

CLIL LOTE transitions in foreign language teacher education, University of Warsaw, Centre for Foreign Language Teacher Education and European Education, Poland

Curriculum scenario for CLIL LOTE in the language classroom

Why is this scenario interesting?

In these CLIL courses for initial teacher education, based on European language policy, CLIL English and CLIL LOTE students are taught together.

Courses about e.g. plurilingual and pluricultural education, CLIL in Social Sciences and German for Professionals (business, nursery, tourism, transport & logistics etc) are offered.

Students' competences from secondary education are considered.

Short description:

Four courses are offered:

First course: *Multilingual and multicultural education* (semester 1, 2 and 5, 15 hours each).

Second course: *Subject-related German (CLIL LOTE)* (semester 1, 2 and 3, 30 hours each)

Third course: *CLIL in Social Studies/Community Studies* (semester 3 and 4, 30 hours each)

Fourth course: *Subject-related German* (semester 7 and 8, 30 hours each)

Context:

At the University of Warsaw, Centre for Foreign Language Teacher Education and European Education, Poland, the foreign language teacher education of most students is based on two foreign languages, with the second foreign language being either German or French. The courses are oriented according to the ministerial guidelines for teacher education, including language levels according to the CEFR and course objectives (knowledge, skills, social competences). The thematic areas in vocational language courses for German and French result from a systematic needs analysis. The present scenario focuses on English and German.

| Course description | Approaches/Methods |
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| <p>Course: <u>Multilingual and multicultural education</u> (Semester 1, 2 and 5, 15 hours each). Aim of the course:</p> <ul style="list-style-type: none"> - Introduction to the concept of multilingual and multicultural education and providing basic knowledge about linguistic diversity in the world, especially in Poland and other European countries. - Development of and reflection on didactic materials for the development of multilingual and multicultural competences (developed within the framework of European projects). | <p>Course: Multilingual and multicultural education</p> <ul style="list-style-type: none"> - Projects developed by students: Presentation, analysis - Didactic materials for the development of multilingual and multicultural competences (developed in the framework of European projects) |
| <p>Course: <u>Subject-related German</u> (CLIL LOTE) (Semester 1, 2 and 3, 30 hours each). Aim of the course:</p> <ul style="list-style-type: none"> - Discussion of topics included in the core curriculum for the primary school subject <i>Social Studies</i> so that the student is able to communicate this knowledge in German. - The most important topics are discussed in the context of teaching German as a social studies subject, with a special focus on linguistic aspects of teaching the subject. - All teaching methods should demonstrate the effectiveness of CLIL LOTE in practice. | <p>Course: <i>Subject-related German (CLIL LOTE)</i></p> <ul style="list-style-type: none"> - Preparation of social studies lessons in the German language - Preparation of materials |
| <p>Course: <u>CLIL in Social Studies/Community Education</u> (Semester 3 and 4, 30 hours each). Aim of the course:</p> <ul style="list-style-type: none"> - Introduction to the CLIL approach. - Demonstrations and presentations of CLIL activities. | <p>Course: CLIL in Social Studies/ Community Studies</p> <ul style="list-style-type: none"> - Creating CLIL materials for students |
| <p>Course: <u>Subject-related German</u> (Semester 1 and 2, 30 hours each). Aim of the course:</p> <p>To achieve a level of communicative competence in German that enables teachers to work as language teachers in various professional contexts. This involves:</p> <ul style="list-style-type: none"> - Selection of topics and issues based on an analysis of the needs of the current and future labour market. - Selection of lexical units and grammatical items related to the selected topics, and | <p>Course: <i>Subject-related German</i></p> <p>Due to the specific context of the course aiming to prepare to be able to act in a professional environment, the following methods are used:</p> <ul style="list-style-type: none"> - Learning by teaching, - Games and simulations - Case studies - Project work |

- Focus on the communicative needs of language users in a professional environment.

The communication activities and text genres are related to the following topics:

- Care services,
- Catering,
- Hairdressing/cosmetics,
- Commerce,
- Medicine,
- Education,
- Office,
- Tourism/hospitality,
- Logistics/Transport

The course was prepared within the framework of the German Studies Institute Partnership (GIP) Aachen - Warsaw - Lublin - Wuppertal (2015-2022).

See for more information:

<https://www.dsg.rwth-aachen.de/go/id/jdbgu>

Short description of how the scenario links CLIL LOTE and plurilingual education:

As part of the Teacher Education - Foreign Languages programme at the University of Warsaw, CLIL LOTE is placed and thematised in the context of EU language policy. For most students, foreign language teacher education includes two foreign languages, with the second foreign language being German or French. The course languages are English, German and Polish. The specialised course "Multilingual and Multicultural Education" is part of the curriculum. In most courses, the development of intercultural competence is one of the main learning objectives.

Suggestions for further development:

- Courses could be offered in the future with a greater number of hours in both the Bachelor's and Master's programmes.
- The scope of activities taught via the e-learning platform could be extended.
- The courses are aimed exclusively at future foreign language teachers. It would be desirable to integrate CLIL LOTE into the curricula of the other subjects as well.

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