



## Annual report 2009

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<b>Thematic area</b>	Content and language education

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

In 2009 activities in the strand continue to coherently aim at the development and promotion of content and language integrated learning and teaching (CLIL/EMILE). Projects are complementary in their approaches as two of them are related to pre and in-service teacher education – one through the curriculum framework (CLIL-CD and one through teacher education materials (CLIL-LOTE-GO), while three (ConBaT+, EPLC and CLIL-LOTE-START) are geared towards assisting teachers in implementing CLIL approaches through providing them with practical modules, training kits and materials to be used for various languages and various educational levels and contexts as well as through the development of plurilingual and pluricultural awareness. Through conferences, publications and project websites there is also coherence in the field of dissemination activities related to particular projects and to the whole programme of the ECML.

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

Programme objective 1:  
**Enhancing the professional competence of language teachers**

Projects in the strand enhance the professional competence of teachers in a variety of ways - CLIL-CD by means of the new curriculum framework for teacher education, CLIL-LOTE-GO by means of providing materials for teacher education, ConBaT+ and EPLC through providing practical help in the form of modules and activities to be used in the classroom and CLIL-LOTE-START by providing them with both theoretical and practical information on how to deal with challenges of bilingual education.



<p>Programme objective 2: <b>Strengthening professional networks and the wider community of language educators</b></p>	<p>Projects contributed to this objective through engaging large groups of educators in a variety of activities depending on the type of the project, i.e. either in designing, or in piloting, or else in giving feedback on materials and disseminating products through regional and national professional networks. CLIL-CD and CLIL-LOTE-GO do it at the level of higher education, but also among active teachers across Europe, while ConBaT+, EPLC and CLIL-LOTE-START at the level of primary and secondary education. Forms of activities leading to this objective vary from workshops, through presentations at conferences and websites, to research seminars and didactic courses at universities and/or teacher training centres.</p>
<p>Programme objective 3: <b>Enabling language professionals to have greater impact on reform processes</b></p>	<p>The enabling of language professionals to have greater impact on reform processes takes place in CLIL-LOTE-GO and CLIL-CD through targeting teacher education which is crucial to all the educational innovation. ConBaT+, EPLC, CLIL-LOTE-START contribute to this objective through the preparation and wide dissemination of CLIL materials combining CLIL ideas with the development of plurilingual and pluricultural competences for various languages and various levels of education. All the projects enable professionals through wide dissemination of CLIL-related ideas and former ECML projects in this field at national and international conferences.</p>
<p>Programme objective 4: <b>Contributing to better quality of language education in Europe</b></p>	<p>To achieve better quality of language education in Europe compartmentalisation of curricular content in the school systems has to be abandoned in favour of integrating language and content and the promotion of plurilingual and intercultural approaches. These ideas are being promoted through materials produced within the frames of CLIL-LOTE-START, CLIL-LOTE-GO, ConBaT+ and EPLC as well as by the curriculum framework prepared within CLIL-CD for teacher education.</p>

**Consultant's annual report 2009 on the project "Content-based modern language teaching for young learners" (EPLC) - Hanna Komorowska**

<p><b>Give a brief summary of the year's activities.</b></p>	<p>In 2009 a preparatory meeting took place and the workshop was organised in November. 34 participants from 27 countries participating in the workshop adopted the approach favouring the integration of content into</p>
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	<p>primary language education and the development of language awareness and cultural awareness, while abandoning traditional approaches based on vocabulary teaching.</p> <p>Piloting of the modules was taking place in a variety of contexts. Materials were also being translated into other languages (French, German, Russian) with necessary culture oriented adaptation being introduced.</p> <p>Dissemination of project approaches and ideas has taken place via university seminars, a course of primary school language teaching and professional association meetings in Germany, France, Martinique, Hungary, Bulgaria and Belgium. Final texts of the rationale and of the introduction together with examples of materials have been presented as a publication proposal. Bibliography has also been completed.</p>
<p><b>What do you consider to be the main achievements of the year?</b></p>	<p>The main achievements of this year were:</p> <p>a) designing new non-linguistic, interdisciplinary and intercultural cross-curricular modules which were piloted and discussed during the workshop b) translating modules into other languages, c) disseminating approaches and ideas at conferences and workshops, d) informing potential candidates for trying out materials prepared by the team and f) trying out the modules or their parts.</p>
<p><b>How effectively have the achievements been communicated (on the website and elsewhere)?</b></p>	<p>These achievements have been communicated very efficiently through direct contacts in pre-service teacher education, research seminars and didactic courses. Materials are also available on the project website where the first versions of four modules (1, 2, 3 and 5) have already been placed. A bilingual glossary in French and in German has also been developed with 7 key terms of the project.</p>
<p><b>Do you see opportunities for synergy with other projects in the strand?</b></p>	<p>Synergies can be found as between EPLC and CLIL-CD, CLIL-LOTE-START, CLIL-LOTE-GO as well as ConBaT+.</p>
<p><b>Evaluative comments</b></p>	<p>The project has been developing very well and according to the annual plan. It is a valuable source of useful materials for the intercultural and interdisciplinary teaching of languages at the primary level. It is to be expected that the website of the project will be developed to a larger extent in the following year when all the modules will be finalised and more of them translated</p>

	into other languages.
<b>Suggestions for the coordinator and the team</b>	It would be useful to take final decisions in the early 2010 as to the number of languages into which particular modules can be translated as well as to the degree of indispensable cultural modifications.