



www.icc-languages.eu

Newsletter

Going Global!

The ICC is branching out. We were invited to participate at the inaugural international conference with the provocative title Training for Excellence - Tools for teachers and International Certification at the Universidad Tecnológica del Centro de Veracruz.

Rob, Martin and Christel made the trip across the Atlantic leaving behind the gloom of European autumn for tropical sunshine, tropical rain and spontaneous enthusiasm.

The reception we had was wonderful. People went out of their way to make us feel at home, often crossing the city and part of the state in the small hours of the morning to make sure we get to hotels and airports on time.

The conference itself was brilliantly organized. Help was on hand at all turns. It seemed that the entire university was involved from the professors through to the catering students who laid on meal after meal. We even managed to join in Day of the Dead celebrations, carefully arranged for the welcome day.



Delegates (some quite young) in the beautiful central square in Cordoba

We spoke with lecturers, teachers and students from all over the region. Everyone was passionately engaged with the subjects and hugely interested in sharing their experiences.

The UTCV is a relatively new university, one of a national network of 78 institutions across the country, and teaches mainly technical subjects. Language teaching, not surprisingly, features highly - everyone needs a language competence if they are going to engage on an international level.

The rector, Dr Fransisco Rangel Cárceres is clearly the driving force behind the growth of the university. His dynamism and drive and the care and attention he showed to teachers, staff

and students alike set the tone for a highly productive and hugely stimulating event.

Thanks to Claudia Schubeck and Salvador Galick who have been waiting patiently for 2 years to organize a Mexican event and to the people at Eurocsys who provided the backing for the conference. We have come back with many new friends and many ideas for future collaboration!



Christel with Dr Fransisco Rangel Cárceres

Special points of interest:

- ICC going global
- ICC going forward
- ICC and EU Projects

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A HAPPY NEW YEAR TO EVERYONE
MAY 2011 BRING PEACE AND PROSPERITY TO ALL

We need the support of everyone if we are to go forward

Crisis? What Crisis?

We live in a period of what with traditional English understatement we call 'financial uncertainty'. Entire countries are going bankrupt, public sector jobs are being removed and people are having to make new choices in the face of this. In the ICC we are not untouched by events. We have lost some members because there is simply no more state funding in their country. However, on the up side, we are now pleased to count the British Council among our members.

The ICC needs to grow. We need the support of everyone (spiritual, actual and financial) if we are to go forward with all the plans of conferences, projects, networking and sharing knowledge and best practice.

Crisis are also opportunities....

With our INGO status we can take what we do to wider forums. We can be a participant in influencing language education policy on an international stage and already collaborate in many projects that will benefit language learners in many countries. We have a voice at the European Centre for Modern Languages (EMCL) where the ICC was specially invited in September 2010 to present EU projects. We will be represented at their Professional Network Forum in January 2011. The ICC does not only lend its weight to language education issues, but we have a voice in INGO policy making at European level through Council of Europe meetings in Strasbourg. This kind of activity provides a platform for ensuring that the values and expertise of the ICC membership gain wider recognition. I can only echo Tony Fitzpatrick's words: 'the ICC can and should remind all relevant actors that adult and continuing education has a continuing, important role to play in the implementation of policy.'

Rob Williams: President, ICC

Notes from the Board

The ICC Board met in Darmstadt in June and again in Sofia in October. On the table for discussion were the conference in Mexico (see above) the meeting in Berlin (see below), the annual conference and where to go next with the ICC. Within the context of where to go next, much discussion was put into ELTACS and EUROLTA

and together with the help of Mike Makosch and those involved in the ELTACS project, we have produced a new manual, set of procedures and website. In order to respond more quickly to requests from those outside the ICC we have revised some of the statutes which we would like members to vote on at the AGM in

March. Preparations for the Annual Conference – this year in Winterthur, Switzerland—are well underway. The Board also felt that we should use all our resources to bring together our widespread community, and the newsletter was felt to be a useful forum. So here we are with the first issue – the first of many. We hope you enjoy it

Blizzard in Berlin— Expert Group Meeting, 4th December 2010



Putting on thinking hats

We have all been to conferences at some stage in our professional careers. Conferences give you the opportunity to hear what others have to say about the latest findings on a theme. They give you the chance to dip into a range of ideas, some new initiatives and some niche products. But they don't give the opportunity to go into detail – there is simply not enough time.

