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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	Sarah Thome Maria del Mar Martín de Nicolás Moreno
Institution	Heidelberg University
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Title of ECML project	<i>CLIL in Languages Other Than English – Successful Transitions across Educational Stages</i> , European Centre for Modern Languages
ECML project website	www.ecml.at/CLILLOTetransitions
Date of the event	8-9 June 2021. Network meeting 2021
Brief summary of the content of the workshop	<ul style="list-style-type: none"> • Establishing the CLIL LOTE network • Getting to know the project and each other • Giving feedback on Guiding principles for CLIL LOTE and Recommendations for CLIL LOTE transitions developed by the project team • Illustrating the Recommendations for CLIL LOTE transitions by examples from the different contexts represented by the network members • Agreeing on scenarios and (teaching) materials that will be described/provided by the network members in Autumn 2021/Spring 2022
What did you find particularly useful?	The information provided can benefit the transitions in the Heidelberg University
How will you use what you learnt / developed in the event in your professional context?	The approaches and materials presented are useful for studying the difficulties faced by students when changing school stage and also to facilitate transitions.
How will you further contribute to the project?	We will share ideas to be integrated into the language policies (transitions)
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 	To colleagues

- in a newspaper
- other

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.).

Die Online-Treffen der CLIL LOTE Transitions-Gruppe des EFSZ sind stets von großem Interesse, da die Gruppenmitglieder Erfahrungen und Ideen austauschen, die von großer Bedeutung sind, um eine qualitativ hochwertige Lehre in den verschiedenen Bildungsübergängen (Grundschule, Sekundarstufe, Tertiärstufe) zu erreichen. Es werden Probleme identifiziert, Lernszenarien entwickelt und konkrete Maßnahmen vorgeschlagen.

Die Universität Heidelberg würde zweifellos von diesen Treffen profitieren, da die Übergangsprobleme, auf die Studenten stoßen, wenn sie ein Masterstudium in einer anderen Sprache als ihrer Muttersprache (Deutsch) und in einer anderen Sprache als Englisch beginnen, in diesen Treffen erkannt und untersucht werden können.

Diese Arbeitsgruppen schlagen Lösungen vor, um diese Schwierigkeiten zu überwinden. Für Heidelberger Studierende, die ein Master-Studium beginnen, kann so der Weg geebnet werden.