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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>	Lilit Bekaryan
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<b>Title of ECML project</b>	Promoting Excellence in Sign Language Instruction
<b>ECML project website</b>	<a href="http://www.ecml.at/pro-sign2">http://www.ecml.at/pro-sign2</a>
<b>Date of the event</b>	1-2 March, 2017
<b>Brief summary of the content of the workshop</b>	<p>Promoting Excellence in Sign language Instruction workshop targeted the educators and instructors engaged in sign language education on tertiary level. There were participants from 28 countries and the workshop was moderated by pro-sign team. All the workshop materials were uploaded onto Padlet workstation and the participants were provided with a link that allowed them to easily access the slides and videos screened during the workshop.</p> <p>Over the workshop sessions, the participants were introduced to the results of the online survey re the Common European Framework of Reference (CEFR) for Signed Languages in higher education. They were also provided with the booklets that illustrated common reference level descriptors for sign languages and</p> <p>The workshop also extended us, the participants, an opportunity to enhance our knowledge of CEFR –based instructional and assessment materials in sign language.</p> <p>The main focus was placed on developing an assessment framework and educational materials and activities targeting the learners at B 2 level across European sign languages.</p>

	<p>As always, interesting ideas were conceived through collaborative work. For instance, it was suggested that a corpus comprising all the necessary instructional and assessment materials be set up that will allow pro-sign educators worldwide share the best practices and lessons in their experience and also learn about the instructional methodology and techniques employed by other teachers.</p> <p>The sessions hosted on the second day of the workshop addressed the integration of European Language Portfolio into sign language teaching, a practice that will obviously support learner autonomy and improve the quality of sign language education.</p>
<p><b>What did you find particularly useful?</b></p>	<p>I will not be exaggerating when I say that I have found the overall workshop very useful both in terms of learning new information about sign linguistics, sign language education and assessment. In my country, which is a developing one, the deaf community is hugely under-presented in the education sector. Deaf people are deprived of education opportunities on tertiary level due to insufficient resources and lack of expertise. The workshop extended me an opportunity to network with other educators and instructors engaged in sign language education and to be able to assess the true potential of the European language Portfolio and CEFR assessment framework can play in this sector.</p>
<p><b>How will you use what you learnt / developed in the event in your professional context?</b></p>	<p>In Graz, I first learned the term <i>sign linguistics</i>, the study of sign languages in visual modality.. Despite my professional background in linguistics, I had never come across this term and heard concepts related to it and I am sure most of my University colleagues had the same experience. I think it is important to raise the awareness of the scholars and educators in Armenia about the linguistic significance of sign language and education. I am confident that this will lead to general rethinking about the basics of the human language and will encourage them to revise the general definition of the language still found in some Armenian coursebook stating that “languages are vocal”.</p> <p>My ultimate target in my professional context is to have sign</p>

	<p>linguistics as a subject integrated into the list of optional classes in my home department for fourth –year majors in linguistics.</p>
<p><b>How will you further contribute to the project?</b></p>	<p>I will further contribute to the project by researching the structure of Armenian sign language, which as ascertained by research (Whitman 1991) is an isolated language to explore its potential in relation to global scales of assessment.</p> <p>The knowledge of foreign language, in particular English, is a guarantee of success in constant quest of work in my country and in this respect I am planning to study ASL (Armenian Sign Language) to be able to do some experimental English Language teaching to a group of deaf students as a part of pilot project.</p>
<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>Upon my return, I hosted a dissemination session with my colleagues at Yerevan State University, Department of English for Cross-cultural Communication. I plan to host similar events for the ELT community in Armenia and one of the language schools in Yerevan (PASS) have already agreed to provide me with the venue as an in-kind contribution to the project.</p> <p>There is unfortunately only one school in Yerevan where sign language is taught as part of the curriculum and upon the end of the academic year I plan to meet with the educator(s) in this school to administer interviews with them re the structure of the Armenian Sign Language and its assessment opportunities from the perspective of CEFR descriptors.</p> <p>My ultimate goal is to see my findings published in an academic paper in a professional journal.</p>
<p><b>2. Public information</b></p>	
<p><b>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.).</b></p>	
<p>Ժամանակակից լեզուների եվրոպական կենտրոնի /ԺԼԵԿ/ կողմից</p>	

Իրականացվող «Ժեստերի լեզվի դասավանդման կատարելագործումը» նախագիծը հասցեագրված է խուլուհամրերի կրթության մեջ ներգրավված մասնագետներին, հետազոտողներին և փորձագետներին: Ծրագրի հիմնական նպատակն է բարելավել ժեստերի լեզվի դասավանդումը կրթական հաստատություններում, հատկապես՝ բարձրագույն կրթության մակարդակում՝ դասավանդման փորձը համապատասխանեցնելով նորարար և ժամանակակից մեթոդաբանության կողմից առաջադրված պահանջներին, ինչպես նաև մշակել ժեստերի լեզվի գնահատման համակարգ արդեն իսկ առկա համաեվրոպական սանդղակի ցուցիչների հիման վրա: Ծրագիրը ոչ միայն կխթանի կրթություն ոլորտում ընդգրկված մասնագետների իրազեկության մակարդակը ժեստերի լեզվով հաղորդակցման առանձնահատկությունների ուսումնասիրության և դասավանդման գործում, այլև կնպաստի նշված լեզվի գնահատումը միջազգային գնահատման համակարգի չափորոշիչներին համապատասխան իրականացնելուն: