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[1] 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. **Reporting**

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[1] Only if you authorised the ECML to publish your contact details.

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Name of the workshop participant	**Zita Nauckūnaitė**
Institution	**Education Development Centre**
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Title of ECML project	**"Diversity in majority language learning" (MALEDIVE)**
ECML project website	http://maledive.ecml.at/Project201215/tabid/3481/language/en-GB/Default.aspx
Date of the event	30-31 January 2014
Brief summary of the content of the workshop	Network Meeting "Diversity in majority language learning – supporting teacher education" had three basic structural parts: plenary presentations, group work, and a visit to the multilingual school. Patricia Lamarre in her presentation provided us with some information on linguistic and cultural diversity in Canadian schools, and the research and policies related to it. She also offered us some more insights into responding to immigrant students in the context of majority language schooling. Gail Prasad presented the study dealt with creating plurilingual "identity texts" in the mainstream classroom in Toronto's English and French schools. Three study modules were proposed for a group work, and I liked the possibility to work according to my interests. The key issues of the 3rd group: *How can teacher education be developed to prepare teachers to practice more inclusive, plurilingual approaches.* We worked with the prepared materials, discussed them, and proposed further development.
What did you find particularly useful?	Collaboration across disciplines / with teachers of other subjects, especially on the language usage differences in different subjects, how to read different kinds of texts, how to identify key elements in the text, how to write texts needed in appropriate language.
How will you use what you learnt/ developed in the event in your professional context?	1. I proposed some additions to the all teachers training plan at the Lithuanian University of Educational Sciences. 2. I'm preparing the materials to the workshop for teachers of other subjects „*Reading-writing activities for developing academic skills in science, natural sciences, and social sciences*

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	lessons". Workshop will be held in 6-7 May, 2014 at Education Development Centre. The expected number of participants – 200.
How will you further contribute to the project?	I'll create some teaching materials to illustrate practice.
How do you plan to disseminate the project? - to colleagues - to a professional association - in a professional journal/website - in a newspaper - other	I've already presented this project to my colleagues at the Lithuanian University of Educational Sciences, at the Education Development Centre and to professionals at the Ministry of Education and Science.

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.).
Europos Tarybos ECML (Europos šiuolaikinių kalbų centro) projekto „Šalies pagrindinės (daugumos) kalbos mokymosi skirtingumai – pagalba mokytojų rengimui" ("*Diversity in majority language learning – Supporting teacher education*") dalyvių susitikimo metu buvo diskutuojama šiais klausimais: *Kaip integruoti pagrindinės šalies kalbos mokymą su kitu mokymosi turiniu?* *Kaip sukurti bendrą viziją ir padidinti produktyvų bendradarbiavimą tarp mokytojų, mokančių įvairių tipų kalbų (pagrindinės šalies kalbos, užsienio kalbų, gimtųjų kalbų)?* *Kokie metodai gali būti naudojami ugdant kalbą pagrindinės šalies kalbos pamokose?* *Kaip rengti kitų dalykų mokytojus, kad jie taptų savo dalyko kalbos mokytojais?* Esminis projekto tikslas yra pagrindinės šalies kalbos (L1 / gimtosios) mokytojų rengimas: siekiama sukurti konkrečius įrankius ir studijų modulius, plėtojančius bendradarbiavimą tarp kalbos mokytojų ir kalbos dalykų. Antras tikslas – skatinti kitų dalykų mokytojus būti savo srities (dalyko) kalbos mokytojais ir sukurti programą bei metodinę medžiagą jų kvalifikacijai kelti. *Rekomendacijos Lietuvai:* 1. Pagrindinės šalies kalbos (L1 – lietuvių) mokytojų rengimo / kvalifikacijos kėlimo programas dera papildyti lietuvių kaip antrosios kalbos mokymo metodika, kad mokytojai galėtų profesionaliai padėti tiems mokiniams, kuriems lietuvių kalba nėra gimtoji. 2. Literatūros ir istorijos pamokose turi būti išnaudojamos visos galimybės, kad tautinės mažumos geriau suprastų pagrindinės tautos (lietuvių) kalbą ir kultūrą. 3. Mokyti pagrindinės šalies kalbos (lietuvių) turi visų dalykų mokytojai – turinio mokymas negali būti atskirtas nuo kalbos mokymo. Todėl visų dalykų mokytojų rengimo / kvalifikacijos kėlimo programas dera papildyti didaktikos temų grupe *Skaitymo ir rašymo veiklos plėtojant akademinius įgūdžius dalyko pamokos*e.

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