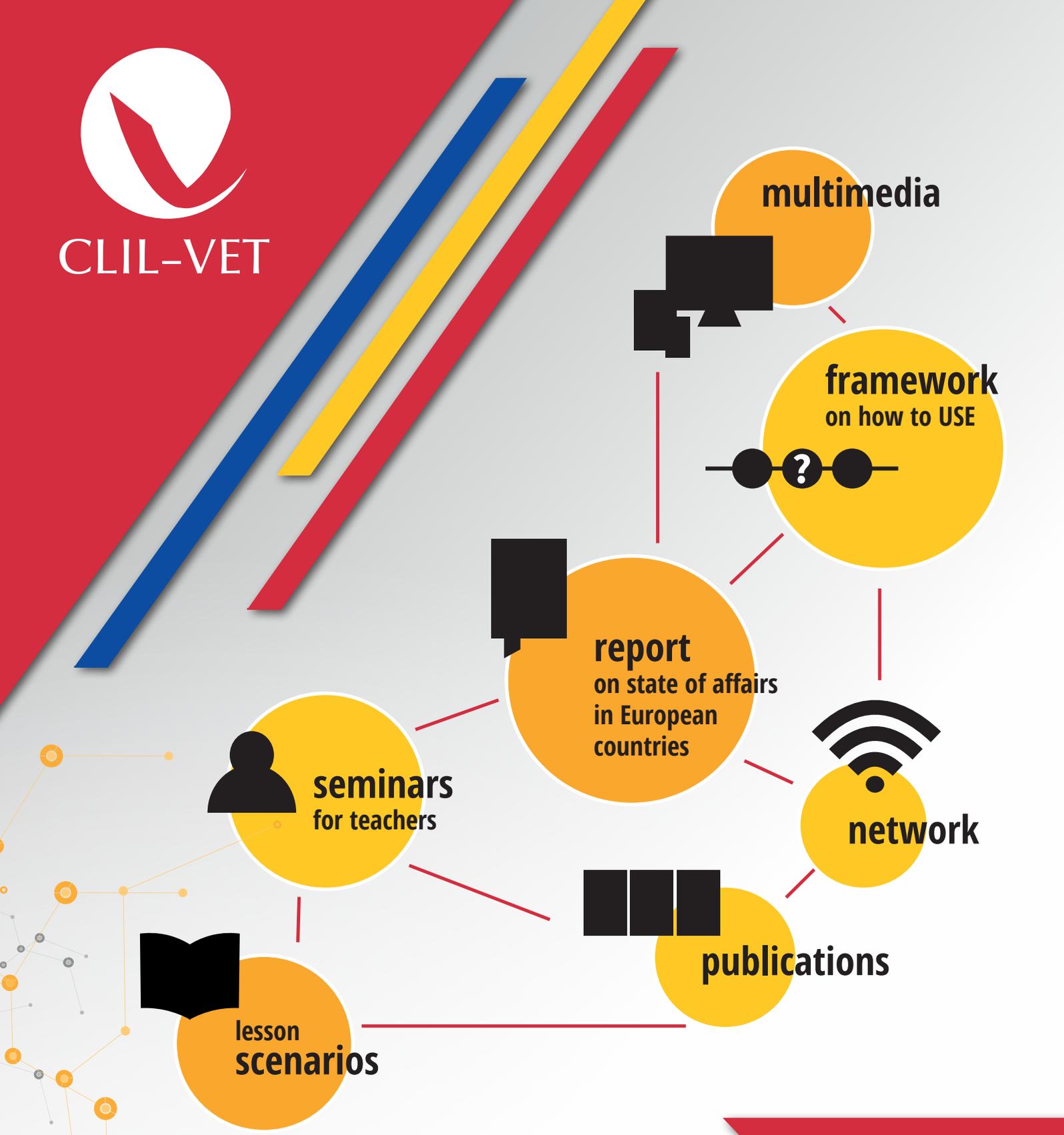




CLIL-VET



Implementing the **CLIL-VET** model in vocational schools

NATIONAL REPORT
CLIL-VET Romania



PARTNERSHIPS

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Additional information on the CLIL-VET project is available on the Internet through:
<http://www.clil-vet.eu/index.php/en/about>

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CONTENTS

1. Foreign language provision in vocational schools – desk research	
1.1. Vocational education in Romania (age of students, length of vocational education, mandatory or optional, public/private, etc.)	04
1.2. What is the provision for foreign language teaching at vocational school level? (who teaches it, how, for how long, for what purpose, which foreign languages are taught, etc?) ..	05
2. CLIL provision in partner countries – desk research	
2.1. Overview of CLIL methodology – Romania	06
2.2. National policy on CLIL in Romania	07
2.3. CLIL teachers' profile in Romania	09
2.4. CLIL methodological approaches in Romania	10
3. Results of the survey for teachers in vocational schools	12
4. Conclusions	18
5. References	19

1. FOREIGN LANGUAGE PROVISION IN VOCATIONAL SCHOOLS

- DESK RESEARCH

1.1. Vocational education in Romania (age of students, length of vocational education, mandatory or optional, public/private, etc.)

In our national context, vocational education and training is meant to provide Romanian students with the necessary knowledge and to assist them in finding a job or developing their own vocational career paths. According to a recent CEDEFOP factsheet, "Romania has made steps towards the modernisation of its (our note: VET) system." Vocational education and training in Romania - Fact sheet, p. 94, available online at: www.cedefop.europa.eu/files/etv/Upload/Information_resources/Bookshop/128/11_en_keydata_ro.pdf.

VET is primarily aimed at students that have just graduated from secondary school (14 years old), it being commonly classified as post-secondary or further education. Its length varies from 2 years (mandatory, after which students get a certification of their qualification in accordance with the national qualification framework) to 4 years (optional, ending with the baccalaureate). Post-secondary education generally encompasses professional and technical education and is financed in part by the state. It provides an opportunity for advanced vocational training for graduates of secondary schools (with or without a baccalaureate diploma, as already mentioned) (CEDEFOP, VET in Romania, available online at: www.cedefop.europa.eu/files/8073_en.pdf).

- 2-year education programme (9th and 10th grades) – an adequate balance between theory and practice, including practical internships within the company that is involved in the drawing up of the curriculum; EQF level – 3.
- 4-year education programme – the graduates of the former type of education programme can continue their studies in a technological highschool (11th and 12th grade): EQF level – 4.

As part of the reform of the VET system in Romania, note should be made of the fact that vocational classes in formal education only exist within specialised highschools, mostly technological.

As far as the VET providers are concerned, in Romania there are two types:

- **public providers:** the overall responsibility for vocational education and training within the formal education system belongs to the Ministry of Education, whose mission is to develop strategies and policies, prepare legislation and manage public education, approve curricula and national assessment standards. The County School Inspectorates are also involved in the public delivery of VET courses, as well as technological and vocational highschools (subordinated to the Ministry of Education).
- **private providers:** vocational training centres, whose role is to train, re-train or offer second chance education opportunities to individuals,

DEFINITION

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

Mehisto and Marsh, 2008: 9

especially to the unemployed; these are subordinated to the Chambers of Commerce and Industry, to foundations, associations and economic operators.

Irrespective of the form, the providers are all subordinated to the Ministry of Education or the Ministry of Labour and their appropriate bodies.

1.2. What is the provision for foreign language teaching at vocational school level? (who teaches it, how, for how long, for what purpose, which foreign languages are taught, etc?)

In Romania, the vocational school curriculum includes foreign language teaching for purposes that generally have to do with helping the students achieve the skills and competences that are necessary for their personal and professional

development. Unfortunately, the number of classes provided for in the curriculum is not very satisfying, a foreign language being generally studied in only one hour per week throughout the length of the programme.

The purpose is to develop the students' linguistic competence in a foreign language, more especially in a specialised branch of the respective foreign language. Therefore, in teaching foreign language classes to VET students, teachers pay attention to the specific profession the respective students are preparing for and adapt their methods and materials accordingly. In Romanian education overall there has been a strong tendency to step away from the conventional and outdated methods of teaching foreign languages and more steps have been made towards teaching based on ICT. The two languages that hold favoured positions in the Romanian VET curriculum are English and French.

2. CLIL PROVISION IN PARTNER COUNTRIES - DESK RESEARCH

2.1. Overview of CLIL methodology - Romania

In an Eurydice report developed in 2004 there can be found a thorough analysis of the situation of implementing CLIL in Romanian educational institutions at all levels and this paper represents a starting point for further studies in this field. The situation as it was described in this European document reflected the Romanian realities with respect to CLIL at that moment. "In Romania, the term CLIL has only relatively come into use and has no precise counterpart in Romanian. Two expressions close in meaning correspond to 'integrated learning of curriculum content and a language' or 'learning of subject matter through a foreign language'. Generally, the acronym of the English term is used as it is."

(Content And Language Integrated Learning (CLIL) At School In Europe. Romania. p.3, available at: <https://publications.europa.eu/en/publication-detail/-/publication/d9cae009-c85e-4e75-8661-885c4d159776/language-en>).

According to this report, in the early 2000's there was little literature in Romanian on the subject of CLIL, and the most common term referring to this type of provision was bilingual education (Învățământ bilingv). It related to use of the official national language and another language as languages of instruction in an educational institution. Another term used to refer to teaching/learning in a minority language is 'education for ethnic minorities'

(Învățământ pentru minorități etnice). This covers education for minorities, which is offered by specific educational institutions or in special sections within institutions.

