

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	Liss Kerstin Sylvén
Institution	University of Gothenburg
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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	June 2-3, 2015
Brief summary of the content of the workshop	The workshop was focused on the “Graz model”, which was presented by the project group and thoroughly discussed by the workshop attendees.
What did you find particularly useful?	About the model, that it actually represents what I believe to be a fruitful way of developing a true integration of content and language in CLIL education. About the workshop, the vast opportunities for discussions and interactions between the attendees, and between the attendees and project group.
How will you use what you learnt/ developed in the event in your professional context?	I will use, and hopefully also develop, the model in my lectures about CLIL in pre-service as well as in-service teacher training programs, as well as in my course to fellow university lecturers about using English as the medium of instruction in various disciplines.
How will you further contribute to the project?	I hope to be able to keep in touch with the project team and keep them updated on any useful feedback and reactions I receive when presenting the CLIL Graz model.
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 	Time allowing, I plan to write an article to be published in journals aimed at professional teachers. I will also inform my colleagues with CLIL interests about the model, and the workshop.

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.).

Vid en workshop vid ECML i Graz presenterades den så kallade "Graz model" för språk- och ämnesintegrerad, CLIL-undervisning. Modellen är ett försök att konkret visa hur språk och ämne kan integreras på ett effektivt sätt i undervisningen, och är mycket användbar vid planering av såväl CLIL-lektioner, där exempelvis engelska eller tyska används som undervisningsspråk i ämnen som fysik, biologi eller musik, som lektioner där undervisningen sker på svenska. Modellen visar hur viktigt språket är för ämnesförståelse, och det gäller givetvis oavsett vilket språk ämnet undervisas på. Speciellt viktigt är det dock när undervisningsspråket är ett annat än elevens förstaspråk. I CLIL-sammanhang är undervisningsspråket ett annat för alla elever, i klasser där undervisningen sker på svenska finns ofta elever vars förstaspråk är ett annat, och i alla klasser möter eleverna det specifika ämnesspråket i respektive ämne. Varje ämne har sitt eget språk och sätt att använda språket på, och för att säkerställa att alla elever, oavsett bakgrund, ges förutsättningar och möjlighet att utveckla sina ämneskunskaper är det av stor vikt att undervisningen även inkluderar språkliga aspekter, och inte enbart rent ämnesmässiga. Detta innebär att "the Graz model" är ett användbart instrument för alla lärare, oavsett ämne och undervisningsspråk.