The point of the ICC Expert Group is to provide a space for members and interested practitioners from outside the ICC to come together and focus on one particular issue. The fo-

rum brings together the considerable expertise of the membership to produce position statements that both synthesise the thinking of the group and publicise the quality of the ICC and the expertise of its individual members.

The first expert group took place in Berlin on 4th December. Braving transport challenges and interesting slippery pavements, the group came together in Prolog IH Berlin for a day of focussed lively debate. The topic was 'Defining Teacher Standards'. Questions were raised about how teachers are described, what pro-

gression paths are available in language teaching, what methodologies should be employed, and whether language teaching is seen as a profession or a trade. Underpinning all of this was the question of how to actually quantify good teaching. All of us left with the feeling that this had been not only enjoyable, but a thought provoking exercise that exceeded expectations. It just goes to show that when you put a group of like minded people together and give them the time to focus on one issue, you can achieve a great deal.

More details on the ICC website

Conference News

Online Educa—Berlin



A new face of language education

The conference proved to be a highly successful event in the world of ICT-enhanced learning and training. An overwhelming number of 2197 delegates from 108 countries has overcome snowstorms and strikes, to join the 16th edition of ONLINE EDUCA BERLIN.

The AVALON project team (in which the ICC participates) offered a one day pre-conference workshop at

Online Educa on 1st December, where participants had the opportunity to explore a range of experiences and activities in teaching and learning in synchronous virtual spaces (Second Life; OpenSim; desktop video conferencing – DTVC).

The workshop brought together a number of specialist groups which are involved in a range of project work in schools, further and higher education. Workshop participants got the opportunity to experiment

in different teaching areas during the workshop.

The conference also gave the ICC the opportunity to present various other EU projects that we are involved in and we generated much interest.

For more information visit the Online Educa Website

<http://www.online-educa.com/programme>

ICT for Language Learning - Florence

The event was another great event with lots of opportunities for sharing expertise, good practice and for networking. The **3rd edition** of the “**ICT for Language Learning**” conference had the aim to promote and share good practice and transnational cooperation in the field of the application of ICT to language learning and training. The conference was organised by PIXEL and supported by the LeTS GO project team.

The conference provided also an excellent opportunity for the presentation of previous and current language learning projects funded by the European Commission and by other sources.

ICC presented the AVALON project with two other project partners, entitled: Virtual learning, real heritage. Benefits and challenges of virtual worlds for the learning of

indigenous minority languages.

There were many presentations on virtual worlds and Second Life, which triggered great interest all through the conference.

More information at <http://letsgo.pixel-online.org>

BAAL— London



Sprachen und Beruf steering committee

The British Association of Applied Linguistics Language Learning and Teaching SIG (BAAL) held its annual conference at King's College London 8-9 July.

The conference discussed the compatibility of cognitive and socio-cultural perspectives on language learning and within this context the ICC together with the University of Tübingen presented the PELLIC (Practice Enterprise For Language Learning and Intercultural Communication) project. The project aims to provide a virtual learning space to practice business communication skills.

www.kcl.ac.uk/schools/sspp/education/events/baal/

Languages and Business— Düsseldorf

The Languages and Business annual conference took place on 3rd–5th May

The conference brought together 230 professionals to consider issues of multilingualism, intercultural competence and international business communication. Of particular interest was the panel discussion on the use of new media in language training.

Christel Schneider represents the ICC on the steering committee of the organization and was able to report on the various EU projects.

www.sprachen-beruf.com/pages/en/index.php

European Projects

EUROPEAN Language Portfolio for the Deaf and Hearing-Impaired

This is a unique development in the field of describing language learning.

ICC is proud to have been part of a unique development of a new portfolio now registered with the Council of EUROPE. The Deaf Port Project developed a multilingual European Language Portfolio for the Deaf and Hearing-Impaired (16+) and a Europass Language Passport .

The Deaf Port model of the European Language Portfolio addresses the language learning needs of the deaf and hearing-impaired, and will place language teaching and learning of this particular tar-

get group within the context of common European standards.

Apart from the three main parts of the language portfolio, guidelines for teachers, employers and for learners have been developed. The lasting benefits of this initiative are not only to raise awareness of the challenges faced by the deaf and hearing-impaired in learning a new language, but also in taking the first steps towards inclusion of a particular group of society into the realms of language education.