In the following years, more and more studies and researches were dedicated to this issue, so that the terminology and the approaches multiplied. In an academic paper, written by Monica Oprescu from the West University of Timișoara, there can be found a synthetic presentation of the evolution of CLIL, regarding the related terminology and the associated contents. "An educational approach that dates back in Antiquity, when Latin was used as language of instruction in European universities, being the language of law, science, theology, philosophy, this is what we nowadays call CLIL/Content and Language Integrated Learning". For a certain extent of time this type of teaching and learning has been out of practice, till recently, 1965, the date at which a language immersion programme in Canada was started. Its aims were to create bilingual citizens, to make learning languages easier and to improve the motivation of the students involved. Content and language integrated learning is considered "a dual focused approach" (Mehisto, Marsh, Frigols 2008), "a fusion of subject didactics, leading to an innovation which emerged as education for modern times" (Coyle, Hood, Marsh 2010:ix), an umbrella term, used for bilingual education, language immersion, CBI – Content Based Instruction, EAL – English as an additional



language, LAC – language across the curriculum, intercultural language teaching and learning in practice etc. The language employed is usually English, as the new lingua franca, therefore DaltonPuffer (2011) proposed the term CEIL – Content and English Integrated Learning.

(*Cultural Identity Through CLIL* available at: https://www.unifg.it/sites/default/files/allegatiparagrafo/21-07-2016/oprescu_cultural_identity_through_clil.pdf).

2.2. National policy on CLIL in Romania

National policy on CLIL in Romania shows a constant direction which has been established since the 90's, so it proves to be coherent with national and European strategies issued by the European bodies.

CLIL provision is a part of mainstream education and it presents at least two main forms.

- CLIL provision combining use of the official language with a modern language can be found in schools usually referred to as bilingual schools. Bilingual education is included within the national education network and mainly focuses on the promotion of English, French, German, Italian, Spanish and Portuguese.

The aim of bilingual education is to raise the level of proficiency in a modern language, particularly through providing opportunities for students to be active in an alternative culture. Bilingual schools exist at upper secondary level which includes 9th to 12th

grades, corresponding to pupils aged 15 to 18/19. Most of these schools are supported by the cultural centers and diplomatic missions of countries associated with the linguistic area concerned. Admission of pupils to bilingual schools is based on language tests. In general, bilingual school provision related to a particular modern language is as follows:

- 4 hours a week for teaching the modern language concerned, in all years (9th to 12th grades);
- 1 hour a week for teaching the geography of the corresponding linguistic area, in 9th grade;
- 1 hour a week for teaching the history of the corresponding linguistic area, in 10th grade;
- 1 hour a week for teaching elements of culture and civilization specific to the corresponding linguistic area, in 11th and 12th grades.

On the basis of bilateral agreements between Romania and other countries, the teaching of curriculum content using an alternative language may exceed the number of hours specified above.

- CLIL provision combining use of the official language with a minority language. In Romania, access to education is guaranteed and administered in such a way as to ensure equal opportunities for all Romanian citizens, regardless of their national origins, sex, race, social status, or political or religious affiliation. The state guarantees the right of persons belonging to ethnic minorities to be taught in their mother tongue. At the same time, all pupils have to learn Romanian. In regions with one or more ethnic

minorities, an educational institution normally has to be established for each minority. Schooling in an ethnic minority language is mainly intended for pupils from the minority concerned, but is also open to all those wishing to receive this type of education. Educational provision in an ethnic minority language is based on certain principles considered to be very important, such as the following:

- facilitating the access of ethnic minorities to basic education;
- regularly updating the corresponding curricula, in accordance with new and constantly changing needs;
- developing the skills needed to support the languages and cultures of ethnic minorities in Romania;
- developing the quality of education for ethnic minorities to the same level as in EU countries;
- promoting formative assessment centered on pupil performance;
- ensuring that the educational network for ethnic minorities is of the right dimension;
- providing schools with textbooks and teaching materials in ethnic minority languages.

Within the education system, the Ministry of Education, county school inspectorates and educational institutions are largely responsible for upholding the right of pupils or students from ethnic minorities to education in their mother tongue. As state education is free of charge, expenditure on mother tongue provision in state institutions at pre-primary, primary, secondary, post-secondary and tertiary levels is covered from public funds.

Specialists in education for ethnic minorities

are actively involved in the entire process of implementing educational policies and reform, as well as in the preparation of the curriculum, school textbooks and teaching materials. Educational institutions may cover the entire curriculum in a minority language (except the subjects of Romanian history, geography and language), or just some subjects or, yet again, solely the study of the minority language and the history and traditions of the minority concerned. Religion may also be studied in the language of an ethnic minority in all years.

Education for ethnic minority groups has a long tradition in Romania, despite the fact that during the communist period it was dramatically reduced especially at upper secondary and tertiary levels. Since 1990, education provided in the languages of ethnic minorities has been steadily developed, to cover all minorities in the country. (*Content And Language Integrated Learning (CLIL) At School In Europe. Romania.* available at <https://publications.europa.eu/en/publication-detail/-/publication/d9cae009-c85e-4e75-8661-885c4d159776/language-en>)

