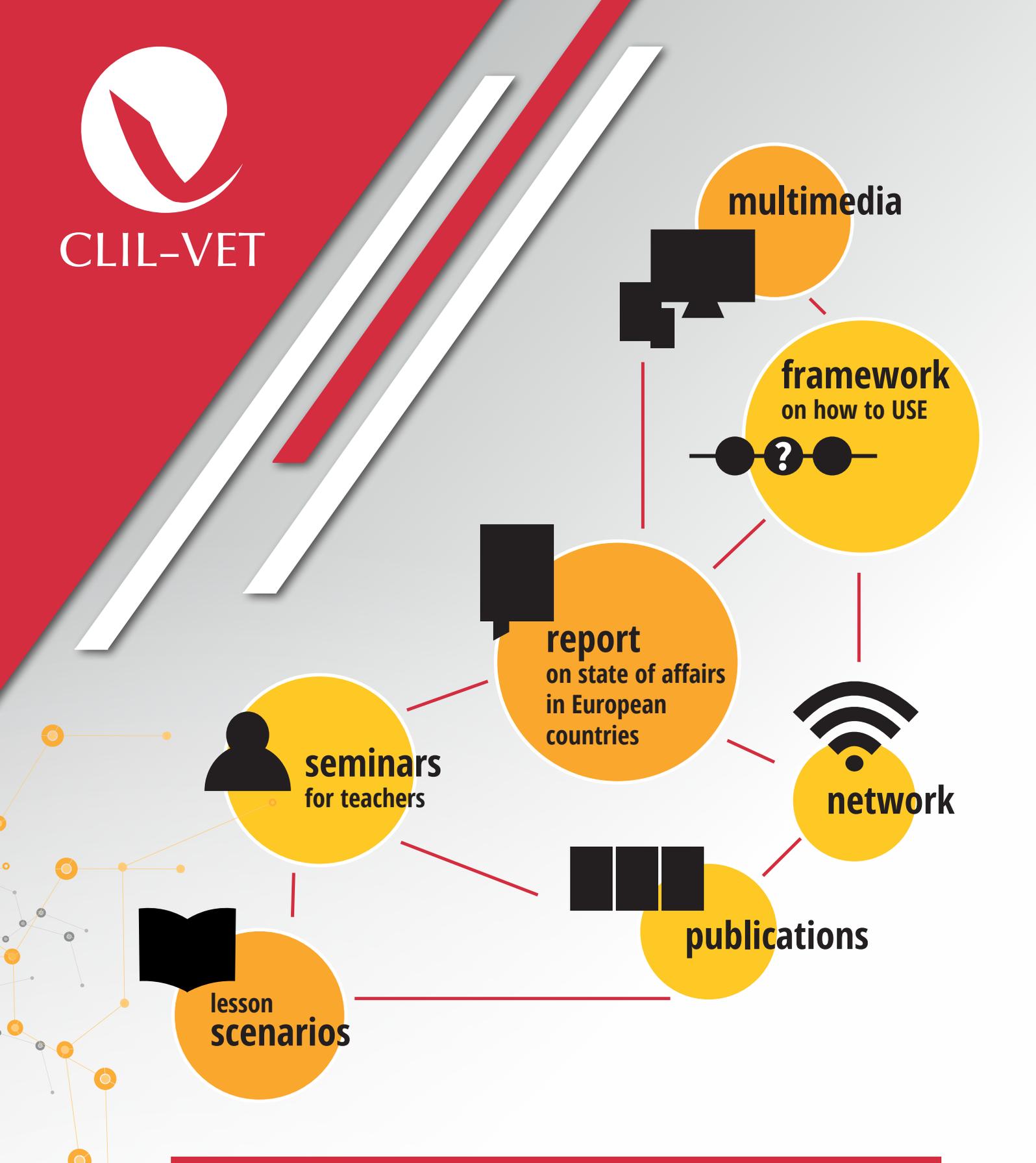




CLIL-VET



# FRAMEWORK

shortened version

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## 1. INTRODUCTION

This document was produced within the project “Implementing the CLIL-VET model in vocational schools”. It is an international educational project launched under the Erasmus+ Programme, Key Action 2: Strategic Partnership, Cooperation for Innovation and the Exchange of Good Practices for vocational training and education (project number: 2017-1-PL01-KA202-038309; realization time: November 2017 – April 2020) and coordinated by the Institute for Sustainable Technologies-National Research Institute (ITeE-PIB), based in Radom, Poland.

The Project Consortium consists of the IES Puertas del Campo, University College of Teacher Education Vienna, the University of Pitești, Eduexpert, and University of Warsaw. The consortium includes institutions active in research and teacher training as well as vocational schools.

This document is intended as a resource for vocational trainers focusing on the specific demands in a vocational school context (called CLIL-VET, cf. chapter 4 for more discussion). It integrates present-day CLIL research results with the views and experiences of in-service teachers and CLIL practitioners. This document does not raise any claims to completeness or in-depth coverage, with some issues dealt with only briefly and others left out altogether. The overall criterion for inclusion has been the usefulness of CLIL-related data for the intended target audiences. Suggestions for further reading have been included in the reference section.

Chapter 2 presents an overview of the theoretical aspects of CLIL. Chapter 3 looks at what goes on in the CLIL classroom, with guidelines for CLIL teachers on preparing, conducting and modifying their CLIL lessons. Chapter 4 explains the specifics of vocational subjects and what that means for the CLIL-VET methodology. Finally an extensive list of references allows the reader to explore the topics that could only be covered briefly in the present document in more detail.

# INTRO

*This document is intended as a resource for vocational trainers focusing on the specific demands in a vocational school context.*

## 2. THE CONCEPT OF CLIL

### 2.1 Definition

In this document we subscribe to the following definition of CLIL:

“*CLIL (Content and Language Integrated Learning) is a dual-focused educational approach in which an additional language is used for the learning and teaching of content and language with the objective of promoting both content and language mastery to predefined levels.*

por. (Marsh, et al., 2011)

((Coyle, et al., 2009) explain that the language focus and the content focus are interwoven, even if the emphasis is greater on one or the other at a given time. (Marsh & Marsland, 1999) allow for the L2 to be used for some or all of the curriculum. The same sentiment is echoed in (Marsh, 2002). CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language (for more discussion of this issue, cf. section 2.4).

CLIL may also be defined in terms of its far-reaching educational and social goals, that go beyond the immediate language and content gains. Thus, as noted in (Marsh, et al., 2001), CLIL is also about installing a hunger to learn in the student and about metalinguistic awareness: CLIL gives opportunity for the student to think about and develop how s/he communicates in general, even in the first language.

In the European context, CLIL-type teaching is often referred to as bilingual education or content-based instruction (Marsh & Wolff, 2007).

### 2.2 Advantages

The following collection of possible advantages of CLIL-based education raises no claim to completeness, but does represent the mind-set of the European educational authorities and researchers.

## DEFINITION

*...is a dual-focused educational approach in which an additional language is used for the learning and teaching of content...*

- CLIL leads to **better English proficiency** (Coleman, 2006)
- CLIL induces the learner to be **more cognitively active** during the learning process (Van De Craen, et al., 2007)
- Meeting the European Union's goal of introducing **plurilingual education in Europe** (Wolff, 2002)
- Improves **quality of foreign language teaching** (Muñoz, 2006) (Muñoz, 2015), with a notable improvement in the didactic and methodological skills of CLIL teachers and a possible impact on L1 teaching (Poisel & Putz-Mayerhofer, 2014).
- Improves **content-related competences**, due to task design and non-homogenous perspectives on content issues (Marsh, et al., 2008)
- Increases **linguistic competences** (Muñoz, 2006) (Muñoz, 2015)
- **General improvements of cognitive skills** (Opacki, 2017)
- Development of a **European and an international orientation** (Marsh, et al., 2008)
- **Development of scientific literacy**, that is to use scientific knowledge, to identify scientific questions and to draw evidence-based conclusions in order to understand and help make decisions about the natural world and the changes made to it through human activity (OECD, 2012).

### 2.3 Concerns

Concerns about CLIL are well known at least since (Baetens-Beardsmore, 1988) and (Gajo, 2007), cf. also (Lyster, 2007), (Dalton-Puffer, 2007a), (Dalton-Puffer & Smit, 2007b). The major areas of concerns fall into four major categories, cf. (Baetens-Beardsmore, 2002):

- **The L1 problem:** Will L1 be negatively affected, given prolonged exposure to an L2?
- **The L2-problem:** Will L2 really develop better if it is used systematically as the language of instruction?
- **The school knowledge problem:** Given the inherent complexity of the curriculum subject, will L2 instruction additionally slow down progress in the content subject?
- **The socio-psychological problem:** Is bilingual education appropriate for any student profile?

To this list **concerns about inadequate teacher training** and lack of expert teachers /and teaching materials should be added. (Coonan, 2011)

### 2.4 Modeles

A major strength of CLIL-based teaching is the great flexibility of the model – it can easily be adapted to suit the needs of all stakeholders involved – students, parents, teachers, educational authorities. As revealed in the British Council's *Profile Report on Bilingual Education (English) in Poland* (Marsh, et al., 2008) for example, there are four major operating curricular models of bilingual provision:

- **Extensive English language medium instruction:** In this model English is predominant.
- **Partial English language medium instruction**, with both languages getting an equal share of class time and frequent code switching between the source language and L2 English.
- **Limited English language medium instruction**, with L1-L2 code switching. The learners' L1 takes up to 90% of the allotted class time. This approach favours modular CLIL provision (e.g. project-based teaching).
- **Specific English language medium instruction.** Here English is restricted to some predefined specific contexts and/or purposes. The model is therefore applicable even in cases where the teacher's L2 competence is limited.

### 2.5 Areas of integration

- Integrating language and content knowledge
- Integrating grammar and lexicon
- Integrating receptive and productive skills
- Integrating different learning styles

### 2.6 The 4Cs Framework

A successful CLIL course which reflects the integration criteria in 2.5 is compatible with the 4Cs framework (Coyle, et al., 2010):

- **Content:** Content is progression in knowledge, skills and understanding of a defined curriculum *both for the language and subject areas*.
- **Communication:** Likewise, communication, narrowly defined for CLIL classroom purposes as the use of language to gain and share content knowledge, hinges on the interplay between foreign language lexicogrammatical competences and subject-related needs.
- **Cognition:** Content is related to learning and thinking. Thinking processes have to be analysed for their linguistic demands. Tasks have to be designed to develop cognitive skills which foster the seamless creation of concept association, understanding and language.
- **Culture:** As for culture, it encompasses and shapes the remaining cornerstones of CLIL methodology. There are cultural patterns to be explored in language (e.g. formulaicity, metaphors, pragmatic routines), content (e.g. terminology, data analysis, evaluation of events), communication (social roles of discourse participants, communicative strategies, discourse functions) and cognition (task design and task selection reflect the desired communicative use of the knowledge / skills / competences that CLIL lessons address). Additionally, in exposing learners to alternative perspectives, CLIL courses aim at broadening their cultural sensitivity and (self-) awareness. At this juncture the philosophy of CLIL overlaps with most intercultural teaching models, of which we would like to highlight Byram's ICC (Byram, 2015).

## 2.7 Coyle's 3As planning tools

The 4Cs model (Coyle, 2005) works as a guide for the overall planning of a CLIL unit. To get down to planning the details of the task sequences Coyle's 3A model might be very useful. It is based on a pragmatic use of language approach, defining the language needs, sometimes very specific ones especially for VET, to develop conceptual understanding. Coyle differs between three stages:

- **Analysing:** After having defined the content of a CLIL task or of sequence of tasks, it is necessary to analyse and define the language needs in order to be able to cognitively grasp the input: identifying key words, formulaic language, grammatical functions such as hypothesizing, comparing, evaluating, use of tenses, modal verbs and many more. This list encompasses the language of learning.
- **Adding:** The language for learning focuses on the needs of the learners in order to operate successfully in the CLIL classroom and master the task demands. Which reading/listening strategies do they need to deal with a difficult text, to take part in discussions, to express their opinions, and arguments? For that purpose they need

scaffolding: What can the teacher do to support the learners to master the task successfully? He may provide language frames, sentence starters, list of crucial phrases. For more cf. chapter 3.2 on types of vocabulary and 3.3 on scaffolding. Only if there are an in-depth analysis of the language for learning and the provision of necessary scaffolding, content and language can be really integrated, which is the basic principle and purpose of CLIL.

- **Applying:** At this stage the focus for the teacher is on developing task types and learning activities, in which the learners are encouraged to use the newly acquired knowledge, apply high level thinking skills to expand their learning and express their cognitive gains. This is the language through learning.

## 2.8 Cognition and language

### 2.8.1 BICS and CALPS

A useful division of language demands for CLIL teachers, based on Cummins' findings (Cummins, 1979) is that between Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). L2 learners acquire BICS quickly within two to four years, as these skills are indispensable for every-day communicative routines (cognitively undemanding, context-rich social exchanges) the students engage in. More formal, cognitively demanding language, required for content-subject learning in an educational context takes significantly longer to emerge (about five to seven years according to Cummins' studies) and the ultimate attainment in the area of cognitive academic language proficiency (CALP) is largely dependent on the development of comparable skills in the learners' L1. Cummins captures that L1-L2 interdependence in his model by assuming that L1 skills and L2 skills ultimately derive from the same source - Common Underlying Proficiency (CUP).

### 2.8.2 LOT and HOT

Blooms Taxonomy, developed by Benjamin Bloom in the 1950's (Bloom, et al., 1956) and subsequently modified, is a useful tool for planning lessons. It provides a way to organize thinking skills into six levels from the most basic to the more complex levels of thinking. The levels of Bloom's Taxonomy, in order, are: remembering, understanding, applying, analyzing, evaluating, and creating. Levels at the bottom of the list are referred to as lower order thinking (LOT), whereas those in the second half are referred to as higher order thinking (HOT). The distinction between LOT and HOT relates to the lesser and greater amount of cognition involved in learning.

The difference between the cognitive demands of LOT and HOT becomes obvious with reference to skinny and fat questions: the first pertains to asking for content, the second for conceptual understanding, e.g. How does computer memory work? vs Why do we need different levels of computer memory to make it work faster?

### 2.8.3 Equilibrium

Cummins has developed a matrix which may help the teacher to develop material that is linguistically accessible for the students while still being cognitively demanding, moving from quadrant 3 eventually to quadrant 4.

## 2.9 Summary

In order to implement CLIL successfully it is necessary to understand the core features of CLIL. CLIL lessons are best regarded as neither language classes nor subject classes, but a sui generis amalgam of both, engaging a variety of different modalities. CLIL classes must include and encourage explorations of language with the explicit involvement of content-based subject and mediated by an experienced teacher, preferably familiar in equal proportions with both the subject matter and the vehicular language.

Therefore, teachers have to be able to

- identify suitable content to be taught in CLIL and possible obstacles
- identify suitable strategies to support content learning in L2
- identify suitable strategies to support language learning in content classes
- implement strategies to promote the development of learning skills while attending in equal measure to content, communication and cognition
- apply strategies to foster critical thinking and the ability of linking new learning with the requirements for their later professional life
- link language awareness to content learning and cognition
- promote language learning while content learning
- create a meaningful and supportive learning environment

(Coyle, et al., 2010)

# EQUILIBRIUM

*Cummins has developed a matrix which may help the teacher to develop material that is linguistically accessible for the students while still being cognitively demanding*

## 3. PEDAGOGICAL CONSIDERATIONS

### 3.1 CLIL activities

A variety of CLIL-type activities for example can be found in (Bentley, 2010), (Tanner & Dale, 2012), (Ball, et al., 2015), (Deller & Price, 2007).

### 3.2 Dealing with vocabulary

In a text there are generally four types of vocabulary (Bentley, 2010), (Wray, 2002):

- I. Subject-specific language (formal/academic/technical/specialized, CALP-related)
  - A. Content-obligatory (both high-frequency and low-frequency words)
  - B. Content-compatible
- II. General English (varying degrees of formality, function-sensitive, non-academic communication, includes BICS)
- III. Formulaic language (Wray, 2002)
  - A. Academic
  - B. General
- IV. Other lexis (including idiosyncrasies, which need to be pointed out to fight negative transfer (Opacki & Gozdawa-Gołębiowski, 2017).

Especially in an L2 context, analysing the input material as well as the output wished for accordingly is highly important, especially with regard to required scaffolding.

### 3.3 Scaffolding

In order to ensure that students can master input or output in the L2, the teacher has to provide language support, or scaffolding, which becomes obsolete in the course of communicative progression.

### 3.4 The CLIL tool kit

The following describes a course of action to prepare and carry out a CLIL lesson.

- Choose a topic
- Choose duration
- Define the learners' language level
- Define teaching and learning goals
- Find material
- Identify language needs
- Identify necessary cognitive skills
- Create activities
- Sequence activities
- Conducting the lesson
- Personal Reflection

## 4. CLIL-VET

### 4.1 Definition

CLIL-VET refers to the practice of applying CLIL in Vocational and Work-based education for the purpose of learning a trade and developing key language competences.

These skills are crucial for effective communication in the workplace, for the transfer of relevant technologies, and the professional development of learners, allowing them to learn a trade and acquire the tools to bring that trade beyond their native environment (e.g. having the language to work outside their country).

### 4.2 CLIL-VET relationship

Vocational training has become increasingly popular among European students in the last few years. It provides the learners with an interesting alternative to secondary and college education, and it also allows the students to learn a trade, a useful asset when it comes to finding a job after one has concluded their studies. For some students, vocational training is also a way to reconnect with a learning environment after graduation. One of the main goals is to equip them with the powers to use scientific knowledge, to identify scientific questions and to draw evidence-based conclusions in order to appreciate, participate and contribute to their country's culture and economy and – in more general terms – to understand and help make decisions about the natural world and the changes made to it through human activity.

The European Union has issued a clear recommendation, voiced by the European Commission: Educational Administrations of the member states should offer a bilingual education. The reasons for this are obvious: there is obviously a need to educate students who have a working knowledge of at least one or two other languages, in addition to their own, in order to improve their chances of entering and remaining in the labour market of a multilingual society, allowing them to feel at home in the newly emerging Pan-European society and consider themselves fully fledged citizens. Numerous plans for the implementation and improvement of language teaching have emerged in recent years, having been carried out by different countries, with varying degrees of success.

CLIL ranks high among the successful approaches. It improves student's spoken interaction in the foreign language, helps develop a positive attitude towards bilingualism and a deeper linguistic immersion and cognitive involvement. In addition, working with the curricular content of a subject in another language is a greater effort but at the same time it implies that the learning is carried out from a different perspective.

## RELATIONSHIP

*Vocational training has become increasingly popular among European students in the last few years*

Learning through a foreign language is harder but also more rewarding for the students. They will be learning not just a skillset during their classes, but they will also become more proficient in another language in the process. This will potentially lead to better job opportunities after they've finished studying, even allowing them to seek for a job in a different country. In a globalized economy where nearly everything is related and connected with each other, the students that can effectively use English as a second language will have job opportunities unavailable to other candidates.

Knowledge of foreign languages is recognized as a key competence in the labour market. Therefore it is obvious that vocational schools should focus on improving student's language skills in order to meet the obligation to prepare young people for work, especially in the context of ongoing globalization, regardless of their ultimate specialization - be it healthcare, social services, industry, business or administration. Content and Language Integrated Learning enables vocational schools to meet the needs of the economy by improving general and specialist language skills of employees, as well as by increasing the competences of professionally active people.

It should also be noted that the British Council organised four Regional Policy Dialogues in Europe between May 2013 and March 2014. The Dialogues examined the contribution of languages to vocational education and training (VET). The institutions participating considered the relationship between content and language integrated learning (CLIL) and VET and concluded that the two are compatible in their shared concern for promoting an ability to use language in real life situations. The talk basically suggested that CLIL is the natural ally of vocationally oriented education, with regard to both its hands-on approach and to its facilitation of multilingualism. It also compared and contrasted CLIL with Vocational English, and suggested that CLIL's focus on procedural knowledge makes it the ideal vehicle to fulfill the aims of the EU's strategic Europe 2020 initiative.

### 4.3 Expected teaching objectives

In accordance with the Resolution of the European Council of 21 November 2008 on a European strategy for multilingualism (Commented on in (Krzyżanowski & Wodak, 2011) among others) and likewise Communication COM (2003) 449 from the European Commission (Touched upon in (Smismans, 2003)) to the European Council, the European Parliament, the Economic and Social Committee and the Committee of the Regions on Promoting Language Learning and Linguistic Diversity: an Action Plan 2004 – 2006, the following aims are proposed for CLIL-VET courses, in addition to the already mentioned general CLIL objectives:

- to integrate language and vocational knowledge;
- to improve transfer of technology within the European Union by providing a common medium of communication, shared knowledge, and similar learning experiences for VET students across associated EU member states;

- to expand the professional working language competence of VET students via immersive and subject-oriented instruction;
- to foster and stimulate the motivation of VET students both with reference to the content studied as well as the language used as the medium of instruction;
- to contribute to the propagation of functional bilingualism/ multilingualism, and all of the social, vocational, and cognitive benefits associated therewith, in Europe in line with appropriate EU directives, including, but not limited to those quoted above;
- to help with the flow of workforce (employability of VET graduates), especially since some degree of fluency in foreign languages is an employment criterion with many companies (Marsh, 2002);
- to prepare for EU integration (Marsh, 2002);
- to enhance school profile (Marsh, 2002);
- to turn the experience of learning through English into a catalyst for learning other languages (Marsh, 2002).

## 4.4 Frame conditions of CLIL-VET

### 4.4.1 Focus on content more than on language

Since the goal of vocational schools is to prepare students for their future jobs in highly specialized professional domains, the focus is generally more content-based rather than linguistic for the time being, aiming at developing competences necessary for a specific field of expertise. This is true for "regular" L1 classes as well.

### 4.4.2 Time pressure

There is a concern of vocational teachers that they cannot cover the subject curriculum because of its amount and complexity. Many CLIL-VET teachers feel that it is not their main responsibility to improve the L2 language skills of the students. Therefore in their CLIL lessons the activities that focus on language are often kept to a minimum.

### 4.4.3 Language skills of CLIL-VET teachers

The vast majority of VET teachers are not native speakers of the vehicular language and are not ELT teacher.

While they are usually highly respected in their schools for their subject knowledge, their English language skills are usually poorer than their content-subject skills.

Students usually do not see CLIL-VET teachers as language experts. They take advice on their linguistic performance from ELT teachers, but not from CLIL-VET teachers. However, students automatically pick up language boosters from material, be it audios/videos or any other activity. Here some difficulties may arise, when students address specific linguistic aspects, which the CLIL-VET teachers should be prepared to answer or refer to EFL teachers. After all they are not the L2 teachers.

#### 4.4.4 Complexity of content

Many subjects taught in vocational schools are highly complex. Teaching such concepts through CLIL may be a challenge, given the obvious time constraints and language competence issues, discussed in the previous section.

CLIL models like c and d (cf. 2.4.) do not require all lessons to be CLIL lessons. It might be easier in those cases to select topics that are more suitable to be done in CLIL with regard to cognitive and linguistic demands.

#### 4.4.5 Professional background of CLIL teachers

The professional background of CLIL VET teachers differs greatly in various countries. In Austria, for example, many vocational teachers have chosen to take up teaching fairly late in their professional lives, after having worked in the industry or in the private sector. They are primarily not educators, but experts in their professional fields.

