

### Introduction

In 2008 seven European institutions came together and responded to a call for the EC Lifelong Learning program aimed at providing insights and offer solutions for the optimisation of language teacher training in Europe. The group piloted by the Centre international d'études pédagogiques (CIEP), the Teacher training institute of the Ca'Foscari University (SSIS - Italy), the Austrian Centre for Language Competence (ÖSZ - Austria), the National in-service teacher training centre (CODN - Poland), the Public service language centre of Vilnius (PSLC - Lithuania), the Ecole Normale Supérieure Lettres & Sciences Humaines (ENS-LSH - France) and the University of Luxembourg (UL - Luxembourg), organised a Summer University in July 2009 on the basis of European Profile for Language Teacher Education. Over a hundred decision makers came together at Sèvres, in order to learn about the latest developments in language teacher education, and explore ways of optimising teacher training in Europe. The seminar was based on the European Profile for language Teacher Education (EPLTE) elaborated by Kelly et al 2004.

### Motivation and Objectives

- An identified need for a more common (among the European countries) and sustainable dissemination of a multilingual perspective of language teacher education (LTE), in line with the *European Profile for Language Teacher Education* (EPLTE)
- A context-sensitive, framework-validated assessment of the EPLTE's relevance and potential implementation within a given national or regional environment
- The identification of potential pitfalls, strengths and weaknesses, future measures to be taken at regional, national or European levels, as well as best practices provided by experts, main actors and stakeholders within the field of (implementing language) teacher education and training
- The need to raise awareness at a pan-European level of all of the above points as well as LTE within Europe in general

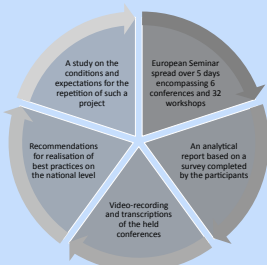


Fig. 1. Overview of the expected results and output of the SEMLANG project, including the Summer University

### Approach and methods

The project activities started in December 2008 and ended in November 2009, involving consortium meetings, conceptual and structural planning of the SemLang Summer University, implementation and dissemination activities elaborating several quality insurance devices, identification of participants culminating in the organising and running of the SemLang Summer University, with relevant scientific follow-up activities and exploitation of results.

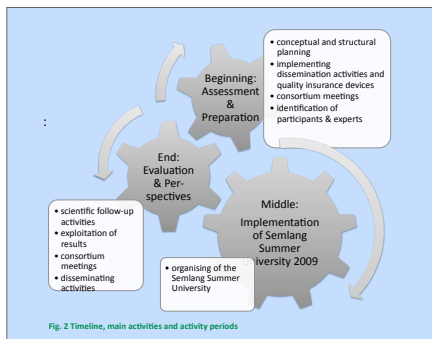


Fig. 2 Timeline, main activities and activity periods

### Methodology

- A **theme-bound perspective**, focussing on the thematic subcategories, their coherence and assessment by groups of participants and experts, including the SemLang consortium members
- A **participant-bound perspective**, focussing on individual rating and explanations with regard to specific issues
- A **structure-bound perspective**, focussing on structural issues with regard to potential participants of the SemLang SU and the quality assessment thereof

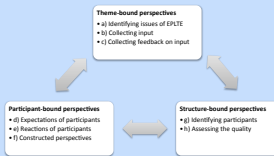


Fig. 3 Perspectives gathered and exploited for identifying the value of the EPLTE

### Participants

The participants were selected throughout Europe on the basis of being decision-makers and individuals with authority and responsibility pertaining to initial and in-service language teacher training for schools and universities. The participants were chosen according to their potential for deciding changes in terms of language teacher training policies, for influencing policy makers or for their capacity to relay information to key decision-makers at the national, regional or local level.

