



# Netletter n°1

## e-based Content and Language Integrated Learning Training

### Contents

■ **Training in CLIL? Training trainers? A European proposal**  
Claudia Saccone,  
Project coordinator

■ **The e-CLILT partnership**  
Maria Peluso, ITT  
"Livia Bottardi",  
Rome, Italy

■ **The provision of CLIL in each of the partner countries:**  
Italy - Austria  
Spain: La Rioja - Greece  
France - Poland  
Slovakia - The UK

■ **Training in CLIL? Training trainers? A European proposal**  
Claudia Saccone, Project coordinator

e-CLILT (e-based Content and Language Integrated Learning Training) aims at developing an innovative e-training course in CLIL (Content and Language Integrated Learning) addressing directly the following two objectives of the Lifelong Learning Programme: 'to contribute to the development of quality lifelong learning and to promote high performance, innovation and a European dimension in systems and practices in the field' and 'to enhance the quality and European dimension of teacher training'.

The consortium of 8 countries (IT, AT, FR, ES, GR, PL, SK, UK) has chosen to respond to and take action against the factors inhibiting a wider use of CLIL which are due to various issues (restrictive legislation, lack of training and teaching material, financial aspects), but mainly to the shortage of appropriately qualified teachers.



Meeting to launch the project at the University of Warwick

The project's main outcome is, therefore, a blended transnational model training course of 120 hours (30 contact hours and a 90 hour on-line component) for CLIL teacher trainers adaptable to different countries. In this way e-CLILT tackles both the absence of qualified trainers, who can promote an advanced approach and a successful multilingualism, and the associated shortage of appropriately skilled teachers in CLIL provision.

The target group is composed of potential CLIL trainers and the partnership will provide a guidebook that outlines the main principles linked to applying CLIL methodology in a secondary classroom including guidelines for preparing CLIL materials, as well as for providing language support.

The secondary target groups are pre-service and in-service secondary school subject teachers (teaching or planning to teach in various schools where CLIL is, or could be implemented), and the long-term effect will involve another group of beneficiaries: students.

e-CLILT has indeed a social and cultural aim which is to support multilingualism, to reinforce intercultural dialogue encouraging understanding, acceptance and respect. Learning foreign languages in addition to the mother tongue is a way of eliminating cultural prejudices and intolerance and students can benefit from a collaborative methodology and a qualified group of teachers willing to adapt CLIL to the teaching of various subjects.

The main pedagogical and didactic methodologies used in the e-CLILT training course will have a common basis in developing life-long learning skills. In order to be able to cover the wide range of methodological areas that need to be taken into consideration when training CLIL teachers, the consortium is planning to use loop input which will make it possible to cover as many areas as possible and it will also mirror the content in the process of a session.



This kind of experiential learning will give the trainees an opportunity to experience methods and different kinds of activities they themselves can use in the classroom with their own learners.

It is believed that CLIL methodology is successful if the activities done are learner-oriented applying principles of co-operative learning, therefore the partnership is planning to make use of this methodology both in face to face training sessions and in the self-contained collaborative learning platform.

The pilot and the transnational training courses will be a testing session for the methodology, the content and the entire course structure used. On the whole, e-CLILT aims at stimulating multilingualism on a wider scale, expanding content learning and teaching to new language codes and to an intercultural perspective.

The different linguistic and cultural contributions of the eight European partner countries are a valuable contribution to the project in bringing diversity, exchanges, and intercultural reflections, which are all basic elements of CLIL. Thus, a European dimension is planned for this project not only in its pedagogical content, but also from a sociolinguistic and socio-cultural viewpoint.

## THE e-CLILT PARTNERSHIP

Maria Peluso, ITT "Livia Bottardi", Rome, Italy

The e-CLILT partnership is composed of a consolidated group of nine educational institutions from eight European countries, Italy, Austria, Spain, Greece, France, Poland, Slovakia and the United Kingdom. Each partner presents individual characteristics and extensive expertise in the field of education and training, pedagogy and linguistics and ICT skills, together with a common interest in CLIL.

Last November 2007, from 21st to 25th, the University of Warwick, United Kingdom which will provide the e-CLILT project with its well known expertise both in scientific research related to educational processes, and in Initial Teacher Training in Modern Foreign Languages, assessment and questionnaire analysis, hosted the first international meeting for the launch of the project.

The project is coordinated by the University of Molise, Italy, which since it was opened in 1982, has reached a high level of educational provision in its eight faculties (Economics, Agriculture, Law, Health Sciences, Natural Sciences, Human and Social Sciences, Engineering, Medicine and Surgery) including a specialist training centre for pre-service and in-service secondary teachers. Thanks to its extensive experience in European project coordination, the University will provide all the necessary skills to ensure the success of this project and the fulfilment of the specific roles and tasks that have been accurately selected for each partner.

