



With the support of the Comenius Lifelong Learning Programme of the European Union



The CORE project
Summary of the State-of-the Art delivered at the 3rd project meeting in Larissa, Greece.

1. Greece

Strong points:

1. Applied in various private schools in big cities and in a state school which works under the auspices of the English Department of the Aristotle University of Thessaloniki
2. Cases of in-service training conducted by school advisors
3. Teachers are encouraged to apply for in service training in European courses where CLIL is rather common
4. Teachers who participated in introductory training cases identified the objectives of CLIL *explicitly*.
5. Students' positive attitudes in terms of motivation and linguistic gains
6. Overall positive attitude towards CLIL

Weak points:

1. No systematic and official training or support for educators related to CLIL.
2. Lack of sustainability due to various factors (lack of adequate training for teachers, lack of follow up support for educators, the current dire socioeconomic conditions in Greece, parents, bureaucracy, lack of material).

3. In the few cases where CLIL is applied in Greece educators mention difficulties (administrative issues, syllabus design autonomy, lack of CLIL designed material).

We need:

1. Government policy / official regulations on CLIL
2. Training programs (mostly national and local)
3. Training and support in CLIL for English teachers and other educators

2. University of Córdoba (Spain)

Strong points

1. Bilingual education is public and universal. All students can opt to learn in a bilingual school. In the cases where there are more applications than places, the selection is made by drawing the lots.
2. The programme is a graded one. During the first year the maximum percentage in subjects to be taught through a foreign language is 30%, the second year is 50% and the third year is 70%.
3. Before the initiation of the bilingual programme there were special ICT schools, and now they go hand in hand. Every bilingual school is an ICT school now.
4. There is a normative top-down regulation. The principles, curricula, measures, methodology, evaluation criteria, etc., are clearly defined: There are specific published guidelines of how to organize the schools, how to write up linguistic projects (The Linguistic Project [*PLC, El Proyecto Lingüístico de Centro*]), and how to work with the languages in a coordinated way (The Integrated Curriculum of Languages [*CIL, Currículo Integrado de las Lenguas*]).
5. Teachers are trained linguistically and methodologically. The Official Language Schools offer specific courses for teachers of bilingual schools, and the Training Centers for Teachers offer specific courses in how to organize a bilingual school, CLIL methodology, design of integrated didactic units, working with language assistants, evaluation and assessment in CLIL, materials design, or the Portfolio of Languages.
6. There is a lot of emphasis in fostering networking among bilingual teachers and schools, and in the publication of CLIL activities and web-based materials.
7. There are agreements with foreign institutions so that native speakers can work as assistant teachers in bilingual schools.
8. There are a number of programmes to facilitate exchanges of teachers and students.

Weak points

1. Low initial linguistic competency of teachers and students.
2. Low initial pedagogic capacities and understanding of the basics of bilingual education and CLIL. There should be more consistent methodology courses.
3. There should be more language assistants and they should be hired with acceptable pedagogic qualification, specifically on the coordination with content teachers.
4. There is a lack of incentives for teachers: high burn-out syndrome.
5. There is a need of more exchange programmes, basically of a post-to-post nature.

3. Balearic Islands

The Balearic Islands is a bilingual region, Spanish and Catalanian are both official languages. This is both an added value and an extra difficulty.

With the teaching of CLIL in English the schools become plurilingual, some schools also do CLIL in French.

Strong points

9. Plurilingual education is public. All students can opt to learn in a plurilingual school.
10. There are 2 different types of plurilingual schools:
 - A minimum of 5/6h for each of the 3 compulsory languages (Spanish, Catalanian and English) CLIL subjects are universal for all students
 - Schools with “European section programme”: smaller programme where there is CLIL teaching, not minimum of hours required. CLIL subjects are taught only to the best group/s
11. There is a normative top-down regulation. The principles, curricula, measures, methodology, evaluation criteria defined.
12. Teachers are trained linguistically and methodologically. The Official Language Schools offer specific courses for teachers of plurilingual schools, and the In-service Teacher’s Training Centers offer specific CLIL methodology courses and seminars for novice teachers, and other activities related to the organization of plurilingual schools/classrooms, related to the use of CLIL methodology, design of integrated didactic units, working with language assistants, evaluation and assessment in CLIL, materials design, and the Portfolio of Languages.
13. The Department of Education of the Balearic Islands is working on the design of an online platform in order to support schools and to start networking among plurilingual teachers and schools, and in the publication of CLIL activities and web-based materials.
14. The Department of Education of the Balearic Islands is working on having agreements with foreign institutions so that native speakers

residents in the region can work/volunteer as language assistants in plurilingual schools.

