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Progress and Evaluation of State of the Art (SoA) reports in the CORE project delivered at the 3rd project meeting in Larissa by external evaluator Dr. Steve Molloy

1. This interim progress review is focused initially upon the SoA reports. They form the bulk of the project's work so far and a springboard for the rest
2. In reviewing the SoA reports, it is important to keep in mind the following questions from the aim and objectives of the Research and Development work package (WP1) set out in the application form.
 - (a) Do the SoA reports analyse the three areas identified in Phase 1 of WP1?
 - (i) Government policy on CLIL;
 - (ii) CPD training and support in CLIL
 - (iii) CLIL implementation in formal teaching;
 - (b) How do they guide the case-studies to focus on the specific key issues for CLIL implementation identified in Phase 2? These are:
 - (i) CLIL in primary and secondary; transitions between them
 - (ii) bilingual and multi-lingual classrooms and social contexts
 - (iii) CLIL in different subject areas
 - (iv) CLIL for special needs and socially disadvantaged groups
 - © How do they guide the case-studies to explore:
 - (i) specific needs of the project's target groups (teachers, school leaders, educational managers and advisors)
 - (ii) for training and support in their specific CLIL situation?
 - (d) How do they help the case studies to explore:
 - (i) analytical perspectives,
 - (ii) pedagogical strategies and
 - (iii) resource materials

which meet the specific needs of these target groups and can be incorporated into the project's deliverables:

- Documented Case Studies,
- Best Practice
- DVD
- Strategic Implementation Packs
- Training Course and Handbook
- Project Website, Publications-
- Conferences and Symposia

*Please note that that the following comments are not intended to provide definitive answers to these questions from the SoA reports. The comments below aim **to facilitate partners' own discussions on how they think these questions can be answered, when, and by whom.** It is recommended that these discussions between partners take place in relation to each Work Package WP at the Larissa meeting and that subsequent planning decisions are made, recorded, monitored and implemented between then and the next meeting*

1. The SoA reports were intended to provide a broad survey of CLIL policy and implementation in each partner's region. They contextual information and analysis aims to:
 - (i) enable each partner to form a clearer understanding of the project's comparative dimensions of the project;
 - (ii) disseminate the project's content, aims and outputs to a wider European audience of specialists and non-specialists in CLIL.

2. *The SoA reports themselves may need further clarification at some points for wider dissemination to those less familiar with each partner's socio-linguistic context and specific CLIL policies and initiatives. The comments below may also suffer from errors of comprehension which partners will be able to correct.*

3. After discussion at the first project meeting, guidelines were circulated by the lead partner for WP1 and all reports have addressed these guidelines. There was more material available for analysis in Spain and Italy where CLIL was relatively better developed, as compared with Lithuania, Greece, and Norway. Norway was a little anomalous in having quite widespread teaching practices that might be seen as implicit forms of CLIL.

5. Overall, the quality of the reports was extremely high. After further clarification and discussion an article synthesizing the reports would be highly feasible and desirable as a basis for academic and other publications in partner languages (For example in UK the Times Educational Supplements and the magazines and news letters of teachers' professional associations "The Teacher")

6. In considering how far the SoA reports guide us to a specific analytical focus for the case-studies, it is important to re-emphasise the aims and objectives of the Case Studies in the application form.

« Documented reports on case studies prepared and undertaken by partners to analyse different types of interaction between subject content, socio-linguistic context, pedagogical strategies, teaching methods and learning styles.... The objective is to identify and understand best CLIL practice for teaching and learning in relation to these key variables »

7. It is clear from the minutes of the Karmoy meeting and subsequent e-mail discussions that significant thought is being put into preparation for those case-studies to be filmed under the guidance of the professionals in educational film-making Snoball. It was agreed at the Karmoy meeting that these will take place in Spain and Italy and planning is on target for delivery in July 2013

8. This to be welcomed. The partners should be applauded for their appreciation of the limitations of enthusiastic amateurs filming their own practice. These are apparent in the work of similar projects. This professional input shows every sign of being a marked strength of the CORE project.

9. However, the filmed case-studies relate to only 2 of the intended total of 6 – one from each partner. It is important that all of them aim to illustrate best practice in addressing the key issues re-emphasised above. Similarly, with the filmed case-studies themselves, it is important that technical proficiency does not over-shadow pedagogical pertinence.

