

## 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.

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

## 1. Reporting

<b>Name of the workshop participant</b>	Simon Stein
<b>Institution</b>	Studienseminar für das Lehramt an Berufsbildenden Schulen Mainz
<b>E-mail address</b>	simon.stein@bbs-mz.semrlp.de
<b>Title of ECML project</b>	CLIL and literacy
<b>ECML project website</b>	<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>
<b>Date of the event</b>	2-3 June 2015
<b>Brief summary of the content of the workshop</b>	Understanding and evaluating a new model of CLIL teaching that pays special attention to subject-specific literacy skills and the “linguaging” of content.
<b>What did you find particularly useful?</b>	<ul style="list-style-type: none"> <li>- The active involvement of the participants in discussing and developing the model.</li> <li>- The getting together of experts from many different countries.</li> <li>- The relevance to our work in the classroom.</li> </ul>
<b>How will you use what you learnt/ developed in the event in your professional context?</b>	<ul style="list-style-type: none"> <li>- The model will be used to school CLIL teachers in training. They will put elements of it in practice in the classroom.</li> <li>- It will be communicated to regional CLIL experts as well as to my superiors at the teacher training centre in Mainz.</li> </ul>
<b>How will you further contribute to the project?</b>	<ul style="list-style-type: none"> <li>- One of the organisers, Mr. Meyer, will probably be invited to present the model at our training centre. This will hopefully offer new insights to all involved.</li> </ul>
<b>How do you plan to disseminate the project?</b> <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>- I will present the project to the head of my training centre on 17 June 2015.</li> <li>- I will discuss the project with a CLIL expert from another training centre (for teachers who already work as teachers).</li> <li>- I will present it to the CLIL teachers at my school.</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“

Die „Graz-Gruppe“ unter Mitarbeit der in bilingualen bzw. CLIL-Kreisen sehr bekannten Co Doyle hat ein neues Modell entwickelt, das helfen soll, die Tiefenwirkung von bilinguaem Unterricht zu verbessern. Denn laut neueren empirischen Studien ist der Kompetenzzuwachs durch CLIL keinesfalls immer gegeben, schon gar nicht automatisch.

Um nachhaltiges „Tiefenlernen“ zu ermöglichen, setzt die Graz-Gruppe auf eine enge Verknüpfung von allgemeinem Lernen, Sachfachlernen und Sprachenlernen. Tiefenlernen, so die Forscher, geschieht vor allem, wenn die typischen Denk- und Arbeitsmuster der Sachfacharbeit (Organisieren, Erklären, Argumentieren, Machen/Handeln) schüler- und handlungsorientiert exemplarisch in Feedbackschleifen gelernt und in eigenen Worten versprachlicht werden. Wichtig dabei ist, dass die Erwartungen an die Lernenden bei der Bewältigung der dazu nötigen fachspezifischen Diskursformen (z.B. Laborbericht, Werbeanalyse) transparent sind. Dies gilt auch für die notwendigen Denkmuster. Um z.B. eine gute Erklärung (bei Fortgeschrittenen möglicherweise multikausal bzw. Interdependenzen aufzeigend) geben zu können, müssen Lernende sich mit diesen abstrakten Strukturen vertraut machen. Die sprachlichen Mittel, die zur Bewältigung dieser Aufgaben nötig sind, erlernen die Schülerinnen und Schüler gleichzeitig integrativ.

Die Forschergruppe ist sehr um Anschaulichkeit bemüht und erklärt ihren Ansatz auf der ECML-Internetseite mit relativ leicht zugänglichen Videos (<http://www.ecml.at/F7/tabid/969/language/fr-FR/Default.aspx>). Eine wissenschaftliche Aufarbeitung durch die Autoren Meyer, Coyle et al. erfolgte in einem Aufsatz in der Zeitschrift *Language, Culture and Curriculum* mit dem Titel: „A pluriliteracies approach to content and language integrated learning – mapping learner progressions in knowledge construction and meaning-making“ (Routledge 2015).