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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	AGNIESZKA TOKARCZUK
Institution	Szkoła Podstawowa nr 71 im. Janusza Kusocińskiego w Poznaniu
E-mail address	tokaga@wp.pl
Title of ECML project	'Developing language awareness in subject classes'
ECML project website	https://www.ecml.at/ECML-Programme/Programme2016-2019/languageinsubjects/tabid/1854/language/en-GB/Default.aspx
Date of the event	16-17 November 2017
Brief summary of the content of the workshop	<p>Based on the recognition that second language learners, e.g., migrant students, need a lot of language support in subject classes, the project 'Developing language awareness in subject classes' aims to provide teachers with practical procedures to identify the needs of their learners and to support them. The workshop in Graz was attended by 38 experts from 34 different countries (subject teachers, language teachers and teacher trainers), who worked on lesson plans and methods to support L2 students learning subject matter contents. The group work was preceded by inspiring presentations by project team members, which put the issue of language awareness in a broad and interesting perspective.</p>
What did you find particularly useful?	<p>The workshop offered a nice balance between theory and practice. The presentations provided a useful theoretical background, while the group work allowed the participants to work on much needed practical solutions. Owing to the workshop, I became more aware of the potential problems with learning subject matter by second language learners and also became familiar with some useful and very practical methods that can help children learn. The work in the international milieu was a very inspiring experience, enabling many different viewpoints and perspectives to meet. Last but not least, the workshop was a kind of an 'eye opening' experience for me. I began to see the true potential in multicultural classrooms, which offer a unique opportunity to both first and second language students to learn and grow.</p>

<p>How will you use what you learnt / developed in the event in your professional context?</p>	<p>With a growing number of migrant students in Polish schools, the project comes right in time for teachers in Poland. Subject teachers are well aware of the linguistic problems of migrant students, yet they still need practical clues as to how help second language learners build their subject knowledge despite their frequently poor linguistic competence. I work and discuss with the teachers from my school, share the knowledge I gained during the workshop (e.g., examples of scaffolded materials and resources). I am going to organise workshops for other teachers.</p>
<p>How will you further contribute to the project?</p>	<p>I hope to participate in the network meeting and continue work on concrete samples of language supportive teaching materials. I can translate/adapt materials to suit the needs of Polish teachers.</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 	<p>I share the knowledge I have gained with my colleagues. In order to disseminate the project, I have described (in Polish) its goals, envisaged outputs and outcomes and put it on a website, including selected literature on the subject in Polish. I have contacted a Migrant Info Point in my city to let them know about the project and its envisaged outcomes and outputs. I am planning to organise workshops for subject teachers working with migrant learners using the knowledge I will have gained from the project.</p>

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.).

W dniach 16-17 listopada 2017 r. w Europejskim Centrum Języków Nowożytnych (ECML) w Graz, w Austrii, odbyły warsztaty w ramach projektu 'Developing language awareness in subject classes', realizowanego od 2016 roku przez ECML. Celem spotkania, które zgromadziło 38 nauczycieli języków obcych, nauczycieli przedmiotów oraz decydentów z 34 krajów, było wypracowanie konkretnych rozwiązań, które ułatwią odniesienie sukcesu edukacyjnego uczniom, których język ojczysty różni się od języka wykładowego obowiązującego w szkole. Biorąc pod uwagę barierę językową oraz fakt, iż język 'akademicki' różni się od języka używanego na co dzień, tacy uczniowie potrzebują dodatkowego wsparcia językowego na lekcjach przedmiotów takich jak matematyka, biologia czy historia. U podstaw projektu leży zatem założenie, że każdy nauczyciel przedmiotu jest zarazem nauczycielem języka. Projekt stawia sobie za cel wypracowanie praktycznych procedur, które umożliwią nauczycielom przedmiotów rozpoznawanie potrzeb uczniów. Opracowane zostaną materiały edukacyjne, które będą uwzględniały aspekt językowy w budowaniu wiedzy przedmiotowej, proponując konkretne metody i techniki wspierania uczniów w tym procesie. Nauczyciele przedmiotów, doceniając rolę języka w konstruowaniu wiedzy, będą lepiej przygotowani do radzenia sobie z różnorodnością językową w swoich

klasach. Finał projektu zaplanowano na rok 2019, kiedy to [na stronie internetowej](#) udostępnione zostaną wszystkie przygotowane w jego ramach materiały. W kontekście szybko rosnącej liczby dzieci cudzoziemskich w polskich szkołach, projekt 'Developing language awareness in subject classes', stanowi nieocenione źródło wiedzy i inspiracji dla nauczycieli w Polsce.