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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 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>	<b>Aušra Jankauskaitė</b>
<b>Institution</b>	Institute of Foreign Languages, Vytautas Magnus University, Kaunas, Lithuania
<b>E-mail address</b>	<b>Ausra.Jankauskaite@vdu.lt</b>
<b>Title of ECML project</b>	PALINGUI: Making young children's language learning pathways visible (aged 3 – 12)
<b>ECML project website</b>	<a href="http://www.ecml.at/younglearnerpathways">http://www.ecml.at/younglearnerpathways</a>
<b>Date of the event</b>	<b>15th and 16th March 2023</b>
<b>Brief summary of the content of the workshop</b>	We discussed the ways how young learners' plurilingual and multicultural background can be involved in a language classroom. Different approaches and activities were introduced which could be used as resources for pre-primary and primary school teachers. A special note was given to three aspects which are involved in a language classroom, i.e., observation, assessment and documentation. The participants discussed their role in a successful language learning and diverse methods of performing them in the classroom.
<b>What did you find particularly useful?</b>	To become acquainted with how children's plurilingual knowledge can be used in the acquisition of a foreign language and whether it's worth to use it. To learn about different classroom practices related to plurilingual background of the learners.
<b>How will you use what you learnt / developed in the event in your professional context?</b>	Since I teach at university, there are students in my groups who are pre-service primary teachers, so I'm willing to share my knowledge about what I've learnt with them. Some of my colleagues are also nursery educators who give lessons of English to nursery children. So I will acquaint them with the materials which were introduced during the seminar.
<b>How will you further contribute to the project?</b>	I'd be very much interested in researching the Lithuanian pre-primary and primary learners' experience and needs in an English classroom from the perspective of their plurilingual and multicultural background. I'd like test how the project resources work in the Lithuanian classroom setting.

<p><b>How do you plan to disseminate the project?</b></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>I plan to spread the information about the project to my colleagues and teachers who work with kindergarten kids in Kaunas.</p>
<p><b>2. Public information</b></p>	
<p><b>Dabartinių Europos kalbų centras Graz'e (Austrija)</b> seminaro PALINGUI: Making young children's language learning pathways visible (aged 3 – 12) (PALINGUI: Atskleidžiant jaunųjų (3 – 12 metų) besimokančiųjų kalbų mokymosi kelius) metu buvo pristatyta projekto PALINGUI medžiaga ir kuriamo tinklalapio turinys, kuris galėtų tapti mokymo ištekliais, mokant 3 – 12 metų vaikus užsienio kalbos/-ų. Seminaro metu buvo pabrėžiama besimokančiųjų daugiakalbės ir daugiakultūrės patirties įtraukimo ir panaudojimo svarba. Tai buvo pagrindžiama teigiamos patirties pavyzdžiais. Atskleista, kad jaunųjų besimokančiųjų gimtosios ir kitų, su kuriomis yra vaikai susidūrę, kalbų žinios gali žymiai prisidėti prie mokymosi proceso sėkmės. Pabrėžta, kad vaikai ypač linkę susieti savo gimtąją kalbą (šeimos kalbą) bei kitas vartojamas kalbas su užsienio kalba, kurios yra mokoma mokykloje ar darželyje. Tai gali prisidėti prie besimokančiajam artimos aplinkos sukūrimo pamokoje ir padaryti ją patrauklia. Seminaro dalyviai susipažino su įrankiais, kurie galėtų būti naudojami kalbų pamokose, vykdant mokinių stebėjimą (observation), vertinimą (assessment) ir dokumentaciją (documentation). Buvo dalijamasi patirtimi ir idėjomis, kokie įrankiai galėtų pasitarnauti įtraukiant mokinių daugiakalbius gebėjimus, mokant antrosios/ trečiosios užsienio kalbos. Taip pat buvo akcentuojamas mokytojo vaidmuo ir jo/jos suvokimas apie besimokančiųjų daugiakalbės ir daugiakultūrės patirties bei gebėjimų panaudojimą mokymo procese. Dalyviai pažymėjo, kad ši mokymo perspektyva yra nauja ir daugeliui pedagogų yra nepažįstama. Įvairiose šalyse yra atvejų, kuomet mažumos kalba arba tiesiog kalba, kuri nėra valstybinė, yra ignoruojama, ko pasėkoje vaikai jaučiasi atstumti. Projekto tikslas yra pakeisti šią vienos kalbos dominavimo mokykloje tradiciją, sukuriant išteklius, kurių pagalba pedagogai atskleistų jaunųjų besimokančiųjų daugiakalbes ir daugiakultūres kompetencijas ir įtrauktų jas į užsienio kalbos mokymo/si procesą.</p>	