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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	Tanja Radović
Institution	Primary School IV kraljevački bataljon, Kraljevo, Serbia
E-mail address	tanjaradovic7@gmail.com
Title of ECML project	"Palingui" Workshop: Young children's language learning pathways
ECML project website	https://www.ecml.at/ECML-Programme/Programme2020-2023/Languagelearningpathwaysofyoungchildren/tabid/4304/language/en
Date of the event	15 th and 16 th March 2023
Brief summary of the content of the workshop	<p>As early language learning is the priority of the Council of Europe member states, ECML Workshop “Young children’s language learning pathways” organized on the 15th and 16th March 2023 had the goal to promote the importance of early language awareness of multilingualism as well as to explore the new ideas put forward by its participants. The quality of the interaction was really important during the whole workshop. The project focuses on observation, documentation and assessment and it is rather unique. Its acronym ILLIEY is short for Inspiring language learning in early years. It explores what it looks like in a classroom of thirty students where participation and sharing would lead to the practice which will finally provide social cohesion of all children. In order to achieve it, teacher education should be enhanced and special support should be given to multilingual teachers. Hoping to give the contribution, the expert team of the project consisting of Ingeborg Birnie, Catherine Carre-Karlinger, Dana Musilova and Deirdre Kirwan, came up with the idea to create a website which will help sharing the ideas and collecting resources for teachers. The underlying ideas are to make early language learning visible and to organize the website to be teacher friendly. If teachers are not aware of multilingualism, you cannot really open their door. In order to help students learn in a more appropriate way, it is important to think of both teacher reflection and tool boxes. The child has to be the centre of education and both teachers and students should experience school as a multilingual place where several languages can co-exist together. The students should be proud of their multilingualism and it would lead to the development of their</p>

skills and their own future learning. Different dialects should also be included in the language variety. Ignoring a child's languages, we ignore the child. The focus on students' multilingualism should not be only the job of language teachers, but of all teachers at school. All teachers should be language teachers. Children have to realize their full potentials as unique individuals using their home languages. We, as teachers, are learners, too. We have to leave ourselves open to ideas that our students put forward. We may not know their language, but we have to give them the opportunity to say at least a few words in their own language. Translating the word "bat" in different languages ranging from "leather wings" in Irish to "flying mouse" in Russian, the students contributed to enriching the context and giving their lesson a deeper meaning. Teachers are seen as agents of change while school managers should act as their supporters. In the online presentation given by Deirdre Kirwan, she discussed the situation in Irish history when banning the use of Irish resulted in the great loss of the language. Modern teachers should insist on using all the available languages and in that way, they would help all the languages. A short class warm up conversation about today's weather can be used as an opportunity to translate some words to students' home languages. In case, the students do not know the best translation, they can later ask their parents and improve their knowledge gradually. Parents should be kept informed about how many languages are used at school and it is logical that nobody would choose to be monolingual if they had the opportunity to be multilingual. The positive message of the workshop was: Make small steps to make the changes. Teaching multilingual children in a monolingual way would most probably not be the best way to achieve the best academic results. It is a complicated process and the best way would be to use home languages cross curriculum. Strong support to home language would also produce the best results in foreign language learning. The workshop gave specific examples how to perform the observation, documentation and assessment of the new process of multilingual learning and asked the participants to give their own suggestions and discuss the challenges. They were also asked to send their own ideas and examples that could possibly find their place at the website and continue promoting the values of multilingualism which were accepted and supported by all the participants of this inspiring language event.

What did you find particularly useful?

As I have already participated in another international event related to multilingualism, I could improve my knowledge related to the topic especially through different practical suggestions how to start multilingual practise especially in

	<p>terms of documentation and assessment. I liked the opportunity to exchange the ideas with language experts and I was glad I had the opportunity to talk to all the members of the expert team in person during the breaks. I also met some other members of ECML staff and I was surprised to hear the constant use of different languages at ECML. As a representative of a non EU country, the most precious information for me was to learn about the present language learning tendencies in EU. I did not know that children in the European Union, and even in countries that are still not members like Montenegro, start learning English at the age of three. I have already suggested the similar changes for the pre-school students attending my school. I have also changed my attitude towards home languages of refugee children at my school and I have started preparing a special activity for them which will allow some of them act as language teachers of their home languages at a special exemplary class.</p>
<p>How will you use what you learnt / developed in the event in your professional context?</p>	<p>I will try to implement the use of home languages of all my students in the future and offer them more space to use and promote their own home language. I will do my best to change the monolingual present atmosphere at my school and teach all my students to values all languages equally. I will try make an electronic portfolio of my students in the future since I have had only folders with written works so far.</p>
<p>How will you further contribute to the project?</p>	<p>I have already talked to some multilingual students at my school to help me make a special exemplary class where I will try to make short videos and send them to ECML. Apart from the videos, I will write articles about different activities where I will implement multilingual learning giving examples to other teachers how to react and make the first steps to multilingual practice.</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 have already shared my experiences with my bilingual team at our meeting on 27th March 2023 and at the School Board on March 28th 2023. Furthermore, I am going to have a presentation at the first next meeting the Board of Teachers of my school. I am going to publish articles for the Facebook page of the school and the school website. I am going to have a presentation at the local association of teachers of English language called Aktiv nastavnika engleskog jezika Kraljeva which has about 36 members. I have also planned to write an article for ELTA Newsletter, a magazine of English language teachers Serbia and also I will share my new knowledge with my friends on eTwinning. I have already informed some of them about my visit to ECML Workshop. Of course, in the future I will constantly try to educate my students that all languages are equally important and valuable and that they have to respect every home language of their classmates.</p>
<p>2. Public information</p>	
<p>Short text (about 200 words) for the promotion of the ECML event, the project and the envisaged</p>	