Multilingualism and minority languages in Romania, developed in 2009 by a series of linguists under the high patronage of the Romanian Academy, financed by the General Secretariat of the Romanian Government, supported by the Representative of the European Commission in Romania offers an overview of the existing information on the minority languages spoken in Romania, placed in the larger context of the European multilingual diversity and linguistic heritage. It is based on the available literature, official documents and data obtained from users of the minority

languages currently spoken in Romania. The paper starts with a general presentation of the various languages spoken on the European territory, from the point of view of their origin, structure and status, as the European linguistic heritage is characterized by a mix of official, regional and minority languages. This part of the research also includes a definition of multilingualism, from a social and linguistic perspective, and an overview of the main policies and programmes for the preservation of minority languages, at the level of the European Union and of the Council of Europe. It sums up a series of initiatives, such as the extensive study of minority language groups carried out by the European Commission (Euromosaic), as well as the latest developments of the EU policy in the field of multilingualism and the objectives of The European Charter for Regional or Minority Languages, ratified by Romania in October 2007. The second part of the study gives an account of the languages spoken in Romania, starting with an overview of the evolution of the Romanian language and its dialects. This is followed by a detailed description of the minority languages spoken in Romania and of the measures adopted to promote them according to The European Charter for Regional or Minority Languages. Special attention is given in particular to the presentation of the minority language teaching in the current educational system. The paper ends with a series of recommendations for the use of minority languages in the field of education, media, culture, administration, justice, as reflected in the European Charter for Regional or Minority Languages and the Second opinion on Romania of the Advisory Committee on the Framework Convention for the Protection of National

Minorities. On the basis of the information provided, several considerations and proposals have been made for encouraging the protection and enhancement of the linguistic heritage in Romania. (available at: <http://www.dri.gov.ro/wp-content/uploads/2014/02/Multilingualism-si-limbi-minoritare-in-Romania.pdf>).

2.3. CLIL teachers' profile in Romania

The qualifications and specialized training of teachers involved in CLIL are regulated by the Law of Education in force in Romania, but there are no differences between the standards for teachers disregarding the subject they teach.

Bilingual education is generally provided at upper secondary level. Teachers involved in this type of provision are either native speakers of the target language used for purposes of communication and capable of demonstrating their proficiency in it, or they are qualified to teach foreign languages in mainstream education and have satisfactorily completed in-service training modules related to the geography, history, civilization and culture of the linguistic area concerned. This in-service training is usually provided by specialized training centers. Teachers who have specialized in other subjects may also participate in language training courses.

In Romania, education for minorities is available at all levels, from pre-primary to higher education. Pre-primary and primary school teachers are trained in secondary schools and in colleges for teacher education.

2.4. CLIL methodological approaches in Romania

This section of the national report represents a selection of several recent approaches related to CLIL, which are either the result of European projects or the topic of academic researches.

The constant interest of the teachers of foreign languages in implementing the latest methodologies, including CLIL, is proved not only by their practice, but also by the academic papers issued recently. In an article entitled *Content language integrated learning in teaching English. Engaging young learners through CLIL*, Georgiana Soficu explores "to what extent the educational approach represented by CLIL engages students in language learning and its impact on motivation in language acquisition" (available at: <http://rate.org.ro/blog2.php/1/content-language-integrated-learning-in>).

The author also outlines how CLIL could be used to attain "authenticity of purpose" (Coyle, Hood and Marsh, 2010) and provide a better vehicle for authentic language exposure and production in English as a Foreign Language context. The paper provides insights into CLIL's methodology as well as into some major CLIL practices. The conclusion is rather a recommendation that arises from the effective use of CLIL activities, so the author advocates the implementation of CLIL courses because of the rich opportunities and positive effects they can have on the classroom and on the learner's experience of learning the target language.

Another academic paper, issued by Monica Oprescu from the West University of

Timișoara, highlights a different aspect of CLIL methodology, i.e. its role in defining and refining the cultural identity.

The focus of this paper is a case study that shows what impact use of CLIL methodology has upon shaping the cultural identity of the students. The CLIL approach, a modern manner of teaching English has been adapted in Romanian schools and universities. An interesting aspect of learning a foreign language is the contact with its culture/s and the changes it produces in terms of identity. Therefore, a challenging question to be answered is whether a CLIL approach focusing on culture influences students' cultural identity and the case study shows that there is a tight connection between them. (*Cultural Identity Through CLIL* available at: https://www.unifg.it/sites/default/files/allegatiparagrafo/21-07-2016/oprescu_cultural_identity_through_clil.pdf).

The C4C project (*CLIL for Children*), launched on 1st September 2015, aims at supporting primary school teachers with a comprehensive training program for CLIL teaching. The consortium of the C4C project, which included also UPIT, developed a set of open resources and materials which address to primary school teachers, but the main product is the *Guide Addressed to Teachers on how to use CLIL Methodology in Primary Schools*. It is based on several previous outputs of the project and it summarizes the main findings of the researches, representing a list of good practices and providing practical worksheets in order to help teachers plan CLIL learning activities with students, to observe students' behaviour and learning and to monitor the results of CLIL learning sequences.