15. There has been a number of programmes that facilitates exchanges of teachers and students, now all those have been temporarily cancelled due to the financial situation our national and regional Government
16. There are also other European programmes that facilitate exchanges of teachers and students. The Department of Education of the Balearic Islands promotes and disseminates them to cope with the previous

Weak points

6. Low initial linguistic competency of teachers and students.
7. Low initial pedagogic capacities and understanding of the basics of plurilingual education and CLIL. There should be more consistent methodology courses.
8. There should be more language assistants, and chosen with acceptable pedagogic qualification
9. Coordination of language teachers with content teachers and with language assistants.
10. There is a lack of incentives for teachers.
11. There is a need of more exchange programmes.

4. Italy

Introduction

ITALIAN GOVERNMENT POLICY ON CLIL

The development of Content and Language Integrated learning (CLIL) since the year 2000 takes place in a relatively favorable setting. First, the School Autonomy Law in 1999 (L.440/97) opens the possibility of teaching contents through the foreign language (*Article 4, paragraph 3*). The legislator does not put constraints others than those relating to the agreements and international relationships that can be understood in a very broad sense. There are also no constraints about the order and the degree of schools where these types of teaching may be established, nor does the legislator put any constraints on the need to teach a whole subject or part of it. The indications are very general and they allow the schools to implement CLIL courses in the more suitable forms, inside the curriculum or outside it, relating them with the conditions in which the school operates. The Moratti Reform¹ is more detailed and binding.² At the same time Italy has been able to draw on the experiences collected during the projects under way since the early '90 supported by the Ministry of Education: the European high school and the International Lyceum. CLIL developments that took place from early 2000 until 2010, with the Laws Nr. 87/88/89 which institutionalized teaching a subject in a foreign language, is characterized by the feature of being a *bottom-up* movement.

With the National Reform Law in 2010 (Nr. 87/2010, n. 88/2010, n. 89/2010) a subject will be taught in a foreign language in the last year (5th class - students age 18) of Lyceum, High Schools and Technical Institutions and in the last three years of Language Lyceum. In the fifth year the subject will be entirely taught in English in the Technical Institutions, whereas in the other schools the language and the subjects can be chosen by the school itself. There are no other official national regulations concerning teaching a subject

¹ Decree 17.10.2003/ Law nr. 53-28.03.2003

² Art 3 "In the fifth year (...) it is foreseen that (...) the teaching of a subject - in the English language - that is part of the compulsory curriculum or part of the subjects chosen by the student"

in a foreign language in compulsory education, primary and lower secondary school (6-14 years).

The Ministry of Education has delegated Universities to organise teacher training programs/courses for initial teacher training and every Faculty is preparing its own offer to start with academic year 2012/2013. Meanwhile the Ministry of Education has offered in-service training courses for teachers of NON-linguistic subjects (DNL), such as Physics, Maths, Economy etc. January 21, 2012 was the deadline for subject teachers to join the national project "CLIL in-service training course". The project is an integral part of the Reform of secondary education.³ In order to put "Italy in line with other European countries," the Ministry has prepared a "package" of language and methodology courses with different lengths according to the teachers' entrance language skills level:

4. From 260 hours (two years) to 520 (four years) of blended language courses (in presence or partly online) to reach CEFR C1 level (corresponds to an advanced level);
5. An undefined number of hours in order to attend training courses from University faculties, quantified in a generic total of 20 CFU (University Credits).

