

4th INNLAC Meeting in Graz, 17-18 June, 2010

Minutes of Meeting



Participants

CIEP, France (FR)	Olivier Steffen (OS)
CILT, United Kingdom (UK)	Kathryn Board (KB), Teresa Tinsley (TT)
Norwegian Centre for Foreign Languages in Education (NOR)	Steinar Nybøle (SN), Gerard Doetjes (GD)
Swedish National Agency for Education (SE)	Suzanne Mehrens (SM), Roger Persson (RP)
Tempus Public Foundation, Hungary (HUN)	Eszter Csesztregi (EC)
Observer: <i>Linguamón</i> (ES)	Vicent Climent Ferrando (VCF)
ÖSZ, Director	Gunther Abuja (GA)
ÖSZ, Project staff	Ulrike Haslinger (UH)
ÖSZ, Project staff	Carla Carnevale (CC)
ECML, Deputy Executive Director	Susanna Slivensky (SuS)
ÖSZ, Guests	
Member of the Bureau of ECML Governing Board	Dagmar Heindler (DH)
Language teacher trainer, CEFR & ELP expert	Angela Horak (AH)
Member of the Language Network Graz	Ursula Newby (UN)
Apologies: Kim Haataja (OPEKO), Ceri James (CYMRU) Marta Xirinachs i Codina (<i>Linguamón</i>)	



Working Languages: English.



Welcome by GA, Director.



Round table presentation from each country: All members updated the group on issues and progress in their respective country during 2009 - 2010, including written reports from CILT Wales and CILT Scotland. Several common key issues emerged:

- **Motivation for language learning:**

Awareness raising, create incentives for language learning (e.g. additional credits for students with languages entering university), demand better marketing for languages, link languages to something useful (e.g. economy: better jobs, better salaries → more research required; cf. ELAN study¹) and verify benefits to learner → research conducted within INNLAC member countries could be compiled/ perhaps even a project could be initiated among INNLAC members (e.g. NOR + UK); better recognition of study abroad programmes, consider importance of leisure for language learning (cf. “the Shakira effect” and the influence of USA on learning Spanish in e.g. Scandinavian countries and UK), extend language learning from individual schools to resource centres and virtual learning spaces; find celebrities to support language learning (e.g. multilingual concert in Barcelona organised by *Linguamón*).

- **Early language learning/ Early second language learning:**

Early language learning in NOR is foreign language learning (excepting English) from 6th + 7th grades whereas all other INNLAC institutions use this term within the context of language learning for very young children. NOR will launch a project on ELL in September hoping that the outcomes of the project will in the future make 2nd language learning compulsory starting from grades 6 + 7. NOR’s project can serve as a learning model for other INNLAC members.

- **Parents as a target group:**

Parents can have a strong influence on language learning since they often want to give their children the advantage to learn languages even before school. Career advice materials have to be developed for parents (e.g. in NOR, there are info flyers and info memory sticks available for parents as well as Career Days to inform about career opportunities; CILT offers a quiz on careers for parents to do with their children. AH reported on parents who travelled around Austria on their own initiative to illustrate the importance of multilingualism. UK suggested better supporting the multiplying function of career advisers. GA remarked that both parental playing with and reading to their children form part of the basis for language learning and therefore need to be fostered. It also gives cause for concern that media no longer use educational programmes. SN added that dubbing films has a de-motivational impact on language learning. On a positive note, UH mentioned the European Parliament LUX Prize for European films which will subtitle the winning film into the 23 official languages of the EU including an adaptation for the deaf and hard of hearing (http://www.lux-prize.eu/lux09/index_en.htm).



Focussing on ECML’s 4th Medium-term Programme (MTP) 2012-2015

See appended Powerpoint presentation by CC.

Additional information:

¹ http://www.cilt.org.uk/home/research_and_statistics/research/cilt_activities/the_economic_case.aspx

- Every project has workshops which function as think tanks for the project design and give the opportunity to meet and network with other experts in the field.
- The National Nominating Authorities are responsible for recruiting experts to participate in the workshops; the National Contact Points disseminate the project outcomes/ products. Dissemination strategies must be considered while planning the project. Project outcomes are published in English and French.



Visit to ECML, 18 June 2010:

Welcome and introduction to ECML and its 4th MTP by Susanna Slivensky, Deputy Executive Director to ECML.

ECML's 4th MTP is the result of a consultation process with experts who came to ECML; the new programme strives to continue with what is being done at LPD in Strasbourg, to link to topics in the EU and to cater for needs of member states:

1st part of MTP covers CoE, ECML and EU institutions;

2nd part presents schemes and models of how ECML looks at key points.

