Inspiring innovation in language education: changing contexts, evolving competences
Inspirer l'innovation dans l'éducation aux langues : contextes changeants, compétences en évolution
Innovationsimpulse in der Sprachenbildung: Kontexte und Kompetenzen im Wandel

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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 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.

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

EUROPEAN CENTRE FOR MODERN LANGUAGES
CENTRE EUROPEEN POUR LES LANGUES VIVANTES

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

Name of the workshop participant	Helen English
Institution	Maynooth Post Primary School
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Title of ECML project	CLIL in Languages other than English: Successful Transitions across Educational Stages
ECML project website	https://www.ecml.at/ECML-Programme/Programme2020-2023/CLILinlanguagesotherthanEnglish/tabid/4298/Default.aspx
Date of the event	8 – 9 June 2021
Brief summary of the content of the workshop	The project team began by presenting the guiding principles for CLIL-LOTE and recommendations for implementing pluralistic approaches to CLIL-LOTE. We moved then to group work in breakout rooms. The first groupwork task was to gather feedback on the principles and report back to the general group in a plenary session. Five participants then presented examples from practice across all levels: nano (learner), micro (class), meso (school/institution), macro (national). The aim was to concretise the recommendations for CLIL-LOTE transitions. It was during this stage that I gave a presentation on the CLIL-LOTE project I implemented in 2020-2021 during a Transition Year European Studies programme at Maynooth Post Primary School. I outlined how the descriptors developed for use in subject classes such as history & civics can be utilised to guide the implementation and evaluation of CLIL-LOTE projects.
	The final session of day one involved groupwork which gathered feedback on the recommendations and reviewed examples from practice. I worked in the German language team; we looked at the use of the European Language Portfolio in a variety of contexts in Europe. The ELP is a valuable tool for developing plurilingual competences.
	The main work of day 2 comprised eight working groups focusing on different learning scenarios & lesson plan templates. I worked in the teaching materials group led by Dr. Oliver Meyer. He outlined the principles of "Pluriliteracies Teaching for Deeper Learning". He explained the need for an explicit focus on disciplinary literacies in all subjects of schooling. Learners must be explicitly taught to practise the use of cognitive discourse functions to develop pathways to deeper learning. We looked at teaching materials, developed for

	chemistry, geography and history lessons which take account of the mechanics of deeper learning. A lesson planning grid to assist teachers in planning a pluriliteracies approach to teaching will be available shortly. In the final plenary session the working groups shared an outline of how they will develop their materials and advance the aims of the project before the next network meeting.
What did you find particularly useful?	• An outline of the guiding principles & recommendations for implementing CLIL-LOTE projects • Learning how CLIL-LOTE is being implemented in a variety of contexts across Europe • An overview of how ELPs can be used to advance and evaluate plurilingual competences • Presentation on language descriptors for subject learning • Presentation on the value of a pluriliteracies approach to CLIL teaching • Networking with European colleagues • Contributing to the CLIL-LOTE project
How will you use what you learnt / developed in the event in your professional context?	Will continue to implement CLIL-LOTE in TY programme 2021-2022. Will build on lessons learned from pilot project 2020-2021. Will continue to contribute to ECML project with updates from practice. Complete tasks for next networking group meeting Sept. 2021
How will you further contribute to the project?	Put pluriliteracies into practice in classroom. Send updates to project team on CLIL-LOTE implementation in Maynooth Post Primary. Continue to create a learning environment where learners will be encouraged to develop plurilingual competences
How do you plan to disseminate the project? - to colleagues - to a professional association - in a professional journal/website - in a newspaper	• colleagues • educational blog • ECML CLIL-LOTE project team

- 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.).

CLIL in Languages other than English (LOTE): Successful Transitions across Educational Stages

The project aims to develop recommendations for implementing and supporting CLIL-LOTE across educational stages (primary, secondary, tertiary), both in the language classroom and in other subjects. It has been observed that there is a lack of continuity in LOTE practices. For example, very few students use their LOTE competences at third level despite the fact that there is strong demand for these language skills in the labour market. The project will encourage links to be made between educators and institutions working across different levels. By focusing on building bridges across educational stages, CLIL-LOTE breaks new ground.

CLIL-LOTE is envisaged as a vehicle for promoting pluralistic and intercultural approaches to language learning.

The recommendations will be illustrated by examples from practice in a variety of contexts. These teaching scenarios will be made available along with lesson plan templates and teaching materials.

This project will be of interest to teachers of modern foreign languages who wish to innovate their practice with CLIL methodologies. It will be of relevance also for stakeholders in teacher training education, curriculum design and decision makers in language education.