1. *The Autonomous Province of Trento (APT)*

The Autonomous Province of Trento has a special statute from 1948 after the second World War and for this reason it can claim a great autonomy in many administrative and political sectors of social life like education. As a suitable example, in the field of foreign languages, the APT was able to be first, compared with the other Italian regions, in introducing in 1974 one foreign language (German as it is the language of neighbourhood) as a compulsory subject from the third year of primary school. At a first stage this was a project that soon became successful in almost all schools of the Province. The rest of Italy introduced the compulsory foreign language (FL) in primary schools only in 1991.

Starting from 1997, after the approval of the Provincial Law n.11 on Foreign Languages (LP 11/97), one foreign language (=FL) even in the first two

³ Laws Nr. 87/88/89

years of primary school has been gradually introduced and in addition to that, a second compulsory FL (mostly English) has been introduced in lower secondary school (middle school). This important innovation has been inspired by some key-concepts declined in the White Paper Cresson⁴ in 1995, only two years early. The practical application of the action started in the school year 1998-1999 and was completed in the school year 2000/2001 when the first lot of lower secondary students concluded their eight year having studied one compulsory FL in primary and two compulsory FLs in lower secondary school. We have to underline that the year 2001 was also the *European Year of Languages* which aim was to implement and support plurilingualism. This was a positive coincidence of European and Provincial intents towards the idea of a plurilingualism European citizenship.

In 2004 the LP 11/97 was modified for introducing two compulsory FLs even in primary school. This innovation gradually started as projects of single schools and became definitive in the school year 2007-2008. In 2006 the LP 11/97 was reorganized in the LP 5/2006 and the principle that in all the Provincial Education System two FLs must be studied has been established. In addition to that, many projects for the introduction of a FL in nursery schools were born even if nursery schools are ruled separately not being included in the compulsory Provincial Education System.

Where is CLIL in all this excursus? The LP 11/97 art. 4⁵ gave schools the possibility of introducing portions of curriculum using a vehicular FL. This possibility has immediately been exploited by some “inspired” schools in order to reach a higher quality and a more complete educational offer. The years between 1997 and 2004 were very important and rich of initiatives in the field of plurilingualism and vehicular languages both in Europe and in the APT, in the research direction and in finding sustainable organizative models for schools. IPRASE⁶ and its LIVE project played a fundamental role in implementing CLIL pedagogy and methodology in the APT. In the meantime the acronym CLIL (Content and Language Integrated Learning) invented in

⁴ White Paper, Cresson: http://europa.eu/documents/comm/white_papers/pdf/com95_590_en.pdf

⁵ http://www.vivoscuola.it/c/document_library/get_file?uuid=20789bfb-3c70-4ebb-94b8-530a50d1e45e&groupId=10137

⁶ IPRASE, Provincial Teacher Training Institute. See paragraph 3.c

1994 in Finland⁷ took place in the APT Education System including in this term the use of vehicular language in all contexts even for language minorities present on the provincial territory like Ladin communities, in Fassa Valley, Mochoeno communities, in Fersina Valley and Cimbri communities in Luserna.

A great help in the introduction of CLIL in the Provincial Education System came from the Chair of Education and Youth Politics of the Province, Tiziano Salvaterra who has promoted a *sabbatic* period for omogeneous groups of in-service teachers of different subjects. In the school year 2004 – 2005 this opportunity was offered to FL teachers (English and German). About 60 teachers subscribed the offer and as a result of their *sabbatic period* the final projects realized focused on the introduction of CLIL modules in the same schools where the teachers were working. Another innovation was introduced in the same school year by the Provincial Government when one public school in Trento had the permission to implement German as a vehicular language in a bilingual teaching project (Italian/German – German/Italian) together with another equivalent school in Innsbruck thanks to a specific Protocol of Intentions between Land Tirol (Austria) and the APT (Italy). After this success the Provincial Government has decided to extend this model of *high percentage of vehicular language in the curriculum* in other schools, mostly of primary level.

In 2009 the APT promoted the New Provincial Curriculum for primary and secondary schools. These dispositions⁸ contain some special pedagogical principles and organizational provisions for FLs teaching in primary and secondary level connected with CLIL pedagogy. After a quantitative inquiry⁹ CLIL implementation in the APT results as following:

- in nursery school the FL teaching with CLIL modules depends from the single organization of schools. Out of the 6000 enrolled children, 4000 are experiencing CLIL modules. English is taught in 26 nursery schools, German is taught in 31 nursery schools and both languages in 12 nursery schools.

