



## Summer Academy: Application form

1. Name (first name, family name):	
2. Email address:	
3. Town/city and country of workplace:	
4. In which year did you gain your teaching qualification?	
5. For how long have you been involved in teacher education?	
6. Institution(s) in which you currently work	
7. Your position in these institutions	

8. Which of the following describe your current and previous role(s)? (More than one answer is possible.)

- higher education staff (lecturers, teacher trainers, etc.) involved in initial language-related teacher education
- supervisor of teaching practice in schools
- inspector
- mentor who supervises prospective language teachers during the qualifying phase
- higher education staff member involved in in-service professional development activities in the field of language education
- teacher educator involved in language education research
- stakeholder involved in teacher education policy development (e.g. member of national curriculum committee)
- experienced teacher responsible for professional development within their school
- active member of a language teacher association
- other: please describe briefly:

9. Which educational sector(s) do your teacher education activities focus on? (You can tick more than box.)

- Pre-school
- Primary school
- Lower secondary school
- Upper secondary school
- Vocational sector
- Adults
- Adult migrants/refugees

10. Which of the following do your teacher education activities focus on? (You can tick more than box.) Please use the empty box to indicate which languages.

- Bilingual education

- Classical languages

- CLIL (Content and language integrated learning)

- Foreign languages

- Home/heritage languages

- Language in subjects

- Language of schooling

- Primary curriculum

- Regional/minority languages

- Second language

11. Please add any further relevant details about your current work.

12. Please give a brief account of any previous work experience that may be relevant for your application.

13. State your language proficiency in English and/or French.  
(Your CEFR level in this language - see the [global scale](#))

English:

French:

14. In which other languages can you communicate and at which CEFR level?

15. Are you a member of any professional network(s) (e.g. teachers' associations/international projects etc.)? If so, please specify?

16. Do you have any knowledge and/or experience of the work of the ECML/Council of Europe and/or the European Union in the field of language education? If so, give brief details.

17. What is your main motivation for applying for the Summer Academy? (Not more than 350 words.)

18. What do you consider to be the main challenges that teacher educators in your specific context face nowadays? (Not more than 350 words.)

19. What opportunities will you have to disseminate to other language professionals the information and insights you gain from the Summer Academy?

## Global Scale of the Common European Framework of Reference for Languages (CEFR)

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.