

Participant's report to National Nominating Authorities and National Contact Points on workshops

Purpose	Addressee(s)	Reporting format	Deadline
<p>1. Reporting</p> <p>Giving feedback on the event, on what was learnt, on how the event will affect work and on how it will be disseminated</p>	<ul style="list-style-type: none"> ➤ National Nominating Authority ➤ National Contact Point ➤ copy to ECML Secretariat 	<p>Template will be sent by the ECML secretariat to all participants by e-mail at the end of the workshop; the completed file should be sent to all addressees within the given deadline. Contact details at http://www.ecml.at/aboutus/members.asp</p>	<p>Two weeks after the event</p>
<p>2. Informing the public</p> <p>Providing a text on the project and its expected value for developments in the participant's country:</p> <ul style="list-style-type: none"> ➤ for the National Contact Point to disseminate through their networks ➤ for the participant to be used for dissemination through her/his own networks 	<p>Wider professional public</p>	<p>Text of about 200 words in the national language(s) of the participant</p>	



1. Reporting

Name of workshop participant	CARAP workshop
Institution	ECML
E-mail address	Aitor.Yraola@hials.no
Title of ECML project	CARAP workshop
ECML project website	www.ecml.at
Type of the event	<input checked="" type="checkbox"/> Central workshop in Graz <input type="checkbox"/> Regional workshop in _____
Date of the event	23-25 February
Brief summary of the content of the workshop	Enclosed
What did you find particularly useful?	The opportunity to be aware and develop syllabus of a pluralistic Europe in languages
How will you use what you learnt/ developed in the event in your professional context?	Try to include it in future programs
How will you further contribute to the project?	By discussing the contents with other colleagues
How do you plan to disseminate the project? <ul style="list-style-type: none">- To colleagues- To a professional association- In a professional journal/website- In a newspaper- Other	To colleagues

2. Informing the public

Text of about 200 words in your national language(s) to be used for dissemination (on websites, for journals etc.) with a focus on the benefits for target groups

(English version)

The CARAP project is a part of a wider Framework of Reference for Pluralistic Approaches to Languages and Cultures (FREPA) aimed to an “Awakening to languages” within the Council of Europe. The second medium term project of the ECML plans to

make a contribution to “a major paradigmatic change” to embody “the development of a global view of language education which would include the teaching and learning of ALL languages, in order to profit from their potential for synergy”.

This global view of learning and teaching of language is a crucial contribution to the establishment of Plurilingualism, the Council of Europe’s response to the challenges of copying with linguistic diversity and achieving social cohesion.

What is at stake is the abandoning of a compartmentalized view of an individual’s linguistic and cultural competence(s), an abandon which is a logical consequence of the way in which plurilingual and pluricultural competence is represented by the Common European Framework of Reference: this competence is not a collection of distinct and separate competences but in a plurilingual and pluricultural competence encompassing the full range of the languages available to him/her.

This is expressed in the Guide for the Development of Language Education Policies in Europe: “Managing the repertoire which corresponds to plurilingual competence means that the varieties of which it is composed are not dealt with in isolation, although distinct from each other, they are treated as a single competence available to the social agent concerned.

One cannot emphasize too strongly that pluralistic approaches, as they are defined above, have a key role to play in the construction of plurilingual competence of each one of us. For how in the world could one ensure that the varieties would not be approached in isolation if one were to limit oneself to singular approaches?

In other words CARAP thinks that if plurilingual competence is really to be as it is described in Council of Europe instruments, and if we want genuinely to make meaningful the principle of synergy it recommends, in order to help learners to construct and continuously to broaden and deepen their own plurilingual competence, it is essential to guide the learners to develop for themselves a battery of knowledge (savoirs), skills (savoir-faire) and attitudes (savoir-être):

- 1) About linguistic and cultural facts in general (a battery in the category of “trans”; “trans-linguistic”, “transcultural”)**
- 2) Enabling learners to have easier access to a specific language or culture by using aptitudes acquired in relation to / in another language or culture (or certain aspects of them)**

Knowledge, skills and attitudes of this nature can, only be developed when the language classroom is a space where several languages and several cultures –and the relationships among them- are encountered and explored. That is to say, in a context of pluralistic approaches to languages and cultures.

My opinion on this project is that it has a wide and ambitious goal. In many European countries the school syllabus can hardly be accomplished with compulsory courses, teachers are overload with tasks, administrative commitments and in some cases the salaries are low. How to include further topics? who will decide about them? The positive aspect is that a tolerant and open attitude toward languages within the programs, together with an electronic tool to show such a similarities and differences in a classrom, will certainly support social cohesion and cultural understanding in Europe. Norway and Scandinavia in general are in a special position with already pluralistic interchanges among the Nordic countries (Norwegian, Swedish, Danish are understood in each

**country) and at the same time a strong global wish of breaking their sense of small size countries and stressing global / European approaches by teaching English and other major foreign languages like Spanish, French and German.
A combination of CARAP, Web 2.0 and the European Framework of Reference methodologies could be a good start for creating a more united Europe.**

Aitor Yraola