



R1

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 Only if you authorised the ECML to publish your contact details.

1. Reporting

Name of the workshop participant	Carla CARNEVALE
Institution	Austrian Center for Language Competence / ÖSZ
E-mail address	carnevale@oesz.at
Title of ECML project	Developing language awareness in subject classes
ECML project website	https://www.ecml.at/ECML-Programme/Programme2016-2019/Languageofschooling/tabid/1854/language/en-GB/Default.aspx
Date of the event	16/17 November 2017
Brief summary of the content of the workshop	Based on the “Language descriptors in English” for maths and history/civics, the participants developed practical teaching material to define language objectives and to create scaffold techniques and methods for teaching subjects in a language supportive way in order to help students building up academic language competences. English texts from schoolbooks were used, where we tried to list language challenges for subject learning and strategies to counter them.
What did you find particularly useful?	Key notes about the project and the integration of language objectives in subject teaching (scaffolding, translanguaging) were helpful.
How will you use what you learnt / developed in the event in your professional context?	- I will try to compare the descriptors that we developed so far in Austria for language sensitive subject teaching with the language descriptors in English bearing in mind the national curricula
How will you further contribute to the project?	See below
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 disseminate the project on our Austrian platform www.sprachsensiblerunterricht.at where I already give space to other relevant ECML projects: http://oesz.at/sprachsensiblerunterricht/vernetzung.php

2. 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.).

Im Projekt "Developing language awareness in subject classes" (Sprachbewusstheit im Fachunterricht entwickeln) des Europäischen Fremdsprachenzentrums des Europarates entstehen für Lehrerbildner/innen und Fachlehrer/innen Materialien für den Unterricht in der Sekundarstufe, die zeigen, welche bildungs- und fachsprachlichen Fertigkeiten Aufgaben und Texte aus dem Fachunterricht erfordern und mit welchen Scaffolding-Methoden ein integriertes Sprachen- und Fachlernen unterstützt werden kann. Im Fokus der geplanten Umsetzungsbeispiele (Unterrichtsplanungen, methodisch/didaktische Tipps, ...) stehen 12/13-jährige Schüler/innen mit anderer Erstsprache als der Unterrichtssprache.

Bei der Materialienerstellung orientiert man sich bei der Beschreibung der bildungssprachlichen Lernziele und Kompetenzen an den „Language Descriptors in English“, die für die Sprachkompetenz im Fachunterricht in einem Vorläuferprojekt entstanden. Die Kompetenzbeschreibungen wurden mit den Referenzniveaus des Gemeinsamen europäischen Referenzrahmens für Sprachen verlinkt. Ein Beispiel für die Lesekompetenz im Fachunterricht auf dem Niveau B1: *Can understand specific information and identify facts from tables, graphs, maps and charts.*

Die in Arbeit befindlichen englischsprachigen Unterrichtsmaterialien eignen sich zum Einsatz im CLIL-Unterricht für Mathematik, Geschichte und naturwissenschaftliche Fächer. Die darin enthaltenen methodisch/didaktischen Tipps sind ungeachtet der Unterrichtssprache für alle Fachlehrer/innen relevant.

Projektwebsite: <https://www.ecml.at/ECML-Programme/Programme2016-2019/languageinsubjects/tabid/1854/language/en-GB/Default.aspx>