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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

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|---|---|
| Name of the workshop participant | Manukyan Tsovik |
| Institution | Armenian Education |
| E-mail address | Manukyan.tsovik@mail.ru |
| Title of ECML project | Participant as chemistry teacher |
| ECML project website | |
| Date of the event | 18.10-19-10 |
| Brief summary of the content of the workshop | The content of the workshop was to improve subject performance of L2 learners. During the workshop there were encountered some lesson plans and curricula among A1-B2 learners, hereof. |
| What did you find particularly useful? | The workshop is of utmost importance for subject teachers and I, particularly, found out some specific tools and mechanisms of explaining the same content topic for the students varying from A2-B2 levels of language. |
| How will you use what you learnt / developed in the event in your professional context? | The event was very beneficial for my professional context in general, particularly I plan to elaborate curricula illustrating subject content and L2 simultaneously. |
| How will you further contribute to the project? | As a teacher of chemistry I am going to implement all CLIL methods and techniques in chemistry classes, developing pluritileralism and language skills, specific to my curricula. |
| 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 | First and foremost, I will arrange meetings with all the subject teachers who are interested in CLIL in Armenia and supposedly I plan to arrange a disseminative event in my school among my colleagues. Also, I plan to represent a report on ECML activities in general, and CLIL, in particular. |

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.).

Content and Language Integrated Learning is a relatively new area within the scope of educational contexts and it is necessary to implement all the ECML materials in Armenian teaching contexts. In Armenia CLIL in its essence represents an important area as there are growing number of migrant children in schools and hence, there are many activities to be accomplished. Firstly, it is essential to address some subject literacies and transferable skills in the contexts where learners are operating in more than one language. Hence, I plan further to develop a manual for subject teachers, introducing all the methods and skills needed for them. Before that, it is an urgent need for my country to achieve some tangible outcomes, mostly in the contexts where there are migrant children.

Կրթակարգի մշակումն այլ առարկաների և լեզվի միջոցով դեռևս նորույթ է հայաստանյան կրթական միջավայրում և թերևս առաջնային նախապայման է ներմուծել ԺԼԵԿ –ի տրամադրած նյութերը և դասավանդման մեթոդները հենց այդ համատեքստում: Կրթակարգի մշակումն այլ առարկաների և լեզվի համակցմամբ կարևոր ոլորտ է Հայաստանում, քանի որ այսօր մեծաթիվ փախստականներ են ինտեգրվում հայաստանյան դպրոցներում, իսկ այդ պարագայում կարևոր նախապայման են դառնում ոլորտում մի շարք գործունեություններ ծավալել: Առաջին հերթին, հարկավոր է ուսուցանել որոշակի բազմազգափոխական մոտեցումներ և փոխանցելի հմտություններ այն համատեքստերում, որտեղ սովորողները գործառում են մեկից ավելի լեզուներ:

