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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	Beata Valungevičienė
Institution	Marijampolės moksleivių kūrybos centras Nacionalinė švietimo agentūra
E-mail address	beatavalungeviciene@gmail.com
Title of ECML project	Transversal competences in foreign language education. Think tank.
ECML project website	https://ecml.at/ECML-Programme/Programme2020-2023/Transversalcompetencesinforeignlanguageeducation/ECMLthinktank/tabid/5526/language/en-GB/Default.aspx
Date of the event	8-9.02.2022
Brief summary of the content of the workshop	TT aims and objectives, key notions and examples were thoroughly presented, so that the participants were able to create their own project drafts on transversal competence implementation. The participants learned to distinguish and define key TCs, they shared countries' experience concerned transversal competences in language teaching. Participants worked in groups fulfilling tasks, providing their own suggestions, teaching techniques and other tips for implementation of transversal competences.
What did you find particularly useful?	All presentation I found particularly useful as clear descriptions on transversal competences in cross cultural context were discussed in details. Bank with tasks is of great help too, it provides practical information for best practices worldwide.
How will you use what you learnt / developed in the event in your professional context?	I will share experience in our national context for language teachers and use knowledge in national curriculum renewal project.
How will you further contribute to the project?	I'll implement the skills I gained while creating methodological recommendations for teachers with examples of TCs implementation ideas.
How do you plan to disseminate the project? <ul style="list-style-type: none"> - to colleagues - to a professional association - in a professional journal/website - in a newspaper - other 	I have shared the experience from the project with colleagues working on national curriculum renewal project, where we implement competences through subject and include it in all levels, from primary to secondary.

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.).

Perkeliamosios kompetencijos

Kompetencijomis paremta atnaujintos bendrosios programos tiksliai atliepia siekį mokiniui iš(si)ugdyti ne tik dalykines, bet ir bendrąsias/ perkeliamas kompetencijas. Dalykinė sistema dažnai paremta tematika, o ne kompetencijų ugdymu, bet dalykų turinys negali būti savitiksliis, jis turi padėti ugdytis kompetencijas.

Užsienio kalbų ugdymas negali būti tik ugdymas apie kalbą, todėl šių dalykų ugdymas dažnai persipina tiek kompetencijų ugdymu, tirk tarpdalykinėmis temomis. Bendrųjų kompetencijų ugdymo derinimas su tarpdalykinėmis temomis padės tinkamai organizuoti ugdymo(si) procesą perkeliamųjų kompetencijų ugdymą keliant prioritetu/ tikslu.