SoA reports

Spain - Andalusia and the Balearic Islands

1. Both partners emphasise very similar strengths and weakness in current CLIL implementation.

2. 4 of the 5 weak points they note in common relate either to the **“Low initial linguistic competency of teachers and students”** or to resourcing issues such as the need for more teacher incentives, more language assistants with better pedagogical qualifications and more exchange programmes. These are largely beyond the remit of the CORE project

3. However, both partners also identify a major weakness and a possible remedy for it which **are** within the CORE remit. They find:

“Low initial pedagogic capacities and understanding of the basics of bilingual education and CLIL ».

They recommend that

« there should be more consistent methodology courses. »

4. What this seems to suggest is one or both of two possibilities:
- (i) ICT provides insufficient needs and resources for CLIL practitioners
 - (ii) CLIL practitioners, whether trained initially as language or subject teachers or even as teachers of a content and language integrated curriculum, have become involved in CLIL initiatives and programmes for which they were not initially trained. They now need in-service CLIL training which is appropriate to their specific needs.
5. This suggests the case-studies should therefore address themselves to (d) (ii) above. The main concern of the CORE project is the provision of in-service training and resources for CLIL teachers rather than ITT. Exploring CLIL teachers' needs for in-service training might also, however, indicate areas for strengthening ITT.
6. The SoAs from Spain highlights the different socio-linguistic contexts. In Andalusia, Spanish is the official language. Bilingual education combines it predominantly with English and to a lesser extent with French or German. In the Balearics, Catalan is also an official language and regional regulations say students should also be competent in English
7. Spain began a National Integrated Curriculum Programme (ICP) or Bilingual Education Programme (BEP) in 1996 with the co-operation of the British Council. It initiated bilingual education in 43 state schools. 1200 pupils aged 3 or 4 studied an integrated curriculum delivered in Spanish and 1 other (foreign) language, predominantly English. It now has 82 primary schools and 42 secondary schools in Spain as a whole as pupils and schools have progressed together through the programme. The BEP has a whole school approach to ensure equality of opportunity.
8. **The Balearic Islands** have had two types of school in which CLIL is utilised. They have four schools engaged in the national Integrated Curriculum Programme (ICP) (2 primary and 2 secondary) and there are schools engaged in the European Sections programme. A new programme, The Plurilingual Education Plan, will be introduced from 2012-3. (to replace the European sections?)
- 9 **Balearic ICP** schools teach an integrated curriculum with Spanish, Catalan and English as the media of instruction, with 1/3 of curricular time in each language (?) They do this in multilingual and multicultural classrooms (??? Students might have any one or two or none of these as their mother tongue? Spanish children born there may have both Spanish and Catalan as their mother tongues or the variant of Catalan specific to each Island? Classes might include the children of English, French, German, North African or South American parents??/)

10 **Key questions for Balearic Case-Studies?**

- Focus case studies on classes in the ICP schools or other schools in which PEP will be introduced? Why?
- What are the key issues addressed successfully by the best practice to be illustrated in these case studies?
- Specific issues of CLIL in multilingual and multi-cultural classrooms?
- How, and to what extent have best practice CLIL teachers and schools tried to overcome the CORE problem identified in both Spanish SoA reports – the need for more methodological courses to address the initially low capacity and understanding in the basics of CLIL pedagogy

11 **Andalusia** also adopted the BEP with some schools having an integrated whole school curriculum taught in Spanish and one other language. As in the Balearics, there were also Bilingual Sections in which some pupils in a school received part of their curriculum in a foreign language, including French and German. As in the Balearics, a plurilingual plan has now been introduced which also envisages extension of bilingual education to Baccalaureate and Vocational Studies.

13. In 2011-12 there were 696 primary and secondary state bilingual schools in Andalusia, 626 in English, 57 in French and 12 in German. (Not quite clear whether these are whole schools or schools with bilingual European Sections??)

14 **Key Questions for Andalusian Case-Studies:***

- Will the case studies focus on an instructive contrast with the Balearics where there are two official languages?
- Although there are many Andalusian multilingual classrooms, are there issues of CLIL for classes whose predominant L1 is Spanish?
- There is a regulatory framework leading to published guidelines on organising the schools, writing up language learning projects working with the integrated Curriculum of Languages. Might there be a case-study showing how best practice is facilitated by working on these with support from an Andalusian university?

