

Experiences with transnational exchange of good CLIL practice among European Educational Institutions

Jana Luprichová

Faculty of Education, Constantine the Philosopher University in Nitra, Slovakia



Introduction

The poster presents the objectives and the first CLIL experiences of an approved Erasmus+ project "Transnational exchange of good CLIL practice among European Educational Institutions".

The base of the project relates to the document Education and Training in Europe 2020 which describes diverse policy initiatives targeting young people under the age of 18. Moreover, the project is patterned on recommendations outlined in the document Rethinking Education including new criteria of learning foreign languages. As CLIL has become a widely accepted feature in mainstream education systems in Europe and other parts of the world, the main aim of the project is also built on international collaboration which will result in increased flow of knowledge and good CLIL practice among education institutions.

Coordinator

Constantine the Philosopher University in Nitra, Slovakia

Partners

- Daugavpils pilsetas Izglitības parvalde in Latvia
- Alströmergymnasiet, Alingsås in Sweden
- Vilnius Jonas Basanavicius progimnazija in Lithuania
- Slovak University of Technology Bratislava in Slovakia
- Liceo Statale Alessandro Manzoni Caserta in Italy

Objectives

1. Setting up essential components of good CLIL practice in the classroom by face-to-face observations
2. Preparing Modular e-trainings course for European CLIL teachers
3. Providing countries with none or less CLIL experience with the essential training and learning opportunities so that they can commence implementing this approach in their schools
4. Training teachers from the project partner countries on CLIL
5. Setting up an open database of class recordings and other teaching and methodological materials for CLIL teachers
6. Collecting research data and conducting comparative analysis of CLIL practice
7. Providing universities and other public bodies dealing with educational research the results and main conclusions of this project as a possible basis for future research on the topic.



Experiences

Project partners have met, discussed and observed CLIL classes in Lithuania, Latvia and Italy so far.

Lithuania

- CLIL initiated by Ministry of Education and Science – not a part of mainstream education yet, but it is seen as a priority and future of language education,
- approx. only 10 % of all teachers use CLIL in other subjects,
- soft CLIL is used in History, Geography, Ethics, Cultural studies; hard CLIL is used in Math, IT, Sciences,
- target languages used in CLIL – English, German, French,
- problems faced by teachers using CLIL – insufficient target language knowledge, lack of suitable materials, lack of knowledge about CLIL, workload of teachers

Latvia

- target languages used in CLIL in mainstream – English, German, Russian, French,
- teachers use CLIL primarily in Math, Biology, History, Geography; in an extra-curricular subject Economy
- CLIL offered in pre-service teaching by Latvian university and Daugavpils university (short courses offering insight into CLIL)
- CLIL support for teachers – courses provided by British Council (tutor Keith Kelly); Blended language improvement and CLIL methodology courses for teachers (70-90 hours); CLIL methodology e-course for both subject and language teachers (50 hours)
- ready-made CLIL materials – thematic plans in seven subjects (Math, Chemistry, Biology, Physics, Geography, History, Economics) – have been tested

Italy

- CLIL provision as a part of mainstream school education occurs in a limited number of schools,
- national project for CLIL in primary schools started in 2010, for lower-secondary schools in 2015
- teachers use CLIL in Science, Art and Geography in primary schools,
- special regulations for „Licei“ and „Istituti Tecnici“ – teaching a non-linguistic subject in all these schools in year 5 (it is mandatory requirement) – CLIL in History, Philosophy, Mathematics, Physics, Chemistry, Natural Sciences,
- initial teacher training launched in September 2010 involves competences in linguistic context, subject context and methodological context
- training programme for in-service teachers includes language course and methodological CLIL training

Conclusion

Partners with less CLIL experience can see positive aspects of CLIL methodology after observing lessons, attending the CLIL training and discussion with experienced colleagues and experts. They agree with an opinion that CLIL can be implemented in case teachers have a possibility to learn more about CLIL principles and methodology, development and use of suitable materials. It is a goal of presented project.

The modular CLIL e-course will be available free soon on www.educlil.eu. Moreover, all fans of CLIL are welcome to the international conference which will be held in April 2017 at Constantine the Philosopher University in Nitra, Slovakia. More information about upcoming event will be available on already mention website.

