

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	Simona Tahu Janakievska
Institution	High school SUGS 'Koco Racin'
E-mail address	simonatahu@yahoo.com
Title of ECML project	Plurilingual whole school curricula
ECML project website	
Date of the event	7-8 May 2015
Brief summary of the content of the workshop	Encourage colleagues and students to accept the use of plurilingualism in the curricula and thus motivate students to improve their languages through interesting games, (including topics from geography, biology, chemistry etc)and make them become more aware of the advantages of such approach to studying
What did you find particularly useful?	Lots of things,for example I like the project about multilingual theatre group in Cologne in which it was mentioned that even children who didn't like English language were interested in learning a lots of new words and phrases through this project.
How will you use what you learnt/ developed in the event in your professional context?	First, when I returned in my country I familiarised some of my students with the use of plurilingualism and they really became interested in it. I'd like to start with it the next year and implement it into my curricula if I also convince the head mistress of the school that it's useful for the motivation of the students.
How will you further contribute to the project?	I'd like to make more of my colleagues aware of the benefits of this projects by organising a workshop about Plur Cur with the help of some of the participants form the workshop in Graz who will make presentation of their projects in their schools. I'd like to make my own presentation as well If I get a support from my colleagues and if they agree to collaborate with me
How do you plan to disseminate the project? - to colleagues - to a professional association	To colleagues

- in a professional journal/website
- in a newspaper
- other

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.).

ECML event was an extremely useful project for me because this is a big progress in the educational system promoting the benefits of all languages which students learn in schools as well as the migrant/minority languages in multicultural societies which shouldn't be forgotten. In this way, other subjects may become more interesting for the students in which they had previously had bad results but now with this new approach everything may seem different. For example, one of the students who was interviewed about the role of English said that she likes English the best which shows us that even if she doesn't like Geography as a subject she may become interested in it by implementing English among other languages in Geography lessons. It is also the same with languages, if one student didn't like French or German before now the situation will change through games in 3 or more languages or organizing exhibitions, theater groups etc. Plurilingualism awakens the childrens' creativity which should start from an early age with the support of parents and later in school break the barrier among school subject so that L1 should not be the main language for teaching other languages