

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. Reporting

¹ Only if you authorised the ECML to publish your contact details.

Name of the workshop participant	Diana Liepa
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E-mail address	
Title of ECML project	EMCML publications for plurilingual and intercultural education in use.
ECML project website	information@ecml.at , http://www.ecml.at/
Date of the event	26-28 March / mars 2014
Brief summary of the content of the workshop	<p>ECML presentation. <i>PIU working method,</i> <i>EPOSTL and MARILLE.</i> <i>Group work, topics are continued.</i></p> <p><i>Topics Pluri Mobil (3) and CLIL LOTE START</i></p> <p>Group work, topics are continued.</p> <p>Project database and website.</p> <p>Visit of the ECML resource centre</p>
What did you find particularly useful?	<p>The teaching of language through content is not so much a method as a reorientation to what is meant by content in language teaching. Many innovative methods could be used within a content based approach. Content and language integration can be both challenging and demanding for the teacher and the student. The degree to which is adopted this approach depends on the willingness of students, the institution and resources. Each course depends on the necessary conditions. The results of content and language integration in the</p>

different models have proved to be effective, motivating, and advantageous for language students in education settings. Integrating language with content provides a motivational and cognitive basis for language learning since it is interesting and of some value to the learner. Content and language integration helps students to learn language which is appropriate from the point of language and content. Students can use language to fulfill a real purpose, which can make students more independent. Content based approach needs extensive development of curricula and materials which integrate the teaching of language skills with content. The sample lessons reflect many hours of preparation and planning. Roles of the content and language teachers are expanded. This study is only at the beginning therefore there are many things to do and many questions to answer.

<p>How will you use what you learnt/ developed in the event in your professional context?</p>	<p>Several different approaches to CLIL will be developed at the higher education (RIGA TEACHER EDUCATIONAL MANAGEMENT ACADEMY). Each of models differs with educational setting, program objectives and target population. All share a common point - the integration of language teaching aims with subject matter instruction.</p> <p>The theme-based model - a type of CLIL instruction in which selected topics or themes provide the content for ESL class. From these topics, the ESL teacher chooses language activities which follow naturally from the content material. This module is suitable in language institute, college, university, where students have language background and special interests. The themes have to be chosen appropriate to students' academic and cognitive interests and needs, content resources, educational aims, and institutional demands and expectations.</p> <p>The key feature of Linked courses model - the coordination of objectives between language and content instructors. The language class is connected with content. AL courses are taught to students who are simultaneously enrolled in the regular content course. The language components of the course are linked with students' academic needs. They can help preparing courses; this increases motivation and helps to develop language and content acquisition. An example from RTEEMA is course of language teaching methodology. Regular academic courses in particular discipline (economy, psychology, etc.). Classes of this kind do not put emphasis on language. The content provides opportunities for language learning. For instance, of advanced-level literature courses in RTEEMA.</p>
<p>How will you further contribute to the project?</p>	<p>At RTEEMA the work of recording lectures and preparing comprehension checks should be shared between the subject teacher and language teacher, and during the class time, both should help students. In CLIL based instruction the teachers have to resolve some of tensions between gaining access to the curriculum and language acquisition. There is interdependence of language and content of learning. This approach provides integrated planning for both language inputs and outputs, which explicit language and curriculum outcomes. The author's point of view is: There is not emphasis on one of the side. Both: language and content are important and improve students' professional development.</p> <p>In order to develop teachers competences for plurilingual education in use. (CLIL as a part of plurilingual education), seminars, courses,</p>

	materials should be offered for teachers who are interested in CLIL.
<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 going to disseminate the project:</p> <ul style="list-style-type: none"> - to colleagues - to students - in a website http://www.rpiva.lv/ - in a journal

1. 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.).

Šī gada 26-28 Martā vienā no skaistākajām Austrijas pilsētām Grācā norisinājās starptautisks seminārs: EMCML publications for plurilingual and intercultural education in use. Seminārs bija veltīts dažādiem valodu apguves aspektiem: daudzvalodībai, valodas un satura integrācijai, valodu skolotāju profesionālo kompetenču pilnveidošanai un.c.

Semināra dalībnieki tika iepazīstināti ar Eiropas Moderno valodu centra darbību, projektiem: EPOSTL, MARILLE, PLURI MOBIL un CLIL LOTE START. Informācija par projektu rezultātiem un dažādiem pasākumiem atrodama mājas lapā, <http://www.ecml.at/>.

Semināra dalībnieki pēc iepazīšanās ar projektiem darbojās darba grupās, izstrādāja iespējamus sadarbības plānus un dalījās jau esošajā pieredzē, diskutēja par kopīgo un atšķirīgo, centās rast iespējamus risinājumus problēmjautājumiem.

Pēdējos gadu desmitos arvien vairāk uzmanība tiek pievērsta ne tikai jaunām tehniskām iespējām, bet arī jaunām pieejām un metodēm svešvalodu apgūvē. Saskaņā ar šīm izmaiņām rodami jauni risinājumi efektīvākai svešvalodu apguvei. Ir svarīgi saistīt individuālo un sociālo aspektu; nav nošķirams arī lingvistiskais, socioloģiskais un psiholoģiskais aspekts. Analizējamas katra valodas apgūvēja individuālās atšķirības, apgūtās valodas prasmes, vajadzības un intereses, lai svešvalodas apguve būtu sekmīga. Mūsdienu pedagoģijā tiek aktualizēts integrācijas jēdziens. „Teorētiskie pedagoģijas pētījumi un praktiskā interdisciplināras, problēmorientētas un interaktīvas izglītības veidošana (projekti, mācību plāni, programmas, apmācību kursi, informatīvie un izziņas materiāli), sevišķi formālajā izglītības sistēmā, rada nepieciešamo bāzi problēmu novēršanai un atrisināšanai. Starppriekšmetu saiknes attīstība, paralēli izveidojot interdisciplinārus, integrētus priekšmetus, prasa veikt dziļas izmaiņas programmu izveidošanā, mācību materiālu sagatavošanā, pedagogu pārkvalifikācijā un visbeidzot – izglītības vadošo darbinieku uzskatu un darbības maiņu.” (Ernšteins, 1999:189)