

The 'Inclusive School' project was awarded the European Language Label by the Czech Republic in 2016. As part of this project, a methodology and tools were developed to support pre-school teachers to work with children of other nationalities.

Photo: © Inclusive school: <https://www.inkluzivniskola.cz/>

## Language learning in VET and ECEC



The FLASH project was implemented in Slovakia in 2014 and aimed to support the teaching of foreign languages in a professional context relating to the electrical services profession. Its main tangible output were textbooks for professional English and German (grade 1-3), accompanied by e-learning activities.

Photo: © Flash electro: <http://flash.cfme.net/>



The 'Kiitos@21st Century Preschools' project was implemented in Portugal in 2015 in partnership with organisations based in Turkey, Poland, and Italy. The main aim of the project was to develop an integrated pedagogical approach that combined the most effective, creative and innovative teaching and learning strategies to improve early second language learning and promote 21st century skills and second language learning in preschool education.

Photo: © Kiitos@21st Century Preschools: <http://www.kiitos21.eu>

## Content and language integrated learning (CLIL)



The project 'Education Material, Planning, Strategy and Tools for CLIL Education' was put in place in Slovakia in 2015, and aimed to develop basic and transversal foreign language skills by eliminating "orders" between individual school subjects. To achieve this, content and discrete subject language learning as well as CLIL methods were used at pre-primary, primary and lower-secondary school levels.

Photo: © Education Material, Planning, Strategy and Tools for CLIL Education: <https://clilforall.jimdofree.com/>

## How will the European Commission continue to support language learning in the future?

The plan for the next programme is to use the European Language Label awards to strengthen all aspects of language teaching and learning across all sectors supported by Erasmus+. A degree of flexibility will remain for programme countries wishing to make the European Language Label accessible for organisations that do not participate in Erasmus+. However, **the link to the policy priorities for language teaching and learning will be strengthened.**

Key policy priorities in the next programming cycle are likely to include a stronger focus on:

- Developing the language(s) of schooling and developing overall literacy
- Building language awareness and exploring linguistic diversity as basis for further language learning
- Promoting language learning in vocational education and training (VET) and language awareness in early childhood education and care (ECEC)
- Supporting teachers to use inclusive teaching methods and work collaboratively with subject teachers

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European Commission



## Building language competences for Europe

Projects supporting EU policy



Erasmus+



European Language Label

## A renewed boost for language learning in the European Union

In May 2019, the Education Council of the European Union adopted a **Recommendation on a comprehensive approach to language teaching and learning** (OJ C 189). The Recommendation gives a renewed boost to language learning in the European Union and is part of the wider vision to develop a European Education Area by 2025. It seeks to:

- Help all students to reach adequate competence levels by the end of compulsory education;
- Promote the concept of language awareness in education and training; and
- Ensure that more language teachers, trainers and school leaders have the opportunity to learn and study abroad.

The **Erasmus+ programme** supports education and training organisations across Europe to develop transnational mobility projects for students, teachers and staff to improve their language skills. It also contributes to the professional development of language teachers. Furthermore, organisations can receive funding to develop international partnerships to share best practices or develop new and innovative projects.

The **European Language Label** award recognises excellence in language teaching and learning since more than 20 years. It aims to reward outstanding local, regional and national initiatives. These can include creative ways to improve the quality of language teaching, motivate students, make the best use of available resources to increase language awareness, explore the strength of linguistic diversity, and other ways to achieve better language competences overall.

## Drawing policy lessons from EU language projects

As the Erasmus+ programme cycle is ending in 2020, the Commission asked Ecorys to conduct an independent analysis of a sample of around 600 Erasmus+ and European Language Label projects. The aim of the analysis was to extract policy lessons that could feed back into the EU policy and funding cycle.



Between 2014 and 2019, the Erasmus+ programme funded over 250 language learning projects in all fields of education and training which were identified as 'good practice'. The vast majority of these projects focused on school education and therefore targeted pupils and teachers at primary or secondary school levels.

- **Raising competence levels** was the top priority under which projects received Erasmus+ funding for all the years analysed. Most projects focused on raising proficiency levels in English and other foreign languages, but projects supporting the acquisition of the host country language by newly arrived migrants have also played an important part.
- **Teacher support** was the single most important area on which Erasmus+ projects focused, after raising competence levels. Many teacher support projects included a mobility component or were focused on developing and helping teachers to effectively use digital and innovative tools in their language classes.
- In more recent years, some projects focused on developing **inclusive and language aware school environments**, language learning in vocation education and training (VET) and early childhood education and care (ECEC), as well as building on the strengths of diversity in multilingual classrooms.
- The analysis further showed that most European Language Label awards were given to projects which focused on **improving proficiency levels in English and other foreign languages**.
- A smaller number of awards were given to projects focusing explicitly on **language awareness and language learning in VET or ECEC**.
- A large number of awarded projects included a **teacher mobility dimension** and were focused on developing and helping teachers to effectively use digital and other innovative tools and methods for language teaching.
- Interestingly, a high number of awards was given to projects including a focus on **content and language integrated learning** (CLIL).

## Raising competence levels and improving proficiency levels in foreign languages

The project 'Be a Buddy, not a Bully' obtained the European Language Label and European eTwinning Prize Competition in 2019. The project involved secondary school students from Poland, the Czech Republic and France and aimed to expose the negative consequences of bullying, particularly cyber bullying, and find solutions for reducing physical and mental abuse through various learning activities.

Photo: © Be a buddy:  
<https://twinspace.etwinning.net/46541/home>



The Swedish project 'Spread the Sign' received the European Language Label in 2015 and focuses on supporting deaf people to learn foreign languages, increasing accessibility to other sign languages and simplifying the exchange between sign language users in the world.

Photo: © Spread the Sign:  
<https://www.spreadthesign.com/et/ee/search/>



The 'Univerbal' project was awarded the European Language Label by France in 2017 and focuses on strengthening adult migrants' linguistic skills, both in French and in their home language, through a 40-hour language course.

Photo: © Univerbal:  
<https://projetuniverbal.wordpress.com/>



## Teacher support and teacher mobility

DysTEFL2 (Dyslexia for Teachers of English as a Foreign Language) was funded in 2014 and led by Poland. The project aimed to provide teachers of English as a foreign language with the necessary competences to adapt their teaching to the special educational needs of students with dyslexia.

Photo: ©DysTEFL2: <http://www.dystefl.eu/>

