

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. Reporting

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

Name of the workshop participant	Y.L. Teresa TING
Institution	The University of Calabria
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Title of ECML project	CLIL and Literacy: literacies through content and language integrated learning – effective learning across subjects and languages
ECML project website	http://www.ecml.at/F7/tabid/969/language/en-GB/Default.aspx
Date of the event	June 17-18 2014
Brief summary of the content of the workshop	Subject teachers (17) from various ECML member states plus two literacy experts (Vollmer & Whittaker) worked with the core team (Coyle, Halbach, Meyers, Schuck, Ting) to elaborate the GRAZ GROUP model on CLIL and Literacy Development.
What did you find particularly useful?	Transdisciplinary thinking towards literacy. Open and very pro-positive discussions: all input were respected.
How will you use what you learnt/ developed in the event in your professional context?	For teacher-training – use the Graz Group CLIL and Literacy Model to provide CLIL teachers concrete guidelines towards how they can cultivate literacy with their learners, at all age levels, across all disciplines and regardless of the language of CLIL instruction.
How will you further contribute to the project?	Through classroom research data which illustrates how the Model is used in practice and provide learning outcome data to show the efficacy of the model: validating the Graz Group Literacy Tool
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 	<p>to colleagues: provide an Italian translation of the principle behind the Model – for use with the numerous CLIL teacher-training courses I am involved with.</p> <p>to professional association: likewise for the national associations of content teachers (e.g. Società Chimica Italiana – where I will be presenting a CLIL workshop at their national conference in September)</p> <p>professional journal/website: my own, that of the University, institutional signature link to ECML site containing Model</p>

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.).

On June 17-18, 2014, twenty-four experienced CLIL teachers, teacher-trainers and researchers from fourteen EU member states gathered in Graz, at the European Centre for Modern Languages (ECML) to elaborate a *Teacher's Tool Towards Literacy* which extends from the Graz Group Model of CLIL and Literacy that is undergoing development under the eponymous three-year research project financed by the ECML. This Project takes CLIL forward by explicitly recognizing that the primary demonstration of learning and knowledge is seen in students' ability to use language appropriately to communicate knowledge effectively – literacy. Weak academic and disciplinary literacy is of primary concern to educators throughout the world. The cultivation of disciplinary literacy is a major focus of CLIL since one of the main motivations for learning content through a foreign language is that learners can use the FL to speak and write about content knowledge, and do so very well so to be able to enter and navigate a globalized professional workforce. The ECML recognizes that literacy is at the core of the CLIL learning context and is thus providing CLIL experts opportunities to meet in Graz to elaborate a CLIL and Literacy Model which has been defined by research (May 2013 → the Graz Group Model) and elaborated by Teachers (June 2014 → the Graz Group Teacher's Tool). The synergy between academic researchers and classroom practitioners ensures that the final ECML product will enable teachers throughout Europe and beyond to use the Graz Group Model and Teacher's Tool to guide their everyday classroom practice and evaluate student progress towards academic literacy, disciplinary literacy and pluriliteracy, within and across disciplines as well as within all languages of CLIL instruction.

Dal 17 al 18 Giugno 2014, ventiquattro insegnanti, formatori e ricercatori di CLIL provenienti da quattordici stati Europei si sono riuniti a Graz, presso lo European Centre for Modern Languages (ECML) con lo scopo di elaborare un *Teacher's Tool Towards Literacy*, una estensione del Graz Group Model of CLIL and Literacy che si sta sviluppando nell'ambito dell'omonimo progetto triennale finanziato da ECML. Con questo progetto si vuole meglio definire e sottolineare una ulteriore caratteristica del CLIL, che è anche un suo valore aggiunto, riconoscendo esplicitamente come prova di apprendimento e conoscenza la capacità degli studenti di utilizzare il linguaggio in modo appropriato per comunicare conoscenza in modo efficace – cioè l'alfabetizzazione. Il fatto che gli studenti di oggi mostrino scarse capacità di academic literacy e disciplinary literacy è una preoccupazione degli educatori di numerosi paesi. L'attenzione verso la disciplinary literacy è uno dei punti focali del CLIL, poichè una delle principali motivazioni per apprendere contenuti attraverso una lingua straniera risiede nella possibilità, che viene offerta dal poter poi comunicare conoscenza in FL, di entrare e navigare in un mercato professionale globalizzato. L'ECML riconosce come l'alfabetizzazione sia al centro del contesto di apprendimento CLIL e pertanto ha fornito ad esperti CLIL l'opportunità di incontrarsi a Graz per elaborare un CLIL and Literacy Model, che è stato definito da studi (May 2013 → the Graz Group Model) ed elaborato da insegnanti (June 2014 → the Graz Group Teacher's Tool). La sinergia fra ricercatori accademici ed insegnanti che operano nelle aule costituisce una garanzia della validità del prodotto finale dell'ECML. Ciò consentirà agli insegnanti, in Europa ed oltre, l'uso del Graz Group Model e del Teacher's Tool per indirizzare la pratica quotidiana in aula e per valutare i progressi degli studenti verso academic literacy, disciplinary literacy e pluriliteracy in tutti i linguaggi dell'istruzione CLIL, sia all'interno del singole discipline che trasversalmente.