The learner is at the centre of all attention. 4th MTP refers to all levels of learning including adult learning. ECML's task is now to prove that learners will benefit from 4th MTP.

Discussion outcomes:

- In its 4th MTP, ECML wants to ensure good quality of education. However, ECML does not have an evaluation concept yet; ideas have to be collected. Somehow evaluation needs to embrace the learner.
- ECML wants to show that language learning does not only take place in classrooms. For example, effort is put into the support of regional networks (e.g. by providing funds for mediation). Synergies for language learning should be used for 4th MTP to support a more holistic approach to language.
- Topics for 4th MTP should run in line with relevant projects in the member states.
- Motivation for language learning: although the situation is different for each country, member states agree that learning English is not enough for Europe. 4th MTP p.10 could include a bullet point "Languages beyond English" or a link to CLIL LOTE could be made. Language must be seen as a tool for learning and different languages give access to knowledge and information. At the same time, intercultural knowledge must be furthered. The ELAN report gives clear evidence that languages and economy are intertwined: knowledge of language makes more competitive and encourages business. → Good reasons for language learning must be given to learners. → Motivation for language learning could go into call for open proposals. Perhaps the term "awareness" should be used instead of "motivation".
- ECML is now looking for experts applying to participate in an outlined project. SuS asked whether INNLAC could envisage coming up with a mediation project with ECML (one INNLAC member to represent INNLAC at ECML), for example, ECML could use INNLAC to feed into project M1/ perhaps someone from INNLAC is applying for M1 to link INNLAC with existing networks. INNLAC will discuss this.

Sprachennetzwerk Graz: UN gave a short presentation of *Language Network Graz*.

<http://www.sprachennetzwerkgraz.at/>

Organisation of network and actions

- **Communication:** keeping in touch via email; re-activate email circulation list developed by CIEP innlac@listes.ciep.fr (**to do FR**)
- **Information on INNLAC:** Wiki will be kept as an internal storage space. Information on email alert to be sent to all INNLAC members (**to do: UH**). Password check up (**to do: UH**). INNLAC-Homepage will also be kept; website domain was simplified (**done GD: www.fremmedspraksenteret.no/innlac**). INNLAC homepage will be used for public information: public document is needed now INNLAC has become established.
- **New chair:** AT passing over chair to SE for the period August 2010-2011
- Make suggestions for a **logo** (**to do AT**)
- Update **contact form** for OPEKO/ now EDUCODE (**to do SE**)
- INNLAC document „**Requests and offers**“ to be updated by each member (**UH sends form to INNLAC**) and returned individually to Skolverket
- **Agreement of Voluntary Association** to be sent to *Linguamón*: ask *Linguamón* whether they want to become an associate member (**to do SE**)
- **New INNLAC members** possible:
 - Should a member from ECML be invited to some of our sessions? To be discussed for 5th INNLAC Meeting (**to initiate SE**)
 - Ask Waldemar Martyniuk whether he knows a centre from Slavic-speaking countries to join INNLAC (**to do SE**).
 - Ask Gerhard Stickel (President of EFNIL) whether he knows a centre from Slavic-speaking countries to join INNLAC (**to do: UH**)
- **Information on EUNIC:** SN contacted Danish Cultural Institute, whose director, Mr Finn Andersen (fa@dankultur.dk), is member of the EUNIC-Network (EU National Institutes of Culture). EUNIC is a “colleague based” network with approx. 1.800 sections all over the world. The strategic cooperation which also comprises the EU Commission, is developed in annual meetings on the executive level, whereas the practical work in projects is carried out in approx. 50 local sections, so-called clusters, in and outside Europe (see <http://www.dankultur.dk/Default.aspx?ID=958>, *Handlingsplan* 2010). SN and FA agreed upon the necessity of keeping in touch for mutual exchange of information, and SN also contacted Mr Uwe Mohr at the German Goethe Institute in Brussels to make INNLAC better known.
According to SN, EUNIC seems to be a huge organisation, which is well-established and well-functioning. Its core is the EU, which is the reason why e.g. Norway cannot be a member of this network. In that respect EUNIC is quite different from INNLAC, where CoE seems to play a more important role than EU.
- **To do: GD** will write a short paper on motivation: role of economy, employment and motivation for language learning to be sent to all INNLAC members.

5th INNLAC Meeting, Stockholm 2011, at *Skolverket*, preliminary dates: 16-17 June, 1.5 days
 Preliminary programme: assessment and testing, follow-up of motivation, presentation of bilateral work NOR + UK (NOR + UK could perhaps hand in a proposal at ECML for 4th MTP)