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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	Miranda Karjagdi Çolak
Institution	Bursa Technical University
E-mail address	miranda.karjagdiu@btu.edu.tr
Title of ECML project	Developing teacher competences for pluralistic approaches
ECML project website	www.ecml.at/pluralisticteachercompetences
Date of the event	28-29 September 2021
Brief summary of the content of the workshop	<p>The two-day workshop entitled "Developing teacher competences for pluralistic approaches" showcased work related to two dimensions of the framework of teacher competences for pluralistic approaches. As stated in the workshop description "pluralistic approaches aim to improve learning in the various aspects of language education by building on students' prior learning making it possible to take better account of the languages of the classroom...."</p> <p>The project team introduced tools for teacher education to enable them to draw on these approaches in the practice of their various disciplines and they included lists of teaching competences and examples of scenarios and sequences of tasks for initial and continuing teacher education. Workshop was led in various approaches including project team presentations, hands-on group work and plenary sessions. The event was hybrid and it was offered in two languages making it possible for participants to work in multiple modes and with multiple resources.</p>
What did you find particularly useful?	<p>The workshop included a set of pre-workshop activities and the participant driven data were analysed and presented in the workshop. I particularly liked this approach as it offered an opportunity to get acquainted with the work, have a glimpse at other participants' profiles beforehand and express our needs for the use of pluralistic approaches. Another aspect I liked was the variety of responses and reactions in the plenaries to the use of the proposed tools which was mainly due to the differing background and expertise of the participants in the workshop. The timing of the workshop was excellent as it was the first opportunity for us to collaborate f2f at an international level after the long COVID isolation.</p>
How will you use what you learnt / developed in the event	Two weeks upon my return I have already started using some approaches presented to explore the cultural and linguistic repertoire

<p>in your professional context?</p>	<p>of my students in classes I teach. I slightly adapted them and digitalized them through the use of Google Forms. I find it particularly useful for giving students voice and designing learner-driven activities that are personalized and hopefully further building their intercultural competence. As a teacher trainer, I planned two sessions on translanguaging pedagogy and how it suits our needs in an EMI context, e discussion series that will include faculty members from departments that offer EMI instruction.</p>
<p>How will you further contribute to the project?</p>	<p>Our group consisted of Athina Vrettou, Kenia Puig, Barbora Reynaert and myself and we've managed to continue the cooperation so far. The outcome of our collaboration during the workshop was a concrete idea that involved a design of a sequence of activities based on principles of action research. The aim is to develop a reflective self-assessment tool for teachers to notice issues in their classroom through reflection and to encourage them to take pluralistic action. We are collaborating on finalizing the tool at the moment and will proceed with recruiting teachers willing to use the tool and do the action research. Results of this teacher training module will provide data on the actual implementation of adapted tools and approaches in local contexts.</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 am planning to disseminate the project in several ways: initially through my own use of certain tools presented in Graz as a teacher by gathering data accompanied with continuous reflection. Then through in-house CPD activities in Bursa and through a presentation for teacher trainers in Istanbul, scheduled on November 10th and 17th, 2021 respectively. Furthermore, I have prepared a research proposal and maintained ethical approval to explore EMI students' translanguaging in planning activities for academic writing. My hopes are to gather data and publish a research article on translanguaging pedagogy as a pluralistic approach in an EMI context.</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.).

“Developing teacher competences for pluralistic approaches” workshop was organized by the European Centre for Modern Languages of the Council of Europe (ECML) in Graz and it lasted 2 days by bringing together 37 participants from around the world. The event was organized within the framework of the ECML’s medium-term programme of activities 2020-2023. The workshop was offered in a hybrid form and working languages were English and French with simultaneous interpretation between these two languages. The main aim of the workshop was to promote training tools that develop scenarios for teacher education based on the identification of the teaching competences required to implement pluralistic approaches. The content of the workshop was presented by Brigitte Gerber, Anna Schröder-Sura, Ana Isabel Andrade, Monica Vlad (team members), Maddalena De Carlo and Michel Candelier

(associate partners) through multiple informative sessions.

Prior to the workshop, participants received tasks (in Padlet, Google Forms, PPTs) where they provided data on their background, expertise as well as initial feedback on information related to the framework of reference for pluralistic approaches to languages and cultures (FREPA). Participants also had an opportunity to express their specific needs in their own contexts for the development of teaching skills for pluralistic approaches. Data were analysed by team members and their results were presented during the first session.

The workshop entailed a series of group work sessions that aimed for collaboration among participants to evaluate these tools and their relevance to their specific contexts and needs, and to make suggestions for improvement. Evaluation and reactions to the tools varied among individual participants and it was crystal clear that these tools discard the “compartmentalised” view of the one’s own linguistic and cultural competence and embrace an innovative approach to encompass the full range of the languages available. As a teacher and teacher trainer in an EMI context that is seemingly monolingual I look forward to adapting these tools to our own needs to explore students’ linguistic and cultural repertoires.