⁷ <http://www.clilconsortium.jyu.fi/>

⁸ DPP 17/06/10 n. 16-48 Leg. “Regolamento stralcio per la definizione dei piani di studio provinciali relativi al percorso del primo ciclo di istruzione (art. 55 of the LP 07/10/06 n. 5)”

⁹ http://www.vivoscuola.it/clil?p_p_id=WebContentListTags_INSTANCE_nfs3&p_p_lifecycle=0&p_p_state=normal&p_p_mode=view&p_p_col_id=column-2&p_p_col_count=1&WebContentListTags_INSTANCE_nfs3_struts_a

- in primary education there are 7 schools out of 70 (primary and lower secondary schools are part of the same institutions - Istituto Comprensivo) with *temporary CLIL modules* (less than 6 hours per week) in 194 classes. There are 19 schools with *structured CLIL modules* (6 or more hours per week) in 501 classes.
- in lower secondary schools there are 17 schools out of 70 with CLIL modules in 224 classes.
- in high secondary school there are 13 institutes out of 65 (35 high secondary schools and 30 vocational) with CLIL experiences in 182 classes¹⁰.

The CLIL modules in schools are increasing year after year and for this reason we can assume an increasing demand of legislative objectives for the future.

According to the last guidelines of the province expressed in the press conference on 27th February 2012 by the Chair of Education and Youth Politics of the Province, Marta Dalmaso the future programs for the internationalization and foreign languages are as follow:

- revision of the way of recruitment of new CLIL teachers
- continuing with teacher training programs also through exchange projects supported by European funds for internationalization of educational institutions
- promoting a teacher training course for high school levels
- extension of the bilingual teaching project with the protocol between Land Tirol (Austria) and APT (Italy) to high schools, for a weekly and annual teachers exchange.

1. 1. The Provincial Teacher Training Institute, IPRASE

IPRASE (Istituto Provinciale per La Ricerca, l'Aggiornamento e la Sperimentazione Educativi) is the institution that has supported schools in the innovative process of FL teaching. This support has been active in many ways like:

- open-enrolment, traditional in-service training courses,
- free continuous professional development CLIL consultancy in individual schools¹¹,
- monitoring the CLIL state of the art on the territory with quantitative inquires in 2001 and in 2011¹²,

¹⁰ Delibera Provinciale (Provincial Decree) 30th July, 2010, n. 1753

¹¹ Sandra Lucietto, *CLIL practice: perspectives from the fiels art. 15*, Tateo: A School- and Action Research-Based Continuous Professional Development Model for Experienced/Senior Secondary Teachers New to CLIL ,Dipartimento Istruzione Trento; Università di Bolzano (Italy), <http://www.icpj.eu/?id=15>

¹² http://www.vivoscuola.it/c/document_library/get_file?uuid=8d280ec3-ba54-4f8f-9e0b-7323fd2bc58d&groupId=10137

- coordinating the research project named LI.VE¹³ (vehicular languages) together with universities and pedagogical institutes of other regions of the North of Italy as partners.

The aim of this project was the definition of qualitative criteria for the real learning-teaching practice of CLIL methodology in class and the observation of these criteria in action.

Another important project of the IPRASE in the FL field has been ALIS¹⁴ (FLs competences acquisition). It started in 2002 and it had been supported by the European Social Funds since November 2005. The project was concluded in 2008 with a successful conference in Rovereto (Trento) about FLs learning and FL teacher training. The offer of several actions for different groups of teachers was the aim of the ALIS project:

- actions for professional development (methodology modules for FL in-service teachers of all levels of education);
- actions for the consolidation of language competences (for FL in-service teachers of all levels of education);
- actions for the development of language competences (for in-service nursery school teachers);
- actions for the development of language competences (for in-service subject teachers of all levels of education).

Many teachers received professional development from these actions and started CLIL projects in their schools.

