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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>	Benita Lindström
<b>Institution</b>	Katedralskolan i Åbo
<b>E-mail address</b>	benita.lindstrom@edu.turku.fi
<b>Title of ECML project</b>	Think tank: Transversal competences in foreign language education
<b>ECML project website</b>	<a href="https://ecml.at/ECML-Programme/Programme2020-2023/Transversalcompetencesinforeignlanguageeducation/ECMLthinktank/tabid/5526/language/en-GB/Default.aspx">https://ecml.at/ECML-Programme/Programme2020-2023/Transversalcompetencesinforeignlanguageeducation/ECMLthinktank/tabid/5526/language/en-GB/Default.aspx</a>
<b>Date of the event</b>	8 <sup>th</sup> -9 <sup>th</sup> February 2022
<b>Brief summary of the content of the workshop</b>	How learner's transversal competences (TCs) are being developed as a part of language education and the challenges of incorporating TCs in language education / which role TCs play in language policy, curriculum design and teacher education
<b>What did you find particularly useful?</b>	The attempts made to develop a shared understanding of what TCs are and how you can work with them in foreign language education.
<b>How will you use what you learnt / developed in the event in your professional context?</b>	I was reminded of the importance of intentional reflection and taking enough time to reflect on one's teaching in order to successfully develop the competences we aim for. I will use some of the materials/literature to continue developing my understanding of TCs.
<b>How will you further contribute to the project?</b>	-
<b>How do you plan to disseminate the project?</b> <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>	I'll present insight to colleagues both in my own school and other schools in the region. I will also write an article for a regional Swedish-speaking language teachers association.

## 2. 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.).**

Jag hade förmånen att delta i en Think Tank om kompetenser (transversal competences) där vi fick en bra lägesrapport över hur kompetenserna definieras i olika europeiska länder och hur man arbetar med dem både på beslutsfattande nivå, inom lärarutbildningen och i skolan. Det blev ganska snabbt klart att en utmaning med kompetenserna är att de delvis tolkas på så olika sätt och att det är viktigt att komma fram till en gemensam förståelse, inte minst inom den egna organisationen, för att utvecklingsarbetet ska bära frukt. Å andra sidan var också språklärare från så gott som hela Europa överens om att kompetenser är en naturlig del av språkundervisningen.

I egenskap av verksam gymnasielärare tyckte jag det var givande att ta del av både forskning och exempel på erfarenheter från olika europeiska länder på arbetet med kompetenser. Det var givande att utbyta erfarenheter med kollegor och experter från andra länder. Jag blev påmind om hur viktigt det är att avsätta tid för reflektion över det man gör i sitt arbete för att utveckla i det här fallet kompetensernas roll i språkundervisningen, synliggöra dem för studerande och fördjupa förståelsen av dem.