

## 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.

#### 1. Reporting

<sup>1</sup> Only if you authorised the ECML to publish your contact details.

<b>Name of the workshop participant</b>	Magda MAVER
<b>Institution</b>	<b>Graditeljsko-geodetska tehnička škola Split</b>
<b>E-mail address</b>	<b>magda.maver@st.t-com.hr</b>
<b>Title of ECML project</b>	Diversity in majority language learning (MALEDIVE)
<b>ECML project website</b>	<a href="http://www.ecml.at/maledive">http://www.ecml.at/maledive</a>
<b>Date of the event</b>	14. – 15. 2.2013
<b>Brief summary of the content of the workshop</b>	<p>The workshop consisted of group works and plenary sessions. The group works included: Orientating activity (introduction of participants)Introduction of the project “MALEDIVE in a nutshell”, Participants’ feedback on the day, Participants reporting pre-activities,Managing language diversity in majority language classroom – part1,part2, Feedback to MALEDIVE Study Modules.The plenary sessions consisted of: Opening,Moderation team,ECML presentation, Invited presentations,Plurilingualism in teacher education, MALEDIVE Study Modules, Plans for activities for 2013 and 2014,Future collaboration,National/regional event,Network, Participants’ feedback on the day.</p>
<b>What did you find particularly useful?</b>	I found very useful the development of learners’ ability to apply skills mastered in one language to another, making optimal use of all the languages in their rich repertoire.
<b>How will you use what you learnt/ developed in the event in your professional context?</b>	<b>I’ll be developing a more plurilingual approach in the classroom environment respecting the multilingual settings of the students, adapting teaching/learning to students’ needs,strengthening</b>

	<p>freedom of choice of teaching contents and adjusting them to practicable reality. Developing learners' plurilingual and intercultural competences. Building a further cooperation between teachers of different types of languages such as majority language, foreign languages, second languages, first languages and other subjects. Furthermore, I'll be able to develop positive aspects of teaching especially when dealing with students from different environmental and cultural backgrounds. It'll help me experience and develop my intercultural skills and fundamental human values of <b>DC</b>. (democratic citizenship) Improvement, evolving and change of my school practice has to be done perpetually. Young people together with us, their teachers, have to be educated institutionally and "<b>new literacies</b>" such as: communication, plurilingualism and interculturality have to be constantly developed. Both teacher's and student's personal qualities and skills have to be constantly evolved. This workshop's helped me a lot to experience and develop my multiperspectivity-aspects and attitudes in teaching, promoting diversity and atmosphere of other and otherness .</p>
<p><b>How will you further contribute to the project?</b></p>	<p><b>I'm planning to contribute working on materials</b> and activities based on the plurilingual approach and interculturality.</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><b>As a county coordinator for teacher training of language educators of Split-Dalmatia county, I'm firstly planning to present the project to them. I'm also planning to present it to teacher educators of neighbouring counties. (as I did and usually do)</b></p> <p><b>I'm going to write an article on the project in the Školske novine, Croatian weekly, for primary and secondary education.</b></p>

**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.).**

Bila sam sudionica MALEDIVE radionice Diversity in majority language learning/Diversifikacija u učenju većinskog/službenog jezika,koja je održana u Grazu od 14.do 15.veljače 2013.godine.

Radionici su nazočila 32 sudionika iz raznih europskih zemalja.

Dijelila sam s kolegama-sudionicima iskustva,ideje i aktivnosti koje se temelje na plurilingvalnom pristupu u učenju većinskog jezika.Plurilingvalni pristup nastavi većinskog ili službenog jezika uključuje i bolju suradnju s nastavnicima ostalih jezika. Učenicima se tako razvijaju mogućnosti proširenja jezičnog repertoara.Oni istovremeno profitiraju stoga što mogu primijeniti vještine svladane u jednom jeziku na drugi.Na taj način se kod učenika razvija holistički jezični identitet.Glavnina obrazovanja na većinskom ili službenom jeziku bi unošenjem elemenata kulture iz drugih jezika obogatila ne samo govornike ostalih jezika nego i govornike većinskog jezika u razrednom okruženju.Cilj ovog projekta je odmaknuti se od monolingvalnog pristupa u poučavanju većinskog jezika i ponuditi učenicima veće obrazovne mogućnosti. Raznolikost je potencijal koji predstavlja prednost. Projekt se nadovezuje na projekte Marille (<http://marille.ecml.at/>) i Carap (<http://carap.ecml.at/>) .

Cilj ovog projekta je pružiti konkretne alate i module multijezičnog pristupa učenju većinskog jezika i suradnje između jezičnih nastavnika i jezičnih predmeta.Nadalje,obogaćuje se jezični repertoar,razvija se jednakost svih učenika na etnokulturalnoj,rasnoj, vjerskoj i lingvističkoj osnovi.

Praksa je pokazala da izloženost diversifikaciji doprinosi razvoju tolerancije i uzajamnog poštovanja.Pojedincima izloženost diversifikaciji doprinosi razvoju samo-poštovanja.