1.2. The Teacher Training Centre in Rovereto

Beside IPRASE another institution that has recently dealt with CLIL is the new born Teacher Training Centre in Rovereto¹⁵ (Centro Formazione Insegnanti), which in February 2011 organized an important international CLIL conference with the aim of underlining the quality CLIL projects, modules, practices and legislation in Italy and in the APT. Many relevant names appeared as experts like Carmel Mary Coonan, Peeter Mehisto, Dieter Wolff and David Marsh.

¹³ LI.VE project: Federica Ricci Garotti, *Il Futuro si Chiama CLIL: una ricerca interregionalesull'insegnamento veicolare*, IPRASE, Trentino, 2006

¹⁴ <http://www.iprase.tn.it/alfresco/d/d/workspace/SpacesStore/e8d39f9e-e499-47be-b3d6-bb6ce3764520/Alis.pdf>

¹⁵ <http://www.formazione.scuolatrentina.it>

The conference was organized within the actions of the LIDI project (Lingua e Didattica). This project is addressed to all the in-service teachers in order to provide support both for language education and for methodology development. The Teacher Training Centre in Rovereto cooperates with IPRASE for training in-service teacher and for promoting and organizing courses for who wants to become teachers.

1.3. The role of the AGEBI association

The AGEBI¹⁶ (Associazione Genitori per un'Educazione Bilingue) is an association of parents that promotes bilingual and plurilingual education in the APT. It was founded in 2007 by parents from the bi-lingual school in Cognola - Trento. The aim of the association can be summarized as follow:

- give parents' point of view on bilingualism or plurilingualism.
- give help and support School
- interact with the APT
- create meeting and exchange occasions between families and partner schools
- promote language courses for parents
- promote and disseminate good practice and experiences
- promote actions that use foreign languages as communicative vehicles

AGEBI organized an important conference in October 2010 on CLIL with the title Growing up with Languages to Be World Citizens: vehicular teaching experiences in primary and secondary education. Some of the main experts were Carmel Mary Coonan (Ca' Foscari Venice University) and Martin Dodman (Bolzano Free University).

¹⁶ AGEBI association web site: www.agebi.it

CLIL in IC Predazzo, Tesero, Panchià, Ziano (IC-PTPZ)

In IC-PTPZ the aims of the CLIL project, which include primary and lower secondary schools are:

- content learning of some subjects in FLs (English and German)
- improving the FL communicative and linguistic competences
- using the FLs as tools for learning knowledge (developing CALP language: Cognitive Academic Language Proficiency) through a higher exposure to the FL in a controlled and scaffolded environment
- developing cross-curricular competences
- promoting student – student, student – teacher and teacher – teacher motivation, cooperation and professional development.

The project started in the school year 2005-2006 with English and German as vehicular languages and Geography, Science, Maths and Art as content subjects. The Institute asked for the IPRASE free continuous professional development CLIL consultancy¹⁷ which went on for two school years. In 2008/2009 the project continued without any external help and the Institute gave its contribution to the redaction of the book “...e allora...CLIL!”¹⁸ In 2011/2012 the project included three lower secondary classes with Geography in English, two lower secondary classes with Science in English, three primary classes with Art in German.

After several years of CLIL in IC-PTPZ, the model used in the lower secondary classes, where in Italy FL teachers can only teach FLs, was still the one proposed by the IPRASE *expertise* in 2005. The model “involves teaching teams (*T-Teams*) comprising of a FL teacher and a subject teacher (...) working together with a dual aim: planning and implementing quality CLIL modules; establishing effective professional dialogue (TALKing To Each Other: TATEO)”¹⁹. The FL teacher delivers the lesson in class with the help of the subject teacher (who rarely has a sufficient level of FL knowledge) and together they plan the CLIL lesson. In primary school, the CLIL model is

¹⁷ Lucietto, S., CLIL practice: perspectives from the fiels art. 15, Tateo: A School- and Action Research-Based Continuous Professional Development Model for Experienced/Senior Secondary Teachers New to CLIL Dipartimento Istruzione Trento; Università di Bolzano (Italy), <http://www.icpj.eu/?id=15>