Trentino and South Tyrol regions of Northern Italy

1. Demographics

Trentino and South Tyrol are neighbouring regions with populations of 519,000 and 498 000 respectively. The population density in the region is low compared to Italy as a whole. In 2008, it equalled 74.7 inhabitants per km² compared to the average for Italy of 198.8. In 2008 about 70,000 foreign-born immigrants lived in Trentino-South Tyrol, just under 7% of its total population.

2. Linguistic Context

(i) In **South Tyrol**, the majority language is German (69% of the population), although in the capital city Bolzano 73% of the population speak Italian as a mother tongue. Italian speakers are also a significant component in other major urban centers of the province. This is due to internal immigration from other regions of Italy. Ladin is the additional official language in some municipalities.

(ii) According to the census of 2001 103 out of 116 communes had a majority of German native speakers, 8 of Ladin speakers and 5 of Italian. Both German and Italian have the status of official languages. The main language groups are Italian (about 61% of the total) and German (35%), with a small minority speaking the local Ladin Language (4%).

(iii) In **Trentino** the majority language is Italian, although there are minorities of German speakers and also Ladin-speaking minorities. Unlike in South Tyrol, the protection of minority language groups is not covered by the new *Statuto d'Autonomia* (Autonomy Statute), although it is under current provincial statutes.

3. Educational Context

As in Andalusia and the Balearics in Spain both Italian regions enjoy extensive government support for foreign language learning in general and the use of CLIL in particular.

In **South Tyrol**, Italian and German native speakers have separate school systems with the other language taught as L2 and English, typically, as L3. Classrooms are frequently multilingual with languages of EU and non-EU immigrants alongside German, Italian and Ladin. Since the year 2000, schools may use L2 as a medium of instruction for up to 50% of the total curriculum or L3 for up to 20%.

Trentino, in 1974, became the first Italian region to introduce one foreign language (German) as a compulsory subject from the 3rd year of primary school. In 1997, this was extended into the first 2 years of primary school. The study of a second foreign language, usually English, became compulsory in lower secondary schools. In 2006, the province established the principle of studying 2 foreign languages at all levels of its compulsory educational system.

Since 1997, schools have been able to teach parts of the curriculum in a foreign language. In the period to 2005, there was substantial growth in CLIL initiatives within schools and in teacher training and support. This included sabbatical periods of CLIL training for teachers of different subjects and of English and German.

Currently, in the Trentino nursery schools and the Insituti Comprensivi which span primary and lower secondary education:

- (i) CLIL modules are experienced by 4000 of 6000 children enrolled in nursery schools. The amount of CLIL varies from school to school. English is taught in 26 of them, German in 31, and both in 12.
- (ii) At primary level, 7 of 70 schools offer *temporary CLIL modules* (less than 6 hours per week) in 194 classes
- (iii) 19 of these 70 schools have *structured CLIL modules* (6 or more hours per week) in 501 classes
- (iv) At lower secondary level, 17 of the 70 schools have CLIL modules in 224 classes
- (v) 13 of the 65 upper secondary schools (35) and vocational institutes (30) schools offer CLIL modules in 182 classes

4. Key Questions for Italian Case-Studies

(a) As in Andalusia and the Balearics, CLIL in our 2 Italian regions have received active and extensive government promotion and support. In these latter three regions in particular this has been closely related to the co-existence of 2 official or neo-official languages and high proportions of multilingual classrooms. However, the summary of educational and socio-linguistic contexts above also indicates some significant contrasts between the two Italian regions.

(b) Would the Italian case studies perhaps illustrate and analyse best practice in adapting CLIL for different socio-linguistic communities in the two regions?

© Are they particularly well-suited to exploring different adaptations for CLIL in primary and secondary education and for managing transitions between the two?

(d) (not very likely perhaps but) Are there are any possibilities for examining CLIL adaptations for nursery education and the transition to primary school

(e) As for Spain, the SoA reports and summaries for Trentino- South Tyrol indicate significant provision for CLIL teachers' in-service training and support by regional agencies and university departments. Might their case-studies indicate best practice in the provision and utilisation of this training and support?

