

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	Frédéric Taveau
Institution	International School of Geneva
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Title of ECML project	Literacies in Content and Language Integrated Learning (CLIL): effective learning across subjects and languages
ECML project website	Graz group forum in the making. By invitation only.
Date of the event	16-18 th June 2014
Brief summary of the content of the workshop	Looking at various academic school genres, particularly at scientific and humanities discourse and see how an adapted CLIL template can incorporate strategies to improve literacy in subjects taught in L2
What did you find particularly useful?	As a specific L2 teacher, it was interesting to explore ways to reconcile high cognitive skills and high language performance.
How will you use what you learnt/ developed in the event in your professional context?	I have devised 3 CLIL units already and I am working in partnership with Ms Jana JILKOVA, Secondary teacher in Biology at Jazikova skola Kutna Hora-Pedagogical Faculty of Charles University-University Prague, to develop a joined CLIL unit English/French/German/Czech/Marketing
How will you further contribute to the project?	Continue collaboration with Graz group. I have already submitted the first draft of joined unit started in Graz. I will report back to the Graz group on other CLIL projects that are taking place in our school in Science. I also wish to demonstrate the role of the L2 teacher and how CLIL has enabled me to develop literacy at L1 academic level, with examples transferrable to other subjects.
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 	First to management and Head of Curriculum, then in September to all my colleagues. I have already set up a working party to analyse and develop the points raised at the Graz Conference. It is planned that the findings and sample units will be published under the auspices of Professor Coyle and Dr Meyer.

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.).

The Conference was called after the need was identified for a greater focus on literacy in subjects taught in L2.

Ms Rachel Whittaker-Dovey from the university of Madrid presented a research made into school texts: 1000s of school texts (books, exams...) were analysed. A map of various school genres was presented, along with ways texts are approached in non-language subjects. There is a need for a lot more proactive, explicit teaching of how to read a text in non-language subjects. A coordination between L1, L2 and subject teachers is essential to identify literacy needs in a school and ways to develop it across the board.

The CLIL format is still the best way forward: the 4 Cs (Content, Cognition, Communication, Culture) are still very much valid, but Content is now more referred to in terms of "Conceptualising". The Language OF/FOR/THROUGH is still the same but Language FOR is developing in terms of academic discourse and literacy. "Genres" in each subject need to be identified along with reading strategies for students. The International School of Geneva is very much involved in this project and sample units and other published materials will be advertised when finished and available.