¹⁸ Lucietto, S., ...e allora... CLIL, IPRASE - L'apprendimento integrato delle lingue straniere nella scuola. Dieci anni di buone prassi in Trentino e in Europa, Trento 2008

¹⁹ Sandra Lucietto, CLIL practice: perspectives from the fiels art. 15, Tateo: A School- and Action Research-Based Continuous Professional Development Model for Experienced/Senior Secondary Teachers New to CLIL Dipartimento Istruzione Trento; Università di Bolzano (Italy), <http://www.icpj.eu/?id=15>

easier because the FL teacher is also a subject teacher and so it is possible to teach CLIL alone. The methodology used in class in most CLIL modules are:

- short frontal lessons for input
- group work or cooperative learning in small or big groups
- computer activities like web quests, graphs, power point presentations
- use of e-learning platform and multimedia interactive board
- use of video
- feedback phases for evaluation

The effort of IC-PTPZ is to implement CLIL among both subject and language teachers in order to fulfil parents and APT request of internationalization and innovation.

SUMMARY of the STATE-OF-THE-ART Autonomous Province of Trento (Italy – P8)

Strong points

1. CLIL modules can be planned by each school according to internal and external resources thanks to school autonomy (bottom up approach). The only regulation existent is for the last year of high schools which must guarantee at least one subject taught in a FL and in Language Lyceum from the 3rd year in a FL different from that chosen in the 5th year.
2. Teachers are trained linguistically and methodologically. The Province and the Training Centers for Teachers offer specific courses for CLIL teachers.
3. There are a number of programmes to facilitate exchanges of teachers and students.
4. There is a lot of emphasis in favour to CLIL programmes in schools in the new provincial school programme plans.
5. Native speakers can work as assistant teachers in CLIL projects in schools.

6. Language means also “cultural identity” and historical circumstances can influence students’ motivation for learning the neighbours’ language. Studying a subject through a language can be an important step towards comprehension among cultures.

Weak points

1. Low initial linguistic competency of teachers and students.
2. Low initial pedagogic capacities and understanding of the basics of bilingual education and CLIL. There should be more consistent methodology courses.
3. Headmasters are not enough prepared for CLIL policy. There should be more consistent courses for heads.
4. There are not enough benefits for teachers who want to become CLIL teachers
5. It is not clear the role of language teachers: a subject teacher can teach in a FL after an appropriate training, a non-primary language teacher cannot teach a subject (even if he/she has held university exams in that subject).
6. Language means “cultural identity” and sometimes historical circumstances don’t enable students to have the right motivation for studying a language even through a subject. (ex. German in the province of Trento).

5. ITALY South Tyrol

STRONG POINTS

- Bilingual education (Italian/German) is public and universal. All students can opt to learn in a bilingual school. In some schools (primary level in South Tyrol) pre-requisites for German L2 are sometimes necessary.
- There is a lot of emphasis in fostering networking among bilingual teachers and schools, and in the publication of CLIL activities and materials.
- CLIL modules can be planned by each school according to internal and external resources thanks to school autonomy, but with regards to Art. 19 - 2. Autonomy Statute of South Tyrol (1972) for German or Italian as L2 (subjects should be taught in the mother tongue of the students). No other restriction for foreign languages (English, French, Spanish, etc.)
- The existent regulation is for the last year (5th year) of high schools which must guarantee at least one subject taught in a FL and in Language Lyceum from the 3rd year in a FL different from that

chosen in the 5th year.

- German native speakers /Italian native speakers can work at primary school level teaching some subjects (eg. Maths, science, music ecc.).
- Language means also “cultural identity” and historical circumstances can influence students’ motivation for learning the neighbours’ language. Studying a subject through a language with teacher that represents this culture can be an important step towards comprehension among cultures.

