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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	Kristina Mataruga
Institution	Republic Pedagogical Institute of Republic of Srpska
E-mail address	kristina.mataruga@rpz-rs.org
Title of ECML project	Developing Language awareness in subject classes
ECML project website	http://www.ecml.at/ECML-Programme/Programme2016-2019/Languageofschooling/tabid/1854/language/en-GB/Default.aspx
Date of the event	November 16 and 17
Brief summary of the content of the workshop	enable subject teachers to better organize and plan the supplementary materials for classes when they have students whose first language is not the schooling language
What did you find particularly useful?	Since this was my first time ever to participate in this kind of a workshop I am really happy that I made contacts with the people who are engaged in the education process across the Europe, so I could share the experience and discuss the issues which arise in the education process. Additionally, I have gained more awareness and knowledge about the competencies, the CEFR and useful tools teachers can apply when teaching students whose first language is not the same to the language of schooling.
How will you use what you learnt / developed in the event in your professional context?	As an advisor for English language teachers, I will disseminate the knowledge that I have gained to my colleagues and teachers
How will you further contribute to the project?	I can act as a link between teachers and the ECML activities
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 	Firstly, I intent to inform my colleagues and then teachers about various tools and methods they can use to organize their classes so that students whose language is not the same as the language of schooling, do not lag behind their classmates

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.).

Radionica "Razvijanja svijesti o jeziku u predmetnoj nastavi" se fokusirala na unapređenja kompetencija nastavnika koji u nastavnom procesu imaju učenike čiji se maternji jezik razlikuje od jezika koji je zvaničan u toj obrazovnoj ustanovi. Akcenat je bio na primjeni deskriptora koji su povezani sa ZEROJ-em za uzrast učenika 12 odnosno 13 godina, i učenike uzrasta 15 odnosno 16 godina. Za ovaj uzrast je po ZEROJ-u predviđeno da su učenici ovladali nivoima A2, odnosno B1. U skladu sa ovim nivoima rađeno je na utvrđivanju jezičkih kompetencija u okviru definisanja ishoda određenih nastavnih cjelina u okviru određenih nastavnih predmeta. Učesnici su prilikom rada u radionicama primjenjivali deskriptore za časove istorije, matematike, geografije i hemije. Konstatovano je da je za najbolji uspjeh realizacije nastavnog procesa neophodna saradnja nastavnika jezika i predmetnog nastavnika. Jezičke kompetencije su potom primjenjene u cilju izrade tabele za samoprocjenu stečenog znanja kao dio učeničkog portfolija. Nastavnici koji predaju jezik su nosioci ove aktivnosti. Samoprocjena stečenog znanja je od velike koristi kako za učenike, tako i za nastavnike jer isti daju smjernice za definisanje ciljeva nastavnog procesa.