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.).

Изабрана на конкурс Фондације Темпус и финансирана средствима Европске комисије и Центра за живе језике у Грацу, имала сам велику част да представљам Србију на радионици „Путеви учења језика у раном добу“ организованој 15. и 16. марта 2023. у овој реномираној институцији Европске уније посвећеној страним језицима. Како је рано учење језика приоритет земаља чланица Савета Европе, ова радионица Центра за живе језике имала је за циљ да промовише важност раног подизања свести о вишејезичности, као и да истражи нове идеје које су изнели њени учесници. Квалитет интеракције је био заиста важан током целе радионице. Пројекат се фокусирао на посматрање, документацију и оцењивање и рађен је са великим ентузијазмом. Његов акроним ILLIEY је скраћеница за Инспиративно учење језика у раним годинама. Да би се постигла кохезија и социјализација свих ученика, треба унапредити образовање наставника у области мултилингвалности и дати посебну подршку вишејезичним наставницима. У нади да ће дати свој допринос, стручни тим пројекта Palingui који чине Ингеборг Бирни, Кетрин Кар-Карлингер, Дана Мусилова и Деирдре Кирван, дошао је на идеју да направи веб страницу која ће помоћи у размени идеја и прикупљању ресурса за наставнике. Основне идеје су да се рано учење језика учини видљивим и да се веб страница организује тако да буде прилагођена наставницима. Да бисте помогли ученицима да уче на прикладнији начин, важно је утицати на свест наставника. Дете треба да буде центар образовања, а наставници и ученици треба да доживљавају школу као вишејезично место где неколико језика може коегзистирати заједно. Ученици треба да буду поносни на своју вишејезичност и то би довело до развоја њихових вештина и компетенције за целоживотно учење. У језичку разноликост треба укључити и различите дијалекте. Игноришући језике детета, ми игноришемо дете. Фокус на вишејезичности ученика не би требало да буде само посао наставника језика, већ и свих наставника у школи. Сви наставници треба да буду професори језика. Деца морају да остваре своје пуне потенцијале користећи свој матерњи језик. Ми, као наставници, такође учимо. Морамо бити отвореним за идеје које изнесу наши ученици. Можда не знамо њихов језик, али морамо им дати прилику да кажу бар неколико речи на свом језику. Преводећи реч „шишмиш“ на различите језике, од „кожна крила“ на ирском до „летећи миш“ на руском, ученици су допринели обogaћивању контекста и давању дубљег смисла свом часу биологије. На наставнике се гледа као на носиоце промене, док директори школа треба да делују као њихова подршка. У онлајн презентацији коју је одржала Деирдре Кирван, она је говорила о ситуацији у ирској историји када је забрана употребе ирског језика резултирала великим губитком тог језика. Савремени наставници треба да инсистирају на коришћењу свих доступних језика и на тај начин би повратно помогли тим језицима. Кратак разговор о времену на почетку часа може се искористити као прилика да се неке речи преведу на матерњи језик ученика. У случају да ученици не знају најбољи превод, касније могу питати родитеље и постепено усавршавати своје знање. Родитељи треба да буду информисани о томе колико језика се користи у школи и логично је да би сви увидели предности вишејезичности. Позитивна порука радионице је била: Направити мале кораке ка променама. Подучавање вишејезичне деце на једнојезични начин највероватније не би била најбољи начин за постизање најбољих академских резултата. То је компликован процес и најбољи начин би био да се домаћи језици ученика користе кроз наставни план и програм. Радионица је дала конкретне примере како се врши посматрање, документовање и оцењивање новог процеса вишејезичног учења. Учесници су охрабривани да

дају своје предлоге и дискутују о изазовима. Palingui тим је све учеснике замолио да пошаљу сопствене идеје и примере који би евентуално могли да нађу своје место на вебсајту као подршка наставницима вишејезичних ученика и наставе да промовишу вредности вишејезичности које су прихватили и подржали сви учесници овог инспиративног језичког догађаја.