(available at: http://www.clil4children.eu/wp-content/uploads/2016/10/Guide_Addressed_to_Teachers_1_2_v01.pdf)

One of the most interesting projects in which an institution from Romania was partner is *Playing CLIL*, a truly welcome addition to CLIL practices with creativity at its core. The specific of this project is that it aims at combining CLIL with other modern and rather unusual methods and activities. Exploring language and thinking through stories, games, humour and drama provides learners with opportunities to actively co-construct meaning

and to 'language' their thinking in creative ways. The Handbook which resulted of the project uses a game-based principled approach to CLIL. It offers many practical, adaptable ideas to support teachers in providing language-rich, cognitively challenging, interactive and creative experiences for their learners. Game-based learning has a significant contribution to use CLIL to enable learners and teachers to enjoy learning, as well as to actively explore and create their own successful plurilingual and pluricultural experiences. (www.playingclil.eu/)



3. RESULTS OF THE SURVEY FOR TEACHERS IN VOCATIONAL SCHOOLS

Out of the need to identify the teachers' perception and understanding of CLIL in our region so as to respond to their needs more easily, the survey for teachers was applied in schools from three counties in southern Romania, in mainly technological (but also economic and also theoretical) high schools that deliver vocational education (9 institutions from Arges County, 1 institution from Sibiu County and 26 institutions from Olt County). Nominally, the schools that participated in the survey are as follows:

■ ARGES

- Technological High school no 1, Maracineni
- Technological Automotive High school, Campulung
- I.C. Petrescu Technological High School
- Technological Highschool, Costesti
- Forestry Technological High School
- Costin D. Nenitescu Technical College
- Constantin Brancusi Technological High School
- Maria Teiuleanu Economic College
- Constantin Dobrescu Technological High School

■ OLT

- Alexe Marin Technical College, Slatina
- Technical Metallurgic College, Slatina
- Technological High School, Vitomiresti
- Special Professional School, Bals
- Medical Post-Secondary School
- Stefan Diaconescu High School, Potcoava

- Nicolae Balcescu Technical College, Bals
- Constantin Filipescu Technological High School, Caracal
- Draganesti-Olt Technological High School
- Izvoarele Technological High School
- Petre S. Aurelian Economic College
- Matei Basarab Technical College, Caracal
- Nicolae Titulescu National Vocational College, Olt
- Radu Greceanu National College Technological High School, Tufeni
- Constantin Filipescu Technological High School, Caracal
- Technological High School, Piatra Olt
- Nicolae Titulescu Secondary School, Caracal
- Iancu Jianu Technological High School
- Constantin Brancoveanu Technological High School, Scornicesti
- Technological High School, Crimpoia
- Dimitrie Petrescu Agricultural College, Caracal
- Danubius Technical College
- Ionita Asan National College, Caracal
- Curtisoara Secondary School
- County Centre of Educational Resources and Assistance (CJRAE Olt)

■ SIBIU

- Technical College of Food Industry Terezianum Sibiu – Technologies, Technical Subjects, Mathematics

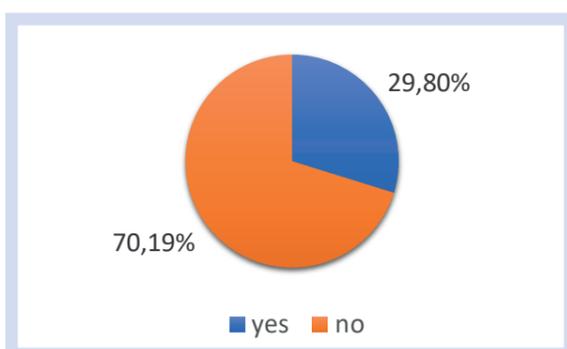
We have managed to reach **214 respondents in total**, members of the didactic

staff from the above-mentioned schools; the subjects taught by them are as various as ITC, Technologies, Mechanics, History, Electronics, Public food, Economy, Geography, Aesthetics and Hygiene, Constructions, Nursing, Transport, Chemistry, Logic, Technology, Electro-technics, Biology, Chemistry, Physics, Technical subjects, Accountability, Consumer protection, Public relations, Public communication, Manufacturing of wood products, Environment protection, Mathematics, Wood processing, Industrial chemistry, Environment protection, Economic sciences, Food Industry, technical subjects etc.

Most respondents were **female** (approximately 70%) and mainly belonged to two main age groups, i.e. **36-45** and **46-60 years old**, their teaching experience being of **either 16-20 years** or **over 20 years**.

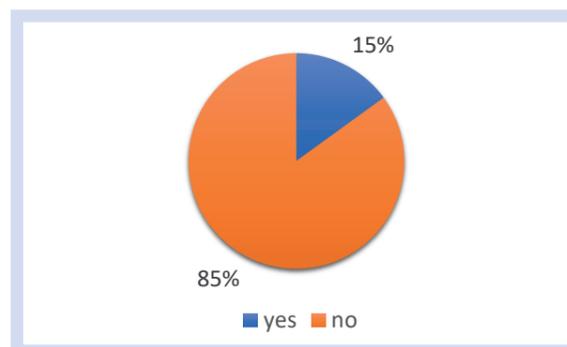
The results of the survey can be best summed up in the figures and graphs below, extracted for each question:

1. Do you know the concept of CLIL (Content and Language Integrated Learning)?
Yes – 29.8% of the respondents
No – 70.19% of the respondents

