

Elective CLIL course (German, French), HEP Vaud, Switzerland

Curriculum scenario for CLIL LOTE in the language classroom and in other subjects

Why is this scenario interesting?

In this compulsory initial and in-service CLIL LOTE course, student teachers and teachers at different educational levels can participate in the same course.

Teachers for non-language subjects and language subjects elaborate, in collaboration, CLIL-teaching sequences for lower and upper secondary education.

The course hereby takes into account transitions between different educational levels and the transition from tertiary education to work life.

Short description:

Courses with specific CLIL approaches are offered in the French-speaking canton of Vaud at the University College of Teacher Education for all school levels in elective modules in the dimension „[Travailler la dimension langagière pour mieux s'appropriier les contenus disciplinaires](#)“ ("Working on the language dimension to better grasp subject content"). The elective modules are aimed at in-service and pre-service teachers in lower and upper secondary education. In the modules, subject teachers and foreign language teachers, e.g. German as a foreign language teachers, work together on exemplary CLIL teaching sequences for lower and upper secondary education. A detailed publication on the module is available at https://www.pedocs.de/volltexte/2017/13913/pdf/BZL_2016_1_5_12.pdf (in German).

The context:

In Switzerland, the cantons have very different approaches to the integration of CLIL in the different educational levels.

CLIL is in Switzerland understood as immersive, bilingual teaching as well as subject-specific interventions in language teaching. There are numerous further and continuing training opportunities for CLIL teachers in Switzerland, especially in the area of further vocational education and training (<https://www.ehb.swiss/casbili>).

Only upper secondary bilingual education is established at schools, with long (12 months) or short stays (3 months) in a region of the target language. However, only good students have access to these bilingual programs. They are perceived as "elitist" and are aimed at a "happy few". Officially, 1000 hours of instruction in the target language are required to obtain a bilingual upper secondary diploma ([Matura](#)). Each school writes its own exams (as in all subjects), this means that no consistent picture of common practice can be defined.

There are usually no large-scale CLIL or immersion programs in public schools before upper secondary education. The exceptions are, according to my knowledge:

- Graubünden (immersion in primary and lower secondary education, first with German and then with Italian),
- Wallis (a few bilingual primary school classes),
- Fribourg (partly fixed percentages for CLIL teaching in secondary 1 classes),
- Neuchâtel (bilingual teaching in German and French in some primary schools, PRIMA, see: <https://www.ne.ch/autorites/DFDS/SEEO/projets/Pages/Projet-PRIMA.aspx>)

In all other cantons, there is only the possibility of taking a bilingual 'Matura' at some upper secondary schools, but mostly with English as the immersion language.

An overview of bilingual and immersion education in Switzerland can be found here: : <https://www.edk.ch/de/bildungssystem/kantonale-schulorganisation/kantonsumfrage/b-14-fremdsprachen-zweisprachiger-unterricht>

How does this scenario support transitions?

The elective modules are aimed at teachers and teacher students for different educational levels (lower and upper secondary education). Hereby, the modules draw attention to transitions both between educational levels and between education and work life at schools.

course description

The elective modules can be chosen by both language teachers and subject teachers.

Some of the modules are designed for all levels, i.e., future teachers in lower and upper secondary education complete the same modules (3 ECTS each).

Subject teaching and learning is not specifically mentioned, but is a prerequisite.

The focus of the modules is on the linguistic dimension of all learning, whether in L1, L2, L3, etc. and the learning objectives for language learning result from the focus on language-sensitive subject teaching.

The [course description](#) summarizes the course aims as follows (translated into English by the author):

- o Identify and analyze key aspects of the language dimension in subject teaching and learning.
- o Identify and deal with pupils' language-related difficulties.
- o Develop the ability to reflect on one's practice and act accordingly.
- o Designing and analyzing activities that activate pupils and encourage their motivation.

Approaches/Methods

Different methods are used in the elective modules, e.g.

- Analysis of existing specific materials for CLIL,
- Didactization of authentic materials,
- Case studies,
- Video examples,
- Development of teaching material,
- Implementation of teaching sequences,
- Filming and analyzing own teaching sequences.

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

The course description of the elective does not explicitly refer to plurilingual education and it is therefore not possible to formulate generalized statements about the inclusion of plurilingual education in the elective.

This is unfortunate, since plurilingual education in Switzerland already begins in primary education with EOL (*Eveil et ouverture aux langues*: <http://eole.irdp.ch/eole/>) and is then promoted in secondary education primarily with courses in the home languages.

In Switzerland, plurilingual education is in a strongly multicultural context. In large parts of Switzerland, the proportion of foreigners is around 30-50 per cent. Nevertheless, . By explicitly including plurilingual education, the elective subject could stimulate a debate on this issue

Suggestions for further development:

Plurilingual education could be explicitly included in the description of the elective.

Some of the modules are cross-level, but the collaboration between lower and upper secondary teachers could be more strongly addressed and exploited.

The question arises whether main parts of the elective subject should be incorporated into compulsory teacher training.

In addition, further vocational education and training opportunities for CLIL-LOTE, especially in the area of vocational education, could be much more closely connected in Switzerland.

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