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## Participant's report to the National Nominating Authority and the National Contact Point

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In addition to the ECML

National Nominating Authority and the National Contact Point in your country the ECML will use the report<sup>1</sup> 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](mailto:Erika.komon@ecml.at))

within the given deadline.

<sup>1</sup> Only if you authorised the ECML to publish your contact details.

1. Reporting

<b>Name of the workshop participant</b>	Lívia Mešková
<b>Institution</b>	Stredná odborná škola hotelových služieb a obchodu, Školská 5, 975 90 Banská Bystrica, Slovakia
<b>E-mail address</b>	<a href="mailto:liviameskova@hotmail.com">liviameskova@hotmail.com</a> ; <a href="mailto:livia.meskova@soshotelovabb.sk">livia.meskova@soshotelovabb.sk</a>
<b>Title of ECML project</b>	Enhancing language education in cross-border vocational education
<b>ECML project website</b>	<a href="http://www.ecml.at/crossbordervocationaleducation">www.ecml.at/crossbordervocationaleducation</a>
<b>Date of the event</b>	7.-8.2.2023
<b>Brief summary of the content of the workshop</b>	<p>The workshop aimed at the cross-border regions where several languages are a part of the curriculum of the vocational schools. There participated representatives from 18 countries with different positions within their educational systems, e.g. teachers at secondary vocational schools, ministry of education representatives, university lecturers, members of different educational authorities in their countries. The discussions included the basic elements of the prepared “guide” for the people interested in this topic, ranging from the setting the terms, e.g. what a cross-border region is, how to define plurilingualism in the vocational education, or the attitudes towards teaching and learning methodology within the different sectors of vocational education in connection to cross-border regions. Moreover, there were many fruitful discussions in smaller groups where the participants could present their experience and opinions on the issues such as what content, competencies, language and skills are necessary to focus on while dealing with not only cross-border languages, but also minority languages and the immersion of the immigrants and refugees in the relevant areas and regions.</p>

<p>What did you find particularly useful?</p>	<p>Personally, I found very useful to get to know that even though I teach in the central part of my country, we can still speak about plurilingualism at vocational schools as the students are often coming from the different parts of our country and even from the cross-border regions, e.g. with Hungary, or their are coming from the Roma minority and speak their language alongside to the official language and foreign languages they learn at school. Moreover, sharing the real practical experience and ideas among the participants was also very interesting and gave me several ideas for my own teaching and preparation of materials for the so-called vocational language. Nevertheless, the exchange of websites with prepared materials as well as some useful applications that are freely available on-line was really vital for boosting the small steps in changing my own teaching.</p>
<p>How will you use what you learnt / developed in the event in your professional context?</p>	<p>At the moment, we have a running Erasmus+ project so the use of the acquired ideas, competences and information is going to be very important in preparing small language modules in English and French for my students who are going to spend some time abroad working in the sectors of hospitality, gastronomy and beauty services. Furthermore, it would be nice to prepare a short list of the necessary professional vocabulary and phrases for the first days abroad as several times there are differences between the general language and the language of the individual professions.</p>
<p>How will you further contribute to the project?</p>	<p>As I plan to prepare some materials for my students with the topic of their vocational training, I am thinking of sharing them with the project team as I will use some of the ideas discussed during the workshop.</p>
<p>How do you plan to disseminate the project?</p> <ul style="list-style-type: none"> <li>- to colleagues</li> <li>- to a professional association</li> <li>- in a professional journal/website</li> <li>- in a newspaper</li> <li>- other</li> </ul>	<p>In cooperation with the Faculty of philosophy at Matej Bel University in Banska Bystrica, I would like to have a small workshop for the future teachers of foreign languages where I present the ideas and issues gained from the ECML workshop. I would also like to prepare with the future teachers some worksheets on this topic for further use in their future careers. Definitely, I will inform my colleagues during our regular methodological meetings within the foreign languages part, but also the colleagues from professional subjects taught at our school.</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.).

Realizovaný workshop s názvom "Enhancing language education in cross border vocational education" (Podpora jazykového vzdelávania v prihraničnom odbornom vzdelávaní) pod záštitou ECML poskytol veľa informácií a praktických návodov k tejto oblasti oblasti vzdelávania. Zároveň sa však objavili aj viaceré

otázky, nielen v súvislosti s definovaním základných pojmov, napr. prihraničná oblasť, jazyk prihraničnej oblasti, ale aj v súvislosti s obsahom profesijného jazykového vzdelávania, keďže existuje veľa rôznych odborov, napr. zdravotníctvo, inžinierstvo, gastronómia, záhradníctvo apod. Pripravované materiály, ktoré predstavujú výsledky projektu, ponúkajú viaceré teoretické východiská, ako aj niekoľko praktických návodov spolu s príkladmi už vytvorených pracovných listov a iných materiálov zahrňujúcich i on-line platformy a aplikácie na ďalšie použitie priamo počas vyučovania. Uvedené výsledky a vypracované dokumenty určite predstavujú veľmi zaujímavý prvok pre učiteľov v dotknutých oblastiach, ale i budúcich učiteľov pri ich príprave na výkon budúceho povolania, kde sa môžu ocitnúť práve v prihraničných oblastiach alebo pracovať so žiakmi z týchto oblastí.