SoA Reports

Greece

1. By comparison with Italy and Spain, and even Lithuania and Norway, CLIL seems to be significantly less developed in Greece, with much less material available for a State of the Art analysis. The partners have therefore conducted their own survey based on a questionnaire sent electronically to

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schools in their region. The response rate of around 30% is normal for this type of research. The SoA report is supplemented with a power point presentation on the Greek Educational System as a whole. This will be important for dissemination purposes

2. Correspondingly, there is no central educational policy for CLIL in Greece and no plan for such a policy. Respondents indicated that rigid curricula guidelines actually made CLIL innovation difficult. There are no official regulations and no systematic, official training and support for CLIL practitioners either as ITT or in-service professional development. Any training and support that is available tends to be limited, as noted below

3. In Greece, CLIL innovation is mainly restricted to private schools in large urban areas. There is however a significant regional initiative within a state primary school working under the auspices of a university department. Within this pilot project, six CLIL teachers responded to the questionnaire. One was a subject teacher and all the others were English language teachers. CLIL encompassed in:

- (i) Primary Education - geography, religious education, history (years 5 and 6 for two hours per week) Arts and Crafts and Environmental Studies (year 4 for two hours per week)
- (ii) in Secondary education: Junior High School - Maths and History (grade 7 once a week).
- (iii) in Secondary education: Senior high school- 1st grade socio-linguistics used through projects and team work (once a week for three hours).

4. Other pockets of CLIL activity are largely enthusiast-generated and often associated with EU and other project activity.

5. At national and local level some school advisors conduct CLIL training seminars and short courses. These tend to be aimed more at general consciousness-raising than at intensive CLIL training

6. The **Greek Case-studies** might be directed towards best practice in implementing CLIL where national and regional support systems are largely absent. What CORE resources for CLIL training and support are needed as an essential minimum? This could form a significant contribution to project dissemination.

SoA Reports

Lithuania- Alytus

1. In **Lithuania**, government regulations in 2003 reinforced the need for all secondary school leavers to be able to communicate in two foreign languages CLIL itself had a late but very systematic start. It is not as extensive nationally or regionally as in Spain and Italy but most CLIL teachers and perhaps all receive targeted training and support. This is provided by universities and

other institutions, typically integrated with EU and nationally funded projects of CLIL implementation.

2. A bilingual education project started in Lithuania in 2000-1 with 35 schools. French predominated with support from Francophone agencies. The British Council joined the project in 2004. CLIL was officially initiated nationally in 2002 by the Ministry of Education and Science

3. In Alytus, 3 educational institutions are implementing CLIL

(i) **Alytus Djukijos Basic School** continues to develop a CLIL project which originally ran from 2001-6. French was chosen as the vehicle of instruction. CLIL was used for Music and Physical Education at primary level and additionally for secondary level history and geography. Currently, CLIL is used in History, Geography and Music targeted at 6th to 10th grades

(ii) **Alytus Vocational Training Centre** French is used for hotel and catering trainees and a programme for 2012-3 plans to apply CLIL in training courses for car repair (English), computer and office equipment (English) freight dispatcher (English) and social carer (French)

(iii) **Adolfas Ramanauskas-Vanagas Gymnasium** use French in the teaching of geography, history and ICT.

4. In all three institutions teachers are normally subject specialists who receive foreign language training supported by the French Institute and British Council. It includes internship periods abroad and specialist CLIL instruction and is typically integrated with CLIL implementation projects funded by EU and other sources. In the absence of subject + foreign language ITT, such in-service training is vital

5. Projects to support CLIL include: Vilnius University 2011-13 non-formal training project in CLIL (200 hours in 5 weeks), for social and natural science with certified levels of foreign language proficiency; Lithuanian Association of Teachers of English *Nordplus* project for teachers of Green Issues in English; and Vilnius Pedagogical University Philological Faculty - CLIL Teacher Training Course through distance learning for teachers with certified (intermediate/B1) competence in English

6. **Lithuanian Case Studies** might provide an opportunity to focus on best practice in implementing CLIL in vocational and/or informal education for adults and young people. Also, or alternatively, it might have a related focus to other partners' case studies on how best practice follows from integrated CLIL and foreign language training pursued through co-operations with Foreign language Agencies and internships abroad.