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[1] 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

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

Name of the workshop participant	Roy Lyster
Institution	**McGill University**
E-mail address	**roy.lyster@mcgill.ca**
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	**May 28-29, 2013**
Brief summary of the content of the workshop	**Development of a model of content-and-language integrated learning to be used by CLIL practitioners to guide their endeavours to foster both conceptual development and communication abilities**
What did you find particularly useful?	**The contact with experts in this area and the collegial and collaborative partnerships that were formed among them.**
How will you use what you learnt/ developed in the event in your professional context?	**I'll use the theoretical underpinnings of the model to inform my own research and teaching in the area of CLIL and immersion education.**
How will you further contribute to the project?	We have developed a network for continued communication among group members and plan to meet again in May 2014.
How do you plan to disseminate the project? - to colleagues - to a professional association - in a professional journal/website - in a newspaper - other	**Because this is a work in progress, I will wait for the next steps of this project to evolve in Europe before sharing the preliminary results in the Canadian context.**

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.).

European Centre for Modern Languages
Centre européen pour les langues vivantes
Europäisches Fremdsprachenzentrum

This project has as its main goal the development of a model of content-and-language integrated learning to be used by CLIL practitioners to inform their dual task of teaching both subject matter and high-level communication abilities. The project entails an exploration of literacies and will culminate in the piloting of an alternative approach to language development in integrated learning contexts. Data will be used to develop a working model and toolkit to be used by practitioners as a means of transforming CLIL practice. The project's ultimate goal is to provide CLIL teachers with a model that makes explicit connections between students' depth of understanding of conceptual knowledge and the breadth of their communication abilities.