

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. Reporting

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

Name of the workshop participant	Ms Iskra Georgieva UK/Bulgaria
Institution	Bulgarian Language School “Bulgarche” London, UK
E-mail address	isiivanova@yahoo.com
Title of ECML project	Empowering language networks
ECML project website	http://lacs.ecml.at
Date of the event	22-23 May, 2014
Brief summary of the content of the workshop	The workshop was focused on the following issues: the benefit of creating networks between language associations locally and regionally; a group work based on participant interest on other ECML projects; setting a project on a certain topic of how to imply the knowledge about networking among states in an European region.
What did you find particularly useful?	As a member of the Association of the Bulgarian Schools Abroad I found that an association should create a network with other organizations from similar kind in order to benefit from each other experience and share problems. In addition, ‘language’ as a term was discussed and what are the differences as learning one language as first, second, foreign and heritage language. So far I see the teaching of Bulgarian Language abroad in prospective as a first language which been taught abroad rather than teaching it as a heritage language. This gave me an insight to think about resources and teaching methods.
How will you use what you learnt/ developed in the event in your professional context?	Prior to the workshop in relation with pre-tasks I contacted previous participants and associated partners such as Jim Anderson and Reem Abdelhadi to find information regarding interactive methods of teaching in the community schools in the UK. I realised that seeing the Bulgarian Language in terms of heritage language requires completely new curriculum tailored for that specific purposes. In relation to the topics discussed on the workshop I found that a new curriculum should be made possible by the participation of different sites involved such as teachers, Department of Education, agency and publishers. Those ideas would be shared in the Annual meeting of the Association of the Bulgarian Schools Abroad in Sofia on the 28-29 July, 2014. In previous discussion with teachers from Bulgarian community schools in the UK was thought that a website to be

	made with curriculum resources that could help the teaching of Bulgarian but after the seminar it seems that in order to achieve best results a projects should be set up with involvement of professionals with different points of view and involvement of proper funding.
How will you further contribute to the project?	I am going to participate in a project set among the participants from the Balkan region. The task is related to a cooking project for students who will make videos with cooking recipes from their own countries and those recipes are going to be presented in the language of origin – Croatian, Bulgarian etc. as well as foreign languages – French, German, English. In addition an e-booklet is going to be created. Personally, I am going to make an on-line notice in the forum to the schools members of The Association of Bulgarian Schools Abroad.
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 	Immediately after the workshop the ideas of the LACS project and other projects of the ECML were discussed with colleagues in the Bulgarian Language School “Bulgarche” in London. Links of the project were published on the forum of The Association of the Bulgarian Schools Abroad which was noticed by a board member who asked me to present the ideas in further details at the annual meeting in the association. Links of the Empowering language networks project were presented as an on-line notice in the Polish Educational Society in London as well as to the Hungarian Cultural Institute in London.

1. 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.).

Проекта в гр.Грац отчете предимствата за осъществяването на контакти между асоциации по езици не само на национално но и на регионално ниво в Европа. Беше показан линк с документ как точно да се създаде асоциация(www.lacs.ecml.at) и какви са предимствата от обединяването на няколко регионални асоциации в една.

Семинара беше полезен, че разглеждаше езиците в различни категории: родни, чужди и майчини. В тази връзка като преподавател и директор в едно от българските училища в чужбина - училище „Българче” в Лондон успях да премисля, че българският език в

чужбина е по-близък до категорията на майчин език, а не толкова като роден език зад граница. От тази гледна точка преподаването и материалите за преподаване трябва да бъдат разгледани от друга перспектива; как да се популяризира българският език в чужбина като българият език – един от европейските езици, а не за начална точка на изучаването на българският език да се търсят паралели с Възраждането. Историческите паралели са логични и полезни, но може би е по-лесно за ученика да възприеме стойността на езика първо от съвременна гледна точка и по-късно да се премине към развитието на езика през вековете и съхраняването му до днес.

Разбрах че, във Великобритания съществува проект на Лондонският университет, Голдсмитх колидж специфично съобразен за нуждите на неделните училища в чужбина. Проектът се занимава с интерактивното преподаване на майчини езици в чужбина. Ето и линкове с теми разработени и приложени в някои китайски и арабски неделни училища в Лондон.

www.gold.ac.uk/clcl/multilingual-learning/creativity/

www.gold.ac.uk/clcl/multilingual-learning/creativity/booklet/#d.en.26692 (брошура и видео долу дясно)

www.goldsmithsmdst.wordpress.com