Those CLIL-VET teachers are usually highly respected for the subject know-how and their connections to the industry. They usually do not regard teaching students English as top priority of their job.

#### 4.4.6 Language skills of students

Since upper secondary students are required to have acquired a language level of at least A2, they move on to B1, B1+ and eventually to B2 when leaving vocational schools.

That means that in many cases English language skills of the students match or exceed the CLIL teachers' linguistic competence. In that case clearly linguistically restricted linguistic level with a rather reduced language part would take a lot of pressure from the teacher without fossilizing language mistakes on part of the students. The more student-centred tasks with both content and language demands are, the less immediate involvement on part of the teacher is necessary.

#### 4.4.7 Age of the students

Upper secondary education generally starts after eight years of schooling and lasts for several years. In Austria upper secondary vocational training takes five years. So, when the students are introduced to CLIL, students are late teens. Therefore, different pedagogical principles have to be applied.

If students have clear ideas of where their chosen education should lead them, every lesson they spend in a learning context where they do not acquire new knowledge is time wasted. This fact has clear pedagogical, didactic, and methodological implications.

Principles of adult education may help in CLIL as well:

- Adults more than YLs expect to progress visibly in their learning
- Adults feel that they are entitled to learn what they can practically make use of
- Adults expect to learn from solving realistic problems
- Adults do not want to waste time on tasks with little learning merit

### 4.5 CLIL-VET methodology

Many CLIL-VET lessons have properties described in chapter 4.4. That makes CLIL-VET a specific type of CLIL, asking, however, for special proceedings. Since there has been little documentation of CLIL VET available up to date, we can only suggest a few possibilities, but more research in the area is clearly required.

#### 4.5.1 Translanguaging

Translanguaging activities use both L1 and L2. The working language is the learners' L1, to be later replaced by L2.

In a typical translanguaging activity students get a text in L1, with questions in the CLIL language (L2). They are supposed to answer in L2 as well. That way the students can process the content and learn subject specific vocabulary in L1, usually needed for later exams, and by reading and answering the questions in L2, they are exposed to L2 subject specific vocabulary.

Language support is given by a list of formulaic language, functional phrases and subject specific vocabulary.

CLIL-VET translanguaging activities are recommended when

- the complexity of the content is high
- there is time pressure to cover the curriculum
- L2 language skills of the students are high.

After a translanguaging activity the students should be able to answer questions on the subject in L2 in free speech and thereby use L2 subject specific vocabulary.

#### 4.5.2 Functional language

In many cases vocational students have both the required cognitive skills and the required language skills for the vocational topic, but the correct words do not come to mind easily. A good list of functional language phrases can be very helpful. This list can be coordinated between CLIL teachers and language teachers. Such a list helps supports the student's language needs very efficiently.

#### 4.5.3 Lingua franca in technical context

As in all fields of knowledge, an international expert language for each subject has emerged, which relies heavily on the correct content-obligatory terminology and formulaic academic language. To guarantee global understandability these aspects have to be strictly observed. It is often very difficult for teachers to get hold of the correct language. A number of internet dictionaries, forums, blogs, etc. offer possibilities to help solve this difficulty.

Lingua franca has its own grammar, terminology, phonetics which is often different from the standard language. Especially in vocational subjects it is very important to use terminology and formulaic academic language internationally valid.

#### 4.6 Conclusion

So far there has been little documentation on CLIL-VET specifications. Naturally CLIL-VET is largely in concordance with general CLIL and its didactic principles and methodology, such as Coyle's 4Cs, the 3A's, the different language skills, scaffolding, etc. The big difference seems to be the demand and obligation to cater for vocational skills in L2, which ask for professional knowledge and competences on top of L2 acquisition, which will be directly put on trial in the student's professional life. For the time being CLIL-VET teachers have to rely on general CLIL methodology and adapt existing CLIL principles for their subject-specific purposes.

## CONCLUSION

*CLIL-VET teachers have to rely on general CLIL methodology and adapt existing CLIL principles for their subject-specific purposes.*

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