**Literacy and Language Awareness in multilingual subject classes**

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The presentation will cover an ongoing project promoted by the EU in which concepts of language awareness with different focuses in 3 European countries are developed for the implementation in multilingual classes. At the center of the talk is the Austrian sub-project with its focus on literacy and the encouragement of the ability of reasoning and arguing. The aim of this sub-project is the development of a didactic model for subject classes on the basis of a theoretical concept which combines a literacy-based approach taken from L1-research (theory of ‘text procedures’, Bachmann/Feilke 2014) with the ‘focus on form’-approach (Long 1991) taken from L2-research. In so doing, the basal linguistic competence of second language learners as well as the literal competence of all pupils shall be encouraged. Within the scope of a translingual practice, the multilingual repertoire of the pupils shall be used for both the development of language awareness and the acquisition of literacy. The evaluation of the didactic model is done on the basis of videography, interviews with teachers and texts by pupils which will be examined with regard to their argumentative performances at the text procedural level. The overall results shall be made available for teacher trainers and teachers in a publicly accessible internet portal. During the presentation, the concept of this didactic model will be introduced and first practical implementations will be presented.

**Keywords:** Language Awareness, Literacy, Teacher Education, Writing Research

**References**

Schmölzer-Eibinger, Sabine/Rotter, Daniela (2015), „Schreiben als Medium des Lernens in der Zweitsprache. Förderung literaler Kompetenz im Fachunterricht durch eine prozedurenorientierte Didaktik und Focus on Form“, in: Dies./Thürmann, Eike, Hrsg. (Hrsg.), Schreiben als Medium des Lernens. Kompetenzentwicklung durch Schreiben in allen Fächern, Münster: Waxmann, 73–97.