The French Institution, Blaise Pascal University, Clermont-Ferrand, which has worked over the last 15 years on ways in which multimedia environments can be reconciled with interactive/communicative MFL teaching, will be in fact the technological partner. Together with the Institute of Technology of the University of Auvergne, it will be responsible for creating and maintaining the project website, and for the publishing of the newsletters. Also it will be in charge of implementing and managing the software platform that will handle both the collaborative work of the partners in creating the course and the delivery of the online component of the national and transnational training courses.



View of part of University of the Warwick campus

Two more universities, the University of Žilina, Slovakia and the University of Linz, Austria, are involved in this joint venture and will provide their own pedagogical and linguistic expertise in conceptual work and planning of the project activities.

The partnership will further benefit from the experience in pre-service training for language teachers of the Teacher Training College in Bydgoszcz, Poland, where bilingual education is one of the main preoccupations, while the Riojan Centre of Educational Innovation (C.R.I.E.), Spain will mainly contribute to a continuous dissemination process of the project deliverables and activities through various means on a European and national/local level.

The Directorate of Secondary Education of Korinthia, Greece, a branch of the Ministry of Education in Peloponnese, is highly interested in training foreign language teachers as well as subject teachers, to be able to run the first pilot bilingual streams in one or more schools in Greece as no CLIL schools exist there at the moment. The Directorate will therefore be in charge of the organization of the first pilot course.

Finally the Livia Bottardi Secondary School, Italy, specialized in tourism, will promote the activities of the project with the purpose of encouraging the development of CLIL classes in accordance with a pluricultural and plurilingual educational policy. The school staff will also have responsibility for the planning and organization of the final conference which will be held in Rome in October 2009.





## THE PROVISION OF CLIL IN EACH OF THE PARTNER COUNTRIES

### Italy

In Italy CLIL is provided:

as part of mainstream school education (e.g. licei linguistici europei, licei classici europei, classi internazionali nei licei scientifici). Very few.

within pilot projects. End of the 1990s: over 100 pilot projects throughout the country. Recent projects in Lombardia, Veneto, Piemonte, Emilia Romagna and Umbria. These projects are run and funded by regional education authorities, university faculties, and regional institutions for research into education working alone, in partnership or on a closely coordinated basis. Existence of projects initiated by schools (e.g. ALI-CLIL project, CLIL Science) most of them in two rather distinct types of Lower and Upper Secondary Italian school, science-focused and humanities-focused. The languages mainly used are English, French and German.

In recent years many Licei Scientifici (Upper secondary science-focused schools) have introduced CLIL in their curriculum (only English in Scientific subjects).

Some Universities (e.g. Rome "La Sapienza") provide the opportunity to test Scientific English for those students in the highest classes who want to enter Scientific Faculties. There is no provision of special courses or modules in initial teacher training, which are concerned with teaching methods for CLIL provision. The shortage of appropriately qualified teachers is one of the obstacles. Only Università Di Venezia Ca' Foscari provides specific courses.

Within the above mentioned projects, teachers of foreign languages and non language teachers have received in-service training offered by the regional authorities responsible for education. Many foreign language teachers have been employed as in-service teacher trainers.

### Spain: La Rioja

In Spain CLIL is organised on a regional basis. The Educational Administration in La Rioja started a kind of innovative CLIL programme for Primary and Secondary schools in 2004. One of the main problems was to get the qualified teaching staff and to teach the same subject content in spite of the added difficulty of the foreign language. Voluntary subject teachers with a minimum foreign language requirement of B1 were accepted and a priority was given to the comprehension of the subject content.

To soften and test the beginnings of the experiment, two modalities were offered. Modality A: communication with pupils in aspects not related to the curriculum such as greetings, routines, instructions etc. and Modality B: this includes Modality A plus some contents of the curriculum.

In 2004 the CLIL programme was only offered to 10 schools out of 17 applying. 40 teachers out of 56 applicants were accepted

with 16 teachers doing Modality A and 24 doing Modality B. By the third year of the programme, 31 out of 32 applying schools were accepted and 127 out of 137 teachers. 71 teachers were doing Modality A and 56 Modality B.

All types of subjects are covered under the CLIL programme. Teachers express the need for further target language training as well as suitable materials, techniques and strategies for their lessons. The Government of La Rioja offers its teachers individual mobility grants, special language courses in the UK and France in the summer and language courses during the academic year at Teacher and Resource Centres.



### Greece

In Greece there are no bilingual schools at the moment. The National Agency has given grants to a few colleagues to attend in-service courses relevant to the promotion of Foreign Language teaching but CLIL is not applied in Greece.

### France

CLIL in France is called "EMILE" (Enseignement d'une Matière par l'Intégration d'une Langue Etrangère) or "DNL" (Enseignement des Disciplines Non Linguistiques). France has an extensive network of bilingual classes in all types of secondary schools. These classes are called "sections européennes" or "SELO" Sections européennes ou de Langues Orientales ». These classes were first set up in 1992. In 2007 there were 4566 sections in France, the most common languages involved being English, German, Spanish and Italian. There are a few classes which offer Chinese, Portuguese, or Russian. The aim of national policy is to increase the numbers of these sections by 20% by 2010.

