeniki My Sails, Wegweiser, Evropski jezikovni listovnik). Hkrati smo sklenili, da gradiva s pluralističnimi pristopi glede na opisnike FREPA v bodoče izdelamo še več.

Ugotovili smo, da povezovanje jezikov vključuje tudi akcijski načrt za jezikovno politiko v Sloveniji ter da obstoječi učni načrti za tuje jezike dajejo dobro osnovo za vključevanje te vsebine. FREPA opisniki bodo vključeni v letu 2014/2015 v usposabljanje učiteljev tujih jezikov na Zavodu RS za šolstvo pri uvajanju prvega in drugega tujega jezika v osnovni šoli in v usposabljanje srednješolskih učiteljev; na univerzah bodo vključeni v izobraževanje bodočih učiteljev francoščine, španščine, angleščine, nemščine in italijanščine, pri učenju slovenščine kot drugega oz. tujega jezika. Želimo si, da bi FREPA ostala stična točka pri povezovanju vseh učiteljev in osnova za načrtovanje in izvajanje pouka na šolski ravni (skupni šolski jezikovni kurikulum).