

## 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>	<b>Daniel Stotz</b>
<b>Institution</b>	<b>Pädagogische Hochschule Zürichh</b>
<b>E-mail address</b>	<b>daniel.stotz@phzh.ch</b>
<b>Title of ECML project</b>	<b>Workshop/Atelier 3/2015 (CLIL and literacy)</b>
<b>ECML project website</b>	<a href="http://www.ecml.at/F7/tabid/969/language/en-GB/Default.aspx">http://www.ecml.at/F7/tabid/969/language/en-GB/Default.aspx</a>
<b>Date of the event</b>	<b>2 – 3 June 2015</b>
<b>Brief summary of the content of the workshop</b>	The workshop involved participants in understanding, further developing and applying an innovative model combining CLIL (content-and-language integrated learning) with a pluralistic approach to literacies. With a focus on deep learning, it helped us to move towards a more rigorous concept of disciplinary learning, packing in gains in language learning with the use of many different media.
<b>What did you find particularly useful?</b>	The way in which the workshop facilitators flipped the classroom and challenged the participants to the re-construct the model engaged us in a comprehensive way even if little time could be devoted to practical application.
<b>How will you use what you learnt/ developed in the event in your professional context?</b>	The lessons learnt will probably underpin a number of my activities in future (teacher training modules about CLIL and English language teaching methodology, publications and action research projects with teachers interested in implementing CLIL projects on a local scale).
<b>How will you further contribute to the project?</b>	By maintaining contact with at least some of the project crew; by visiting schools and universities in some of participating countries next year as part of a sabbatical semester (pending approval) and by sharing materials and publications that have arisen in my context.
<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>	<ul style="list-style-type: none"> <li>- Presentation of an outline of the project in the department of English at my university in an upcoming meeting</li> <li>- Collaboration with materials developers across subjects and languages (French as L2 in Switzerland)</li> <li>- Incorporating insights from the workshop in two chapters I am writing for a guide to second language education</li> </ul>

## 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.).**

Bilinguales Sachfachlernen sieht die Entwicklung der allgemeinen und der fachspezifischen Diskurskompetenz als Kernstück des Lernprozesses und lenkt die Aufmerksamkeit auf Sprachgebrauch. Zunehmende Diskurskompetenz wirkt sich positiv auf die Lernmotivation und auf das Lernverhalten aus. Beim fächer- und sprachenübergreifenden Lernen mobilisieren die Schülerinnen und Schüler besonders viele erwünschte Verhaltensweisen, Strategien und Einstellungen. Das ECML-Projekt entwickelt ein Modell, das diesen Faktoren Rechnung trägt. Es berücksichtigt zeitgemässe Konzepte wie ‚translanguaging‘, ‚scaffolding‘ und multimodale authentische Texte in den verschiedenen Genres des Bildungskontexts. Auf der Basis des Modells der Grazer Gruppe, das insbesondere bedeutungsvolles und vertieftes Lernen fördern soll, werden den Lehrerbildnerinnen und Lehrpersonen Beispiele von Unterrichtsaufgaben zur Verfügung gestellt, die einen pluriliteralen Ansatz unterstützen. Zahlreiche, oft noch unverbundene oder zu wenig rigoros durchdachte CLIL-Projekte und bilinguale Bildungsgänge könnten von diesem Denkansatz profitieren.