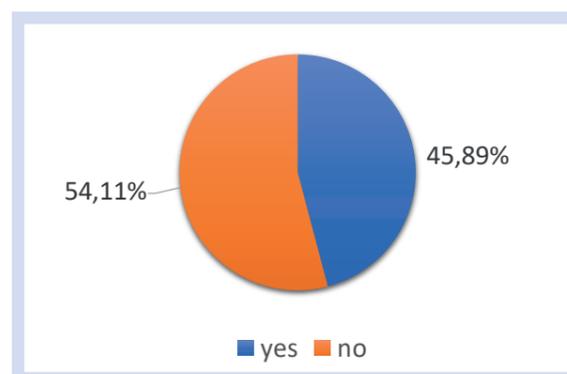


2. Have you ever applied CLIL during your classes?

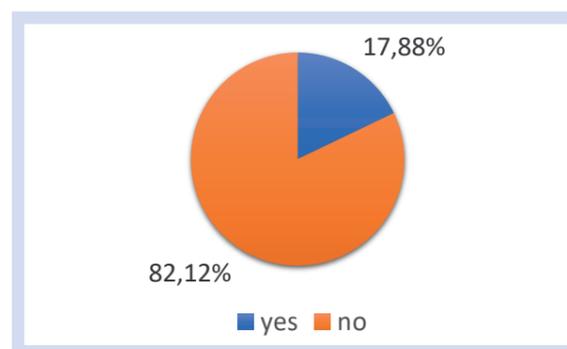
- Yes – 15% of the respondents
No – 85% of the respondents



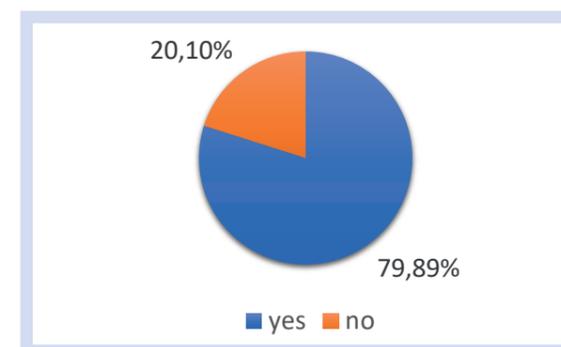
3. Do you know the term “bilingual teaching”?
Yes – 45.89% of the respondents
No – 54.11% of the respondents



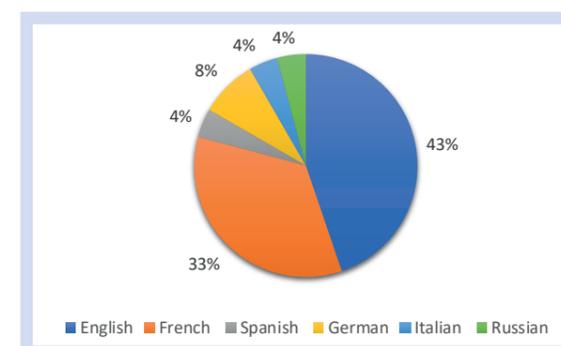
4. Have you ever tried bilingual teaching?
Yes – 17.88% of the respondents
No – 82.12% of the respondents



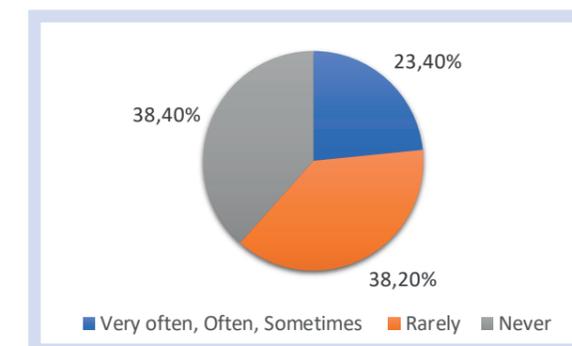
5. Do you speak a foreign language (at least B2)?
Yes – 79.89% of the respondents
No – 20.10% of the respondents



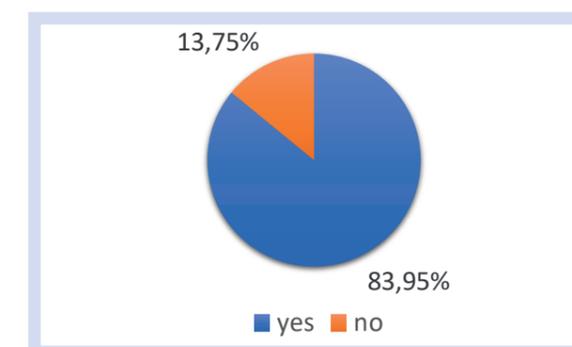
6. If yes, what language?
English – 43% of the respondents
French – 33% of the respondents
Spanish – 4% of the respondents
German – 8% of the respondents
Italian – 4% of the respondents
Russian – 4% of the respondents



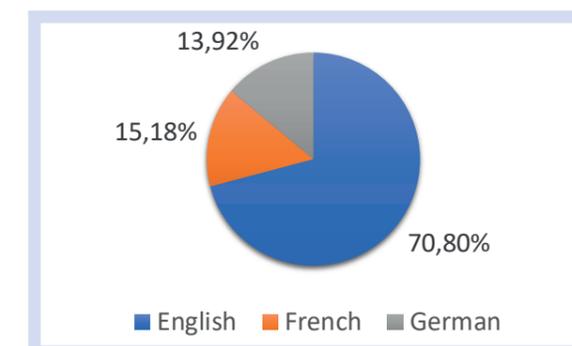
7. How often do you use a foreign language during your classes?
Very often, Often, Sometimes – 23.4% of the respondents
Rarely – 38.2% of the respondents
Never – 38.4% of the respondents



8. Are you planning to learn a foreign language and improve your professional qualifications as a teacher?
Yes – 83.95% of the respondents
No – 13.75% of the respondents

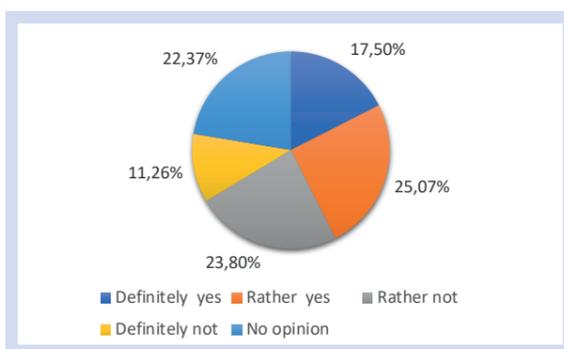


9. If yes, which language?
English – 70.8% of the respondents
French – 15.18% of the respondents
German – 13.92% of the respondents

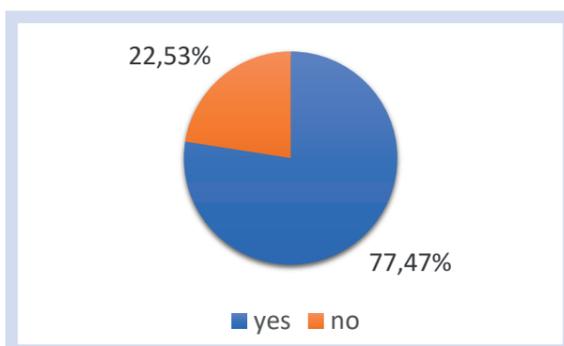


10. Is there sufficient amount of training for vocational schools' teachers who would like to start teaching their subject through a foreign language?

- Definitely yes – 17.5% of the respondents
- Rather yes – 25.07% of the respondents
- Rather not – 23.80% of the respondents
- Definitely not – 11.26% of the respondents
- No opinion – 22.37% of the respondents

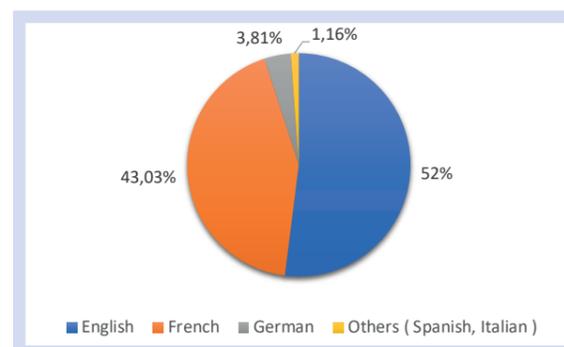


11. Do you work with foreign language teachers at your school?
Yes – 77.47% of the respondents
No – 22.53% of the respondents

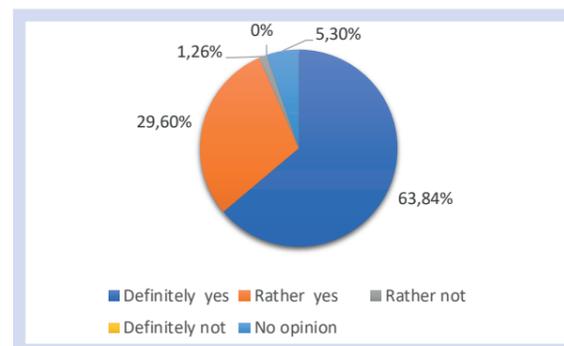


12. If yes, which languages?
English – 52% of the respondents
French – 43.03% of the respondents

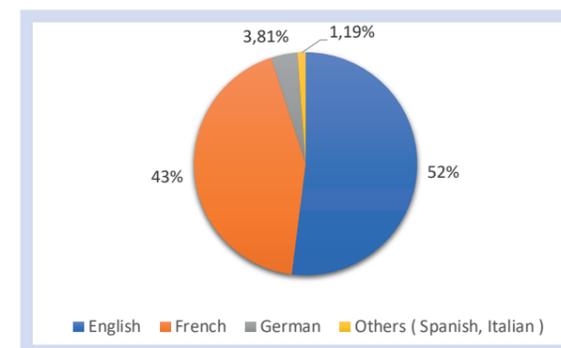
German – 3.81% of the respondents
Others (Spanish, Italian) – 1.16% of the respondents