Information about CLIL in France can be found at the following two addresses:

- <http://www.emilangues.education.fr>

- [http://eduscol.education.fr/D0121/sections\\_europeennes.htm](http://eduscol.education.fr/D0121/sections_europeennes.htm)

The Emilangues website run by the CIEP (Centre International d'Etudes Pédagogiques <http://www.ciep.fr>) provides an official portal for CLIL teaching in France with practical advice for current and would-be CLIL teachers, and the EduScol website provides the official administrative background to CLIL teaching in France.



Since February 2005, teachers involved in CLIL in bilingual streams in secondary schools in France can obtain an official qualification to validate their experience. Training for this certification is given in regional Teacher Training Institutes (IUFM) or can be done independently. CLIL experience is assessed through a written report, and also an oral exam in the foreign language. Emphasis is placed on a teacher's language fluency and accuracy, appropriate vocabulary for the subject taught, communicative competence and overall understanding of the qualitative issues at stake for the learner in bilingual education.

### Poland

CLIL education has existed in Poland, in its current form, since the beginning of the 90s. Nowadays there is CLIL education in four languages: English, French, German and Spanish (Russian to open soon). In Poland there exists a form of CLIL education later in the gymnasium (students of 13) and/or in secondary school. In some secondary schools there is an additional "year 0", in which students have 18-20 hours of language a week from a zero level. In the case of secondary CLIL education there are two obligatory subjects to be chosen for teaching and maturity exam (final exams) from the following six: Maths, History, Biology, Chemistry, Physics and Geography. The exam is in Polish and students get additional sheets in a given language.

Teachers teaching in CLIL classes are mainly Polish, excepting the Spanish native speakers. Teachers have qualifications (Master of Arts) in the subject they teach and a language certificate.

The Ministry of Education in Poland appointed The National In-Service Teacher Training Institute to prepare a programme for a qualification course for current and future CLIL subject teachers. This programme is ready and is waiting to be approved. It is a 350 hour course including teaching practice. The course will be obligatory for all teachers of CLIL education. There exists no pre-service education in the field for the time being.

As an example, in Bydgoszcz (400 000 inhabitants), there are two gymnasiums and five secondary schools with bilingual streams in English, Spanish, French and German and one IB class.

### Slovakia

Schools in which the teaching of certain subjects in the curriculum may be offered in a foreign language (English, German, Spanish and French) began to be established in Slovakia after the change in 1989.

The first bilingual schools/sections were set up without any official state policy and each school has worked according to its own curriculum approved by the Ministry of Education. The first bilingual schools had partners abroad, but at present there are also schools which do not have partners, but they teach some subjects through a foreign language in order to attract students.

Bilingual schools/sections, foreign partners and the National Institution for Education have agreed on three main rules regarding the subject and language involvement:

1. Mathematics, Physics, Biology and Chemistry might be taught through the medium of a foreign language at all schools. Other subjects might be included according to bilateral agreements, demands or conditions.
2. The number of lessons per week for individual subjects must be the same as that at regular schools and correspond with the Slovak National Curriculum. More lessons of a subject can be taught; however, fewer lessons are not possible.
3. Optional and compulsory subjects in the last years of the programme should be planned so that students study subjects in both L1 and L2 and master the relevant terminology in both languages.

### The U K

In the UK the incentive for CLIL comes from the Content and Language Integration Project (CLIP) hosted by CILT, (the National Centre for Languages) which is the UK government's centre of expertise on languages. With financial support from the then DfES, CILT piloted a three year study at both primary and secondary level from 2002 (see <http://www.cilt.org.uk/clip/index.htm>), following recommendations from the Nuffield Inquiry (2000)<sup>1</sup> that there should be a nationally co-ordinated programme of bilingual learning in the UK (i.e. studying a curriculum subject through the medium of a foreign language).

The University of Warwick, the UK partner, works closely with one of the pilot schools, Tile Hill Wood School and Language College, who won the 2006 European Award for Languages for their CLIL work and then became a CILT 14-19 Learning Network for CLIL. Year 7 pupils (aged 11) learn Geography, Personal, Social and Health Education (PSHE), Science and modules in Mathematics and Music through the medium of French with lessons delivered jointly by language and subject teachers. Pupil attainment in French has risen significantly with achievement in the other subject at least as good as the non-bilingual groups.

The decision in England to remove the requirement for all pupils to learn a foreign language at KS4 (ages 14-16) has led to a slump in the take-up of languages at this level. CLIL could be one way of motivating pupils to expand their foreign language learning.

<sup>1</sup> The Nuffield Languages Inquiry (2000) Languages: the next generation. The Nuffield Foundation.

