

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	CRESPIN Cécile
Institution	Rectorat de Rennes
E-mail address	cecile.crespin@ac-rennes.fr
Title of ECML project	"Literacies through content and language integrated learning: effective learning across subjects and languages" (CLIL)
ECML project website	http://www.ecml.at/F7/tabid/969/language/en-GB/Default.aspx
Date of the event	2 - 3 June 2015, Graz, Austria
Brief summary of the content of the workshop	The workshop enabled the participants to reflect on the five principles of the PTL (Pluriliteracies Teaching for Learning) model imagined by the Graz Group - i.e. the combination of such concepts as thinking and planning for learning progression, enforcing a learner-centred approach, putting languaging at the core of learning, rooting learning in cultural contexts and eventually developing a revised understanding of scaffolding – by experiencing them in group work activities. The shared questioning and the pluricultural analyses on the model that ensued led to a better mastery of the concepts and learning approaches clustered in the coherent Graz model.
What did you find particularly useful?	Although at first the Graz model might seem not to develop anything new in the pedagogical field, it questions the main issues at stake in deep learning and in CLIL teaching and provides a systematic and logical approach to such complex learning contexts. Experiencing the model in the workshop proved an efficient way to grasp its intricacy.
How will you use what you learnt/ developed in the event in your professional context?	The Graz model will permit an upgrading of the CLIL teacher trainers' competences, giving them new expertise on the subject. As I am in charge of the professional training and certification of future CLIL teachers in the académie de Rennes, and as I am involved in the issue of reconsidering European sections in the area to develop CLIL teaching in non-devoted teaching hours, I will present the Graz model and share the reflection it entails with the various professionals (whether they be teachers, heads of schools, school inspectors, teacher trainers in initial education) I am to work with on CLIL specificities.

<p>How will you further contribute to the project?</p>	<p>All the documents that will be produced by the teacher trainers from the presentation of the Graz model onwards will be communicated to the experts of the project.</p>
<p>How do you plan to disseminate the project?</p> <ul style="list-style-type: none"> - to colleagues - to a professional association - in a professional journal/website - in a newspaper - other 	<p>The Graz model will permit an upgrading of the CLIL teacher trainers' competences, giving them new expertise on the subject. As I am in charge of the professional training and certification of future CLIL teachers in the académie de Rennes, and as I am involved in the issue of reconsidering European sections in the area to develop CLIL teaching in non-devoted teaching hours, I will present the Graz model and share the reflection it entails with the various professionals (whether they be teachers, heads of schools, school inspectors, teacher trainers in initial education) I am to work with on CLIL specificities.</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.).

Le « modèle de Graz » réinterroge, au travers de cinq principes fondateurs, la didactique de l'enseignement en langue vivante étrangère ou CLIL *Content and Language Integrated Learning*. Programmation spiralaire des progressions didactiques, centration sur l'apprenant, *languaging* (mise en langage) comme démarche fondamentale de l'apprentissage, ancrage culturellement contextualisé et compréhension renouvelée du concept d'étayage constituent les concepts-clés corrélés de manière revisitée pour proposer la démarche PTL, *a Pluriliteracies approach to Teaching for Learning* (vers une approche plurilittéraciée de l'enseignement) pour faciliter l'apprentissage profond (*deep learning*).

Plusieurs questions intrinsèquement liées à l'apprentissage EN langue vivante étrangère sont ainsi abordées :

- Comment articuler maîtrise de la langue et maîtrise des concepts propres à l'enseignement d'une discipline ?
- Comment construire l'apprentissage profond, l'internalisation réussie des concepts par le biais de la mise en langage (*languaging*) ? Quelle place pour les fonctions cognitives du discours dans le cours CLIL dispensé ?
- Quel rôle et quelles formes pour le feedback et les pratiques réflexives dans la démarche PTL ? Comment savoir ce que les élèves savent ? Comment mesurer les progrès réalisés ?
- Comment élaborer et planifier des tâches d'apprentissage CLIL reposant sur des activités de médiation intertextuelles et plurilingues pour développer la littératie attendue chez les élèves ? Comment concevoir un enseignement intégrant l'approche plurilittéraciée ?
- Comment étayer les apprentissages pour permettre l'apprentissage profond ? Comment étayer les processus de construction du sens ?