



# TEMPLATE

TECHNOLOGY - PLURILINGUALISM - TEACHING



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## What is TEMPLATE?

TEMPLATE stands for **TE**chnology-Mediated **PL**urilingual Activities for (language) **T**eacher **E**ducation.

TEMPLATE is a European project that aims at strengthening **the professional competence** of pre- and in-service teachers who want to fully implement the recommendations of the Council of Europe for the use of plurilingual approaches in language education.

TEMPLATE seeks to offer a professional development programme that integrates: pedagogical aspects, content knowledge, and digital tools that might be applied in class.

It is intended to boost innovative practices for teacher professional development programmes in Europe from a plurilingual perspective.

## Who is it aimed for?

- \* local schools and teachers
- \* regional school offices and networks
- \* experienced and novel teachers
- \* future teachers (*higher education students*)
- \* teacher-educators
- \* teachers involved or interested in **FL teaching, CLIL activities and project-based learning**

*Teacher-educators all over the world will be able to use the professional development modules to train pre-service and in-service teachers on the effective use of technologies for the implementation of plurilingual foreign language education.*

## Who are we?

The TEMPLATE consortium consists of five universities across Europe:

### Coordinator:

- \* **Università degli Studi di Torino** (Italy)
- \* **Université Catholique de Louvain** (Belgium)
- \* **PH Swäbisch Gmünd** (Germany)
- \* **Vilniaus Universitetas** (Lithuania)
- \* **Universitat Jaume I de Castelló** (Spain)

In collaboration with associated partners:

- \* **FL teachers, CLIL teachers, L1 teachers working in plurilingual contexts**
- \* **MFL expert colleagues (DaF, FLE, ELE, Italian as L2)**



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## What is our goal?

- \* **offering a professional development programme in:**
  - o *innovative teaching methods*
  - o *competence-oriented teaching and learning in FL and CLIL education*
  - o *teachers' digital literacy and use of ICTs (Computer-Assisted Language Learning - CALL)*
  - o *plurilingualism approach*
- \* **making findings accessible to teachers** by promoting collaboration between teachers and researchers, and by involving teacher-educators.
- \* **bridging the gap between research** on the acquisition, learning and teaching of plurilingualism **and the actual teaching practice.**

## How?



# 1

A training experience will be proposed through an **interactive platform** containing both webinars and interactive activities.

TEMPLATE **open educational resources** will be freely available on the project website so that a greater number of teachers, teacher trainers and researchers will be able to benefit directly from project results.



# 2

A series of modules will cover theoretical insights related to **CLIL projects, MALL and ICT tools, project-based teaching/learning** within the context of plurilingualism. We will take a look at case studies implemented by the teachers involved in the project to boost discussion and open a conversation on the multilingual classroom.



# 3

At the third stage, participating teachers will be **challenged and coached to put theory into practice**. Teachers will apply the methodologies and tools that they have been learning to their very own situations. Finally, they will submit a report summarizing their case study and will receive **feedback** from experts and boost their teacher-researcher development.

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