

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	SILVIA MINARDI
Institution	Lingua e Nuova Didattica
E-mail address	silvia.minardi@tiscali.it
Title of ECML project	"Literacies through Content and Language Integrated Learning: effective learning across subjects and languages"
ECML project website	http://www.ecml.at/F7/tabid/969/language/en-GB/Default.aspx
Date of the event	1st - 3rd June, 2015
Brief summary of the content of the workshop	See the website During: analyse sample teaching materials, micro-teaching sessions using these materials, evaluate the approach taken in these materials.
What did you find particularly useful?	the workgroup which helped us share ideas, reflections and expertise
How will you use what you learnt/ developed in the event in your professional context?	Mainly as a teacher trainer I would like to use the ideas to further develop materials for CLIL teachers in Italy.
How will you further contribute to the project?	As an association we have invited the "Graz group" to our international Summer School in Summer 2016. This will give us a chance to explore new ways of implementing the model within the Italian context (which we intend as a possible component of a wider professional learning network)
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 	I will disseminate the "Graz Model" - as we got used to calling it - through all the channels we have as an association with its own website, magazine, newsletter and sections in different areas and towns around the country.

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.).

I tre giorni del seminario di Graz (1-3 giugno 2015) sono stati importanti per fare il punto della situazione sul progetto “Literacies through Content and Language Integrated Learning: effective learning across subjects and languages” che, arrivato ormai alla sua conclusione, ha elaborato materiali e procedure che vanno sotto il nome di “modello di Graz”.

Il punto di partenza del progetto è la constatazione che la metodologia CLIL permette di far progredire lo studente sia nella lingua sia nella disciplina solo se è messo in grado di realizzare una comprensione sempre più profonda della disciplina stessa: questo è possibile solo con una maggiore padronanza della lingua e di quello che viene definito dagli esperti del gruppo di ricerca di Graz “mastery of subject-specific literacies”.

Il modello presentato esplora modi per rafforzare la connessione tra il *continuum* concettuale dei saperi disciplinari e il *continuum* della comunicazione della lingua attraverso la quale la disciplina viene appresa: mentre gli studenti progrediscono nell’apprendimento di una disciplina, il loro discorso sulla disciplina deve progredire allo stesso modo, tenendo conto di tre variabili, ovvero il contesto dei discorsi disciplinari, il destinatario e lo scopo. In questo modello, sono le “subject-specific literacies” che permettono di attribuire significati e di costruire apprendimenti significativi.

I materiali forniti e sperimentati nei lavori di gruppo mi hanno permesso di capire quale potenziale si racchiuda nel cosiddetto modello di Graz non solo in contesti di apprendimento CLIL, ma in generale, in contesti in cui la trasversalità della lingua voglia davvero essere usata come una risorsa per l’apprendimento.