WEAK POINTS

- Low initial linguistic competency of teachers and students.
- Low initial pedagogic skills and understanding of the basics of bilingual education and CLIL. There should be more consistent methodology courses.
- There are not enough benefits for teachers who want to become CLIL teachers.
- There is an official regulation that defines CLIL teachers for high school, but the sum of the two requisites for a CLIL-teacher (subject qualification + CEFR C1/C2 language certification) doesn’t guarantee the pedagogical and methodological understanding of CLIL principles.
- German/Italian native speakers subject teachers at middle and high school cannot work in the other school system as subject teacher in L2 (either Italian or German), apart from authorized projects, modules etc. that respects art.19 (2. Autonomy Statute of South Tyrol).
- Language means also “cultural identity” and historical circumstances can influence students’ motivation for studying the language of the neighbours, even through a subject.

5.Lithuania

On 2003 July 4th Lithuanian Government reinforced foreign language learning in its 2003-2012 State Education Strategy Regulations, resolution no. IX-1700. The aim of these Regulations was that secondary school leavers could be able to communicate in two foreign languages. Good knowledge of two-three foreign languages is becoming a natural part of higher education. Bilingual education project in Lithuania started in 2000-2001. 35 schools participated in this project. One of the most successful participants is Alytus Dzukijos basic (used to be secondary) school.

CLIL is relatively new phenomenon in Lithuanian education system, opening new opportunities for practical learning of foreign languages. In 2002 CLIL was initiated in Lithuania by the Ministry of Education and Science. In November 2004 The British Council joined the project and contributed to the organization of the first training course for both subject and language teachers.

The CLIL project (2001-2006) in Alytus Dzukijos basic school chose French language and it was carried out in three co-centers: *primary education* (3rd – 4th classes), *basic and secondary education* (9th – 12th classes). Primary classes started early French language education, and CLIL method was used in two subjects – music and physical education. French language training programme was carried out in the 9th class. In the 10th, 11th, and 12th classes CLIL was used in such subject as history, geography, music and physical education (one of the teachers was a history specialist from France). These subjects were taught according to the curriculum.

Today, in Alytus Dzukija basic school, CLIL is applied in three school subjects – History (classes 8-10), Geography (10th class), Music (classes 7-10). The target group is students from 6th to 10th grades.

Teachers working with the target group are subject teachers. French language teachers are engaged in language training programme. They all work with a trainee from France. Teachers' language training is carried out at place and in France. The school collaborates with French Institute, Comenius Agency. The trainee from France helps the teachers to prepare for the lessons. Education development center (*a state educational institution which provides educational support for students, teachers and for school*) arrange seminars for the CLIL teachers. The teachers use ICT in their lessons, use others' good practice. The subject teachers go to France for internship; they don't just learn the language, but also subject methodology: how to prepare worksheets, how to find information, how to use existing recourses, subject teaching didactics.

Another institution in Alytus that carries out CLIL education is Alytus vocational training centre.

Subjects/professions where CLIL methods (French language) are applied – waiter/barman, hotel employee, cook. This centre is planning to add more subjects to CLIL programme (2012-2013), which are car repairer (in English),

computer and office equipment operator (English), international freight dispatcher (English), and social carer (French language).

Their target group - profession teachers and students of indicated professions. Alytus vocational training centre have been participants of EMILE CLASS project for a while now, and they have such a class in their centre where French language teachers work with profession teachers. In the future only subject teachers are going to work there.

EMILE class teachers' training on subject and methodology is coordinated by French Institute (intensive language courses, exams in Lithuania and summer camps in Besançon and Struga (organized by Organisation of La Francophonie) and in Québec (collaboration agreement has been signed with Canadian francophone organization)).

At the moment the CLIL teachers are participating in the following projects: CLIL development in the education process (Vilnius University); Implementation of CLIL model in general education (Alytus Dzukija basic school); CLIL synergy (Vytautas Magnus University); Training is carried out according to project programmes.

There is one more school in Alytus involved in CLIL. It is Adolfas Ramanauskas-Vanagas gymnasium.

Their CLIL subjects (in French) are Geography, History (3rd – 4th classes), IT (9th class).

CLIL teachers are subject teachers and if there is need they are consulted by language teachers.

The CLIL teachers are prepared with the help of French Institute in Vilnius. In Lithuania, teacher training institutions do not have subject+ foreign language programmes, so the only source of subject teachers with a sufficient command of foreign language and its teaching methodology could be institutions re-qualifying teachers, e.g. Vilnius university Foreign Languages institute, the graduates of which are teachers of other subjects who have also acquired BA degree in the English language and its teaching.

