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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	Erica Kawka Armeni
Institution	Directorate for Learning and Assessment Programmes
E-mail address	erica.kawka.armeni@ilearn.edu.mt
Title of ECML project	CLIL in Languages Other Than English – Successful transitions across educational stages
ECML project website	https://www.ecml.at/News/TabId/643/ArtMID/2666/ArticleID/1651/CLIL-LOTE-transitions-A-complex-and-innovative-project-and-a-questionnaire.aspx CLIL LOTE transitions: Workshop, 16-17 November 2022 / EMILE dans des langues autres que l'anglais, transitions: Atelier 16-17 novembre 2022 (padlet.org)
Date of the event	16-11-22 and 17-11-22
Brief summary of the content of the workshop	To develop recommendations for implementing CLIL in languages other than English across educational stages (primary, secondary, tertiary), both in the language classroom and in other subjects.
What did you find particularly useful?	The group work on day 2
How will you use what you learnt / developed in the event in your professional context?	To adopt CLIL LOTE concept in our Foreign Language Awareness Programme in Primary Schools; to be officially implemented in our curriculum.
How will you further contribute to the project?	To (further) develop materials that show ways in which CLIL LOTE transitions can be strengthened by working in the CEFR linked descriptors group with Ms. Marina Mattheoudakis and Ms. Carola Velberg: supporting CLIL LOTE transitions through teaching materials.

<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>To present the project to my department.</p> <p>To continue with the Pilot Project at St Ignatius College</p> <p>To plan an Erasmus Project with schools in Ireland: sharing of ideas/resources; working with FLAP teachers (in Malta) and teachers in Ireland.</p> <p>To create a section about CLIL LOTE on the German Website.</p>
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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.).

The ECML event (16-11-22 and 17-11-22) targeted CLIL in languages other than English and the successful transitions across educational stages. Participants from 36 countries were introduced to the field of CLIL LOTE transitions. They were divided into 3 working groups and contributed to create teaching material, thus becoming part of the CLIL LOTE Network. Educators from various backgrounds shared their experiences based on their local context and recommendations were made in relation to various pedagogical aspects: curriculum guidelines, assessment, portfolios and CEFR linked descriptors. Collaborations amongst participants was also encouraged. Participants were also given the task to translate the CLIL guiding principals and the recommendations in their national language, giving equal importance to languages other than English and French. The 2-day event was short but intensive. The objectives were nevertheless reached and participants ended up with innovative ideas based on examples from various contexts and with opportunities across educational stages: primary, secondary and tertiary. CLIL was also promoted as a means to enhance pluralistic approaches to language learning.