The work that has been carried out in clarifying, and simplifying terminology in the descriptors so that they become more accessible to users and employers has a benefit that hopefully will stretch beyond this particular project.

The DeafPort portfolio can be obtained in 7 languages: Bulgarian, Czech, Greek, Romanian, Latvian, English and German.

For more information please go to www.deafport.eu

The European Certificate in Diversity Training



Considering diversity from Canadian, Irish and Bulgarian perspectives

In the context of the DIVERSE EUROPE AT WORK (DEW) project the last of our three train-the-trainer programmes took place on 22-27 August in Sofia, Bulgaria.

The Diverse Europe at Work Project promotes intercultural communication, inclusion and positive resolution of diversity issues as a key competence of lifelong learning for all in the European workplace.

The training programme invites participants to reflect on how

to integrate diversity issues into their own particular education environments, how to adapt and use the video and handbook produced in the project and how to train others to do so.

The course in Sofia followed on from courses organized by the ICC and project partners in Helsinki (Finland) and Antalya (Turkey). In all cases the contributions of the delegates made for thought provoking and rewarding courses.

The overall reaction to the courses has been positive. , Dr. Barrie Abbott, a participant on the Sofia course, sums up his reaction: “... I would like to thank you all for making the DEW event memorable. Your support and fellowship was greatly appreciated and made the week a positive and pleasurable event...”

More information can be found at www.dew-net.eu.

EUROLTA - European Certificate in Language Teaching to Adults

Much work has been put into EUROLTA over the last year. At the Bayerische Volkshochschuleverband (BVV) annual conference 9th October the ICC was able to report on the developments in certification and in redrafting documents.

The manual and procedures documents have now been redrafted so that the requirements and process for applica-

tion and validation of new EUROLTA centres is clearer. We feel this will make applying ot become a EUROLTA teacher training centre more attractive. Of note is that Flying Teachers, Switzerland has now become one such centre.

EUROLTA also has a new website, where the new documents can be viewed.

www.eurolta.eu

ELTACS

Building on EUROLTA, the European Language Teachers Assessment and Certification Scheme (ELTACS) is going to start piloting their Train the Trainer Programme in 2011.

For more for information on the project and the training check the project website

www.eltacs.eu

responsible for other subjects, as languages are the vehicle for all teaching and learning. The presence of colleagues concerned with the integration of learners from migrant backgrounds or of low sociocultural status ensured adequate coverage of the weak points of educational systems.

The point of departure was the fact that many pupils – especially, but not only, those from migrant backgrounds – lack the competences they need to cope with the various uses made of the school language. The aim of the forum was to reflect on the nature of this “language gap” and the inequalities that result from it.

The Forum confirmed the validity and relevance of the CoE’s policy to promote plurilingual and intercultural education, emphasising that intercultural education contributes to the construction of (children’s) identity and is important to counterbalance the frequent devaluation of the languages and cultures of (children) from migrant backgrounds (and other vulnerable learners). Identity construction is another determining factor for success at school and for social

inclusion / cohesion.

The other main theme of the Forum was the **language dimension in the learning / teaching of all subjects**, and thus the need to have explicit descriptions of the required competences in the language of schooling. Procedures for developing such descriptors were presented and discussed; a model for German language has been developed and similar initiatives were announced for other languages.

The documents prepared for the Forum are available on the Language Policy Division’s website: www.coe.int/lang.

The relevance of an ICC presence at the Forum

Clearly, there has been a shift of focus, and the LPD is now placing emphasis on languages of schooling and their role in the teaching of subjects so as to establish a balance more in keeping with the ideas of plurilingual and intercultural education. This shift will, of course, concentrate the resources and efforts of the division on areas which are not traditionally the province of ICC member organisations, i.e. main stream primary and secondary education.

However the LPD maintains that this shift does not mark a change in policy direction or the “mothballing” of the Division’s foreign language tools. The Framework and the Portfolio are still seen as key components in the Division’s strategy to promote values connected with diversity, social cohesion, intercultural dialogue, democratic citizenship and the right to quality and equity in education. Foreign languages, they believe, will continue to play a major role in the implementation of plurilingual and intercultural education.

Before the ICC asked to attend the forum, the LPD colleagues were not aware that a number of ICC members have already been active in the area of integrating migrants into their host societies by, for example, providing extra language tuition and other forms of support for school children and their parents, by adapting the European Language Portfolio to the needs of young migrants in the field of vocational education and training (CINOP in the Netherlands) and by providing basic, vocationally oriented courses for young, unemployed migrants (CGIL in Germany). What is said about children above (hence the brackets in the text) is equally applicable to young unemployed migrants as well as older adults who have not yet found an adequate place in the culture(s) of their host country. By pointing out these facts, the ICC can show it has much to contribute to ensuring that an across-the-board approach is taken to the integration of the increasing number of migrants in Europe.

The ICC and the CDCC



As an INGO recognised by the CoE, the ICC can and should remind all relevant actors that adult and continuing education has a continuing, important role to play in the implementation of agreed policies to promote plurilingual and intercultural education and social inclusion. ICC member organisations have much to contribute to the overall implementation, drawing upon their considerable experience in – amongst others – the fields of vocationally oriented language learning and CLIL, where an effective marriage between subject content and language instruction has already been achieved.

However, this requires, time, effort and, above all, regular presence at CoE events like the one in Geneva, which is the subject of this report. The rewards are to be seen in the recognition of the work of member organisations at a local, regional, national and international level. In addition, the stimulus and inspiration provided through contacts with the LPD will ensure that their work is embedded in a pan European approach to the issues addressed.

Tony Fitzpatrick (former Director of the ICC)





Language Teaching in a Multilingual Society

ICC Annual Conference in Switzerland 25th–26th March 2011–Winterthur

This year's ICC conference offers a timely spotlight on issues surrounding plurilingualism and the multilingual society. As an INGO comprising members from many fields in language education, its focus is on the practical rather than the political. The conference approaches the issues under four main themes: integration; classroom practice; materials development and evaluation. With speakers from

the worlds of publishing, intercultural communication, education management, ICT in education and those with a range of teaching expertise, the conference offers an opportunity for lively debate on a theme that will influence our concept of language education for many years to come.

This year local organisers Flying Teachers are hosting the conference in the picturesque town of Winterthur in Switzerland, so we

can enjoy glorious scenery as well as stimulating discussion.

Winterthur is close to Zurich, so there will be no problem getting there. We look forward to seeing you there both at the conference and at the AGM

More details and call for papers are on the ICC website

www.icc-languages.eu

Calls for Papers

We thought that members and readers would be interested in what is coming up in the conference circuit within Europe. Here is a selected list of some events that are happening in 2011 with the deadlines for papers if you feel the urge to contribute actively.

If you are organizing other events or know of conferences that

could be of interest in Europe or beyond, please let us know and we can put them in a future edition.

To keep up to date with more conference developments check the EU website

www.coe.int/t/dg4/linguistic/conference_EN.asp

	Date	City	Submission Deadline	Web
ETAS conference	29/01 – 30/01/11	Lucerne	Deadline passed	http://www.e-tas.ch
didacta	22/02 – 26/02/11	Stuttgart	Deadline passed	http://www.messe-stuttgart.de
ICC Conference	25/03 – 26/03/11	Winterthur	31st January 2011	http://www.icc-languages.eu/
IATEFL	14/04 – 19/04/11	Brighton	Deadline passed	http://www.iatefl.org/events
EALTA	05/05 – 08/05/11	Siena	Deadline passed	http://www.ealta.eu.org/
VIII Deutsche Volkshochschultag	12/05 – 13/05/11	Berlin	Deadline passed	http://www.volkshochschultag.de
BESIG Summer Symposium	24/06 – 25/06/11	Preston	1st February 2011	http://www.besig.org/events/Lancaster2011/index.htm
ALTE 4th international conference	07/07 – 09/07/11	Krakow	31st January 2011	http://www.alte.org/2011/
EUROCALL	31/08 – 03/09/11	Nottingham	14th February 2011	http://www.eurocall-languages.org/confs/index.html
ESP Conference	30/09 – 01/10/11	Ulm	01st March 2011	http://www.esp-conference.de/
Languages & Business	26/10 – 28/10/11	Berlin	to be announced	http://www.sprachen-beruf.com/pages/en/
ICT for Languages	10/11 – 11/11/11	Florence	25th June 2011	http://www.real-association.eu/news
BESIG	18/11 – 20/11/11	Dubrovnik	to be announced	http://www.besig.org/
Online Educa	30/11 – 02/12/11	Berlin	to be announced	http://www.online-educa.com/