

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	Claire Matthews
Institution	Professional Development Service for Teachers (PDST)
E-mail address	clairematthews@pdst.ie
Title of ECML project	Literacies through Content and Language Integrated Learning: effective learning across subjects and languages
ECML project website	http://www.ecml.at/clilandliteracy
Date of the event	June 2nd & 3rd, 2015
Brief summary of the content of the workshop	The workshop focused on the need for educators to consider the importance of language diversity and the plurilingualism of citizens in a meaningful way with regard to teaching for learning in a 21st Century context. In order to support students to engage in deep learning, it is essential that the culture and literacy demands of the subject discipline is acknowledged, understood and explicitly taught in a way that allows for more interactive pedagogies with learners as partners. The introduction of L2 in a CLIL setting aids the process of deep learning for the subject content as well as language acquisition as educators need to consider the literacy demands of their subject coupled with the literacy demands of the L2 in order to language what they are teaching. In turn, the students need to conceptualise and articulate the content in L2, consequently ensuring a higher order cognitive process and a pluriliterate approach for learners of all abilities.
What did you find particularly useful?	The sharing of materials and resources in relation to the workshop in advance in order to facilitate immediate interaction with the research and concepts underpinning the project was most beneficial as was the time for group discussion with our European colleagues as this allowed for sharing of practice and the deepening of our own understanding through languaging!
How will you use what you learnt/ developed in the event in your professional context?	The project has certainly informed my thinking in the area of CLIL and Literacy. As such, it will be a consideration of mine in all future design and delivery of CPD in the area of disciplinary literacy as well as modern languages pedagogy.
How will you further contribute to the project?	

<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>I intend to give an account of the workshop and the project to my colleagues in a primary and post-primary context as well as to the student-teachers with whom I work in the area of language pedagogy in initial teacher education as part of their Master's Programme. I am also considering the potential of a pilot project in a post-primary setting.</p>
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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.).

“How do I know you know until I hear what you say, read what you write or see what you show me in an appropriate way?”

The workshop *Literacies through Content and Language Integrated Learning: effective learning across subjects and languages* hosted by the ECML in Graz, Austria, was a most engaging and informative event. As a participant, I built on and extended my understanding of CLIL and Literacy, availing of the opportunity to work with European colleagues who are passionate about this exciting and innovative area that supports teaching and learning in the 21st Century context.

Adopting a pluriliteracies approach provides teachers and educators with the opportunity to empower learners to become literate in the various subject specific disciplines and cultures with which they are engaged, whilst enabling them to communicate their knowledge of facts, concepts and procedures across cultures and languages.

Languages are the basis of communication, intercultural dialogue, social cohesion and democratic citizenship. Language allows us to articulate our thinking and our learning. Depth, challenge and personalisation are needed in teaching and learning. The research project considers the importance of scaffolding, feedback and questioning in a learning environment that is positive and inclusive. It explores the interdependence between curriculum literacies and language in L1 and L2, taking into account the opportunities that are presented for deep learning and transferability of knowledge and skills that will support our learners to be pluriliterate citizens.