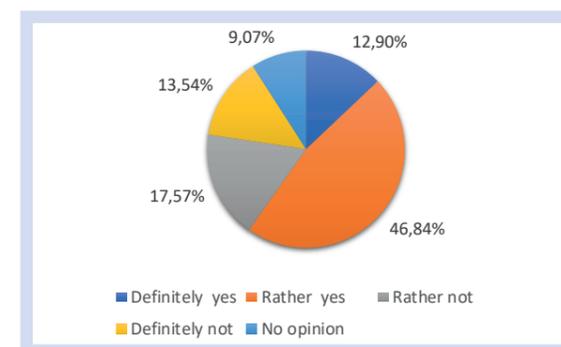
13. Would you like to start working with foreign language teachers at your school? What languages?
Definitely yes – 63.84% of the respondents
Rather yes – 29.6% of the respondents
Rather not – 1.26% of the respondents
Definitely not – 0% of the respondents
No opinion – 5.3% of the respondents



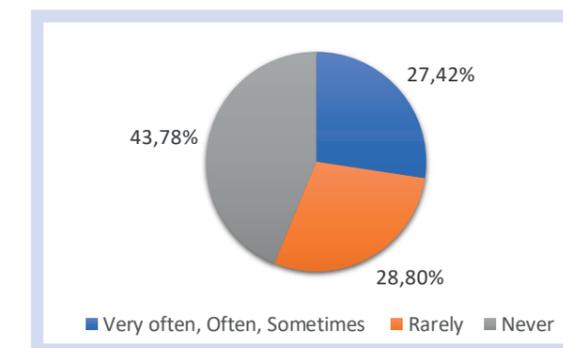
14. If yes, which language?
English – 52% of the respondents
French – 43% of the respondents
German – 3.81% of the respondents
Others (Spanish, Italian) – 1.19% of the respondents



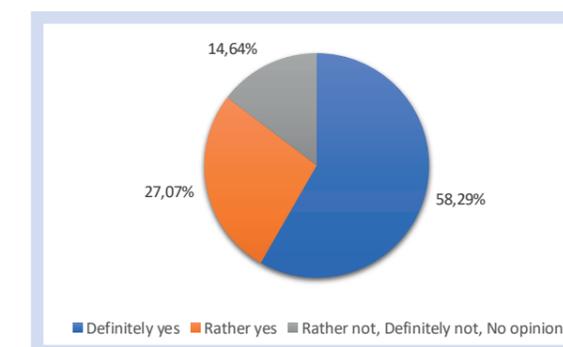
15. Do you think that some content related to vocational subjects would be easier to communicate to students through a foreign language (e.g. English)?
Definitely yes – 12.98% of the respondents
Rather yes – 46.84% of the respondents
Rather not – 17.57% of the respondents
Definitely not – 13.54% of the respondents
No opinion – 9.07% of the respondents



16. How often do you use materials in a foreign language in your classes?
Very often, Often, Sometimes – 27.42% of the respondents
Rarely – 28.8% of the respondents
Never – 43.78% of the respondents



17. Would you like to take part in the CLIL (Learning Content Language) training course for teachers?
Definitely yes – 58.29% of the respondents
Rather yes – 27.07% of the respondents
Rather not, Definitely not, No opinion – 14.64% of the respondents



As easily deducible from the survey results, most of the respondents are not acquainted with the concept of CLIL (Content and Language Integrated Learning) and, consequently, did not apply it in their classes. However, a good starting point is represented by their familiarization with the concept of “bilingual teaching”, which, nonetheless, is not very much applied in practice.



The teachers speak a foreign language (be it English, French or German, which rank in the top positions) and, furthermore, would like to learn a foreign language and improve their professional qualifications as a teacher, but, still, tend not to use that foreign language in their classes.

There is an adequate professional relationship between the teachers that answered our questionnaire and the foreign language teachers from their schools (over 75% appreciate it as such); however, the respondents tend

not to resort to materials in foreign languages for their classes, even if approximately 45% of them think that some content related to vocational subjects would be easier to communicate to students through a foreign language. The answers provided to the last question of the survey are illustrative of the respondents' awareness of the potential of CLIL to grow the efficiency of their classes in that approximately 60% of them would like to take part in the CLIL training course for teachers.

4. CONCLUSIONS

It can be noticed that one of the main purposes of studying foreign languages in vocational schools is developing students' language skills and competences, which is almost the same with the main objective of the bilingual education and education for ethnic minorities, the two forms of CLIL implementation in Romania, CLIL being perfectly transferable in VET programmes.

There is a general consensus regarding the basic issues such as: the importance of studying foreign languages as a main

competence with respect to the longlife learning; the need of teaching two foreign languages in the primary and pre-primary school; the need of using CLIL in implementing the curricula.

CLIL methodology is highly interesting in a strategic policy perspective, as well as in a practical approach, as many studies in this field has shown the possible advantages of teaching language for specific objectives in a manner as contextualized as possible.



5. REFERENCES

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