TRAINING AND SUPPORT IN CLIL FOR TEACHERS AND OTHER EDUCATIONALISTS

VU Institute of Foreign Languages is going to begin teachers' non-formal training project called **“Content and Language Integrated Learning (CLIL) development in the educational process”**

Project aims:

- Encourage the development of CLIL in Lithuanian schools;
- To improve teachers' skills in raising their educational needs CLIL competencies;
- The ability to teach the subject in the target language;
- Understanding of Basic didactic principles for an integrated training and practical application;
- The target language communication skills development;

- Planning of CLIL lessons and modules;
- Preparation of training materials;

Project duration: 2011 August– 2013 July

Project target group – various non-language teachers (social and natural sciences) who wish to start and / or already applying CLIL programs and modules.

Requirement for project participants:

- A2/B1 level foreign language (English, French or German) knowledge and skills;
- Have already been taken or planned to start CLIL method;
- School administration must provide access to training and practical application for the teachers involved in the project;

Organization of the training:

Teachers will be offered a five-week intensive training in Vilnius University, Vilnius. The total length of the training - 200 academic hours. Successful participants will be issued certificates of non-formal education.

Project participants are provided with educational materials, travel and accommodation expenses will be covered from the project fund.

Nordplus Adult

Project ID: AD-2010_1a-23036

Title: Green English in CLIL: a Teacher Training Course

Coordinating institution: Lithuanian Association of Teachers of English (Lietuvos anglų kalbos mokytojų asociacija(LAKMA))

The project aims to:

- develop teaching materials and to prepare a didactic course for subject teachers on the basis of the shared experience of CLIL practice and the common need to promote awareness of CLIL benefits in the three Baltic countries;
- prepare teachers for their educational work through continuous self-improvement and better awareness of environmental and climatic issues which will help them to enhance their learners' interest in the said issues;
- improve the process of teacher professional development, to help teachers develop their competencies as a result of life-long learning; establish relations

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and encourage cooperation of Teacher Associations in the Baltic countries, to facilitate communication among teachers across the partner countries. The project will also contribute to the overarching objectives set for the Nordplus

Adult Programme 2010, namely;

- to improve second language teaching/learning of the local population;
- to promote environmental awareness;
- to strengthen social cohesion in education.

As well as that, the project will contribute to the common European strategies for life-long learning. It will be transferable to the partners' countries and geographically well-balanced. The partners are committed to ensuring the success of the project by sharing and contributing their competencies and experience.

Planned activities:

Months 1-3 – Needs analysis of CLIL practice in schools: drawing up a questionnaire; establishing relations with the potential respondents; sending out and completing the questionnaire;

Month 4 – Analyzing the results and drawing conclusions (in all partner countries);

Month 5 (beginning of month) – Meeting of the partner work teams in Riga to share/compare/analyse the needs analysis results and draft a course; distribution of tasks for the second phase;

Months 5-10 – Writing the course materials (in all partner countries): working on the course project in the partner countries separately; writing up a final version; uploading materials to the website;

Month 10 (end of month) – A meeting in Riga to discuss the final version of the course;

Months 11-13 – Piloting the course in the partner countries (6 hours of face-to-face instruction each) conducted by two teacher trainers from the three partner countries;

Month 14 – Editing and correction of the course materials;

Months 15-18 – Dissemination of the results of the project: the course appears on the websites of the partner associations and is presented to the teachers at the annual conferences of the partner associations; preparation and working out the final reports for Nordplus.

CLIL Teacher Training Course

21-10-2011

VILNIUS PEDAGOGAL UNIVERSITY FILOLOGICAL FACULTY

Participants' English language knowledge should be (*Intermediate* / B1).

Duration: 40 acad. h. (18 contact h. + 22 h. of individual work through distance teaching)

6. Norway

See attachment 6 in minutes from Larissa.

As an outcome of the CORE project a new and thorough SoA for Norway will be carried out in the spring of 2013 and presented on the 22nd May.