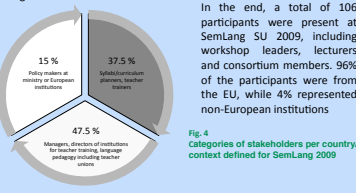


Fig. 4 Categories of stakeholders per country/context defined for SemLang 2009

### Outcome

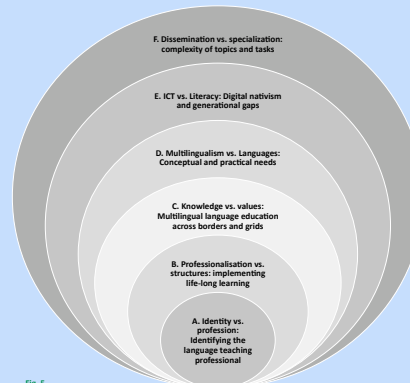


Fig. 5 Perspectives for actions

At the individual identity level there is the issue of being a professional European language teacher, what that entails and how to integrate these ideas into existing realities. At the individual's professional level there is an ever growing need for more coherent professionalisation and lifelong learning, but there are still structural issues that prove to be obstacles. At a societal, institutional and political level, the growing concentration on multilingualism and languages is also clearly appearing, and poses needs for clarification in any given socio-cultural and socio-educational context. At the same time ICT literacy is growing and has become an integral part of any profession, this poses conceptual issues, especially when dealing with generational gaps. Lastly, the existing discourse on specialisation and dissemination needs require a concrete situation to unfold in and achieve results. In sum, the different levels identified provide insight into the areas that need to be considered in terms of LTE in Europe, and provide an attempt to implement some of the key points defined in the EPLTE. The following section will provide detailed recommendations based on the previous sections.

<http://www.semlang.eu>



### Recommendations – Language Teachers

#### 1.1. Europeanisation of initial language teacher education

Introduction of modules into initial language teacher training courses, designed at a pan-European level in partnership with other institutions to provide specifically EU-oriented education (multilingual teaching, diversity in the classroom, European tools) including a compulsory period of time abroad recognised through a EU-wide credit transfer system.

#### 1.2. Professional development dealing with new trends emerging at European level

Development of pan-European modular training packages on emerging issues and trends, to be used in different training structures and systems, allowing for lifelong learning and further professional development in in-service training.

#### 2.1. Integrated and compulsory in-service training

Ensuring that all systems are adequately organised and financially supported; in-service training should be compulsory throughout Europe, recognition in line with national directives and taken into account in the teacher's career.

#### 3.1. Teachers' competences in the field of languages and culture

Fostering teachers' language and intercultural competences through mobility in the form of frequent short stays and/or professional exchanges in the country of the target language, and removal of institutional obstacles (e.g. school leave, authorisations by School Heads, general availability of grants).

#### 4.1. Focusing on research

Researching the requirements and needs for language teacher education in a changing Europe is of utmost relevance. This can be achieved through the promotion and funding of research groups and networks with representatives of stakeholders from different countries (decision makers, policy makers, teacher trainers) by European and national bodies. These groups might carry out research and refine emerging issues inherent to the profile of the European language teacher (e.g., multiculturalism, multilingualism, interculturality, European values and citizenship) to be discussed in a transnational and inter-stakeholder environment.

#### 4.2. Integrating multilingualism as a core element

Fostering the concept of multilingualism at different levels within teacher education and ensuring that training is given on the:
 

- personal level: Learning two or more languages
- professional level: Conceptual and practical implications of multilingual education
- social level: Management of multilingual and multicultural classes

#### 5.1. Advancing European tools in national school systems

Support of national school systems in introducing European tools into their language teaching/learning systems (connection between evaluation systems and curricula and common European elements such as the CEFR).

#### 5.2. Integrating of ICT devices in pre- and in-service teacher education

Conceptualising courses and devices that can be implemented in pre- and in-service language teacher education allowing for training the exploitation and integration of ICT for purposes of professional development on the one hand side and for pedagogical purposes on the other hand (e.g., classroom organisation, availability of resources).

#### 6.1. Linking European and national systems in terms of language teacher education

Creation of national and regional wide Think Tanks acting as an interface between national institutions working in the field of language teacher training and national institutions involved in policy and decision making (ministries, universities, language centres, etc.) relating to language teacher education.

#### 6.2. Alternative forms of professional development through inter-stakeholder involvement

Creation of transnational networks involving different levels of stakeholders (teachers, teacher trainers, decision makers, policy makers, etc.) to foster the dissemination of research and reflection on current issues, through summer universities, internet forums, pan-European associations, etc.