

## 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<sup>1</sup> 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](mailto:Erika.komon@ecml.at))

within the given deadline.

#### 1. Reporting

<sup>1</sup> Only if you authorised the ECML to publish your contact details.

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| Name of the workshop participant   | Clemens Boppré   |
| Institution  | Ministry of Education, North Rhine-Westphalia  |
| E-mail address   | clemens.boppre@msw.nrw.de  |
| Title of ECML project  | CLIL and Literacy  |
| ECML project website   | <a href="http://www.ecml.at/F7/tabid/969/language/en-GB/Default.aspx">http://www.ecml.at/F7/tabid/969/language/en-GB/Default.aspx</a>  |
| Date of the event  | 02.-03. June 2015  |
| Brief summary of the content of the workshop   | The Graz model combines and integrates different facets of CLIL-didactics. It focusses in particular on subject literacies and <i>linguaging of content to foster deep learning</i> .  |
| What did you find particularly useful?   | <ul style="list-style-type: none"> <li>• Active work on ways of conveying the Graz model to professionals in Germany.</li> <li>• Networking with European professionals working in the same/similar field.</li> </ul>  |
| How will you use what you learnt/ developed in the event in your professional context?   | The focus on <i>deep learning</i> through <i>linguaging</i> places a strong emphasis on the added value of CLIL-didactics for the subjects taught. In Germany the perception of bilingual classes is often focussed primarily on the added value for foreign language acquisition. The broad approach offered by the Graz model can be a helpful facilitator for the further development of bilingual education. |
| How will you further contribute to the project?  | Supporting Prof. Meyer in <i>linguaging</i> the Graz model for professionals in Germany.   |
| How do you plan to disseminate the project? <ul style="list-style-type: none"> <li>- to colleagues</li> <li>- to a professional association</li> <li>- in a professional journal/website</li> <li>- in a newspaper</li> <li>- other</li> </ul> | <ul style="list-style-type: none"> <li>- Reporting on the Graz model to decision makers within my professional context.</li> <li>- Drawing disseminators' attention to the Graz model.</li> </ul>  |

## 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.).**

### **Diskurskompetenzen und bilingualer Sachfachunterricht: sprachen- und fächerübergreifende Kompetenzen für erfolgreiches Lernen**

Ziel des von der Graz Gruppe im Rahmen des ECML-Projekts entwickelten Modells ist die Förderung vertieften Lernens. Vertieftes Lernen bedeutet hierbei die Internalisierung von Wissen. Damit dies gelingt, müssen die Parameter des Lernens stimmen. Der Sprache kommt hierbei eine zentrale Bedeutung zu, da vertieftes Lernen nur im Wechselspiel zwischen Konzeptualisierung und Kommunikation gelingen kann. Beide Aspekte sind unmittelbar interdependent, daher kann die Entwicklung fachlicher Kompetenzen nur unmittelbar mit der angemessenen Förderung fachsprachlicher Kompetenzen gelingen. Hierzu integriert das Grazer Modell verschiedene didaktische Ansätze des CLIL bzw. des bilingualen Unterrichts.

Oft liegt der Schwerpunkt der Wahrnehmung bilingualen Unterrichts auf der zusätzlichen und vertieften Förderung fremdsprachiger Kompetenzen, das Grazer Modell setzt den Schwerpunkt auf die vertiefte Förderung fachliche Kompetenzen durch didaktische Prinzipien des CLIL bzw. des bilingualen Unterrichts. Hierbei steht die Förderung fachspezifische Diskurskompetenzen im Vordergrund, die durch eine Operationalisierung im Spiralcurriculum systematisch gefördert werden können. Unter diesen Gesichtspunkten bietet das Grazer Modell neben Anregungen zur konkreten Unterrichtsgestaltung um vertieftes Lernen effektiver zu fördern auch Ansätze zur sprachsensiblen Weiterentwicklung von Unterrichtsmaterialien.