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Participant's report to the National Nominating Authority and the National Contact Point

Meeting report

In the three weeks after the event, please complete this report. It contains two sections:

1. **Reporting:** this is intended as a feedback on the event, on what was learnt, on how the event will affect your work and on how it will be disseminated. In addition to the ECML National Nominating Authority and the National Contact Point in your country the ECML will use the report¹ in the "Experts involved in ECML activities" section of each ECML member state website (please see <http://contactpoints.ecml.at>).

This section should be written in one of the project's working languages.

2. **Public information:** this is intended as an information on the ECML project and its expected value for your country. The content should be of interest for a larger audience. Thus it should link up to interesting publications, websites, events etc. which were discussed on the occasion of the workshop or which are relevant in your country. The public information should be a short, promotional text of about 200 words.

This section should be written in (one of) your national language(s).

The completed file should be sent to

- the ECML National Nominating Authority and the National Contact Point in your country (contact details can be found at <http://www.ecml.at/aboutus/members.asp>)
- and in copy to ECML Secretariat (Erika.komon@ecml.at)

within the given deadline.

¹ Only if you authorised the ECML to publish your contact details.

1. Reporting

Name of the workshop participant	Arpine Hovhannisyan
Institution	State Brusov University
E-mail address	arpihovh@gmail.com , arpihovh@yahoo.com
Title of ECML project	CLIL IN LANGUAGES OTHER THAN ENGLISH – SUCCESSFUL TRANSITIONS ACROSS EDUCATIONAL STAGES
ECML project website	https://www.ecml.at/ECML-Programme/Programme2020-2023/CLILinlanguagesotherthanEnglish/tabid/4298/language/en-GB/Default.aspx
Date of the event	16-17 November, 2022
Brief summary of the content of the workshop	<p>At the workshop recommendations were developed, presented and discussed on applying CLIL approaches both in the language teaching process in multi-language environments and in the teaching of other-than-language subjects, for example Art, Geography, History in foreign languages.</p> <p>During the workshop participants considered and worked on various subject lesson plans and course guides in the framework of CLIL approaches at different educational stages and levels (elementary, secondary, tertiary). Approaches to effective implementation and recommendations were presented, supported by practical examples in different contexts.</p> <p>The program sees CLIL as a component of intercultural education and a means of promoting plurilingualistic approaches to language learning.</p>
What did you find particularly useful?	<p>I found the workshop especially useful in the sense of conceptualising CLIL as part of intercultural education and linking CLIL to multi-lingual education while promoting language awareness through its focus on Languages Other Than English (LOTE) and a pluralistic approach to languages within CLIL. It was also important once again to focus on the fact that even if pupils learn LOTE as part of their primary or secondary education, there is a tendency that afterwards they do not continue to learn nor to use these languages. The fact that very few students use their LOTE competences at tertiary level is very topical for me, since the issue is exactly within the scope of my professional activities.</p>
How will you use what you learnt / developed in the event in your professional context?	<p>I will use the outcome experience acquired at the workshop CLIL in Languages other than English – Successful Transitions across Educational Stages in the following ways:</p> <ul style="list-style-type: none"> • establish collaboration with the workshop participants, colleagues from different countries and contexts in order to collect scenarios and materials to expand my teaching experience;

	<ul style="list-style-type: none"> • Reconsider the existing resources in the sphere and develop recommendations to implement CLIL-LOTE across educational stages with the focus on the tertiary level; • Share the acquired knowledge with my colleagues at the State Brusov University to promote and improve the pluralistic approach to language teaching within CLIL in the scope of the intercultural education.
<p>How will you further contribute to the project?</p>	<p>I intend to translate the recommendations into Armenian, as one of the Workshop participating member countries of the ECML, as well as to keep the program facilitators updated on the ways and contexts I intend to disseminate the knowledge acquired, additionally inputting suggestions of teaching approaches through lesson plans within CLIL, derived from my colleagues' and my personal experience.</p>
<p>How do you plan to disseminate the project?</p> <ul style="list-style-type: none"> - to colleagues - to a professional association - in a professional journal/website - in a newspaper - other 	<ul style="list-style-type: none"> - to colleagues - to a professional association

2. Public information

Short text (about 200 words) for the promotion of the ECML event, the project and the envisaged publication with a focus on the benefits for target groups. This text should be provided in your national language(s) to be used for dissemination (on websites, for journals etc.).

«CLIL անգլերենից բացի այլ լեզուներով, արդյունավետ անցումներ կրթական փուլերով» խորագրով աշխատաժողովին քննարկվել, մշակվել և ներկայացվել են առաջարկություններ CLIL մոտեցումները կիրառելու ուղղությամբ ինչպես լեզվի դասավանդման գործընթացում, այնպես էլ այլ առարկաները օտար լեզուներով դասավանդման ընթացքում:

Աշխատաժողովի ընթացքում դիտարկվեցին կրթական տարբեր փուլերում և մակարդակներում (տարրական, միջնակարգ, բարձրագույն) CLIL մոտեցումներին համապատասխան առարկայական ծրագրեր, դասընթացների նկարագրեր: Ներկայացվեցին մոտեցումներ և առաջարկություններ, որոնք հիմնավորվում էին տարբեր համատեքստերում գործնական օրինակների միջոցով:

Ծրագիրը CLIL-ը դիտարկում է որպես միջմշակութային կրթության բաղադրամաս և լեզուների ուսուցման գործում բազմակողմնի մոտեցումների խթանման միջոց: