



# Curriculum scenario in Lithuania: CLIL in the second foreign language in lower and upper secondary education

## Curriculum scenario for CLIL LOTE (German) in language classes and other subjects

### Why is this scenario interesting?

- The renewed Lithuanian curriculum enables CLIL LOTE, i.e., the learning of a foreign language related to the content of other subjects and the integration of foreign languages into other subjects.
- The Lithuanian curriculum takes vertical transitions in the second foreign language into account and concretizes them by means of resources for teachers.
- It also takes horizontal transitions into account by including the [integrated didactic approach](#)

### Short description:

The scenario described below is based on the renewed curriculum for the first (mostly English) and second foreign language (mostly German, Russian, French) developed in 2020-2022 coordinated by the Lithuanian Ministry of Education, Science and Sport. The scenario will be implemented in the Lithuanian school system from 2023.

The renewed curriculum includes two important dimensions:

1. the competence orientation and
2. an integrated interdisciplinary approach, which in the Lithuanian educational context is referred to as (collaborative) work on interdisciplinary (in Lithuanian literally: inter-subject) topics.

In the guidelines for renewed school curricula (Bendrujų programų atnaujinimo gairės 2019, p. 15), the importance of interdisciplinary integration is defined as follows: "[...] the integration should enable learners to gain a comprehensive view of the phenomena studied through a broader context of the subject and to address problems that learners face and that often go beyond one subject".

The curriculum for the second foreign language opens up for the following possibilities and forms of implementation of integrated interdisciplinary work:

- through 25 interdisciplinary subject areas, such as *environment, health and healthy living, biodiversity, culture, equity*, the content of different subjects is to be linked and coordinated, and the content overlap and thus the learners' workload is to be reduced.
- linking methods of different subjects in foreign language learning, e.g. teaching methods in the L1 subject (here: Lithuanian) or the first foreign language, art subjects such as music and theatre, IT, etc.

The renewed curriculum also stipulates that 30% of the curriculum's content and forms of teaching can be freely determined by the teachers. This opens up for a wide range of possibilities for CLIL cooperation between subjects, e.g. in CLIL project weeks.

To help teachers, modules have been developed that show the connection between the content of the foreign language and the interdisciplinary topic, as well as the links to other subjects with which integration is possible (e.g.: Foreign Language and Geography, Foreign Language and History, Foreign Language and Technologies).

An overview of the possibilities of interdisciplinary integration has been worked out in a table (see the example "Biodiversity"). Interdisciplinary integration is presented in the table in a spiral form, i.e. the progression of interdisciplinary integration corresponds to the language level and age group of the learners. Hereby, vertical CLIL transitions are taken into account in the Lithuanian curriculum.

Interdisciplinary topic	Pre A1/A1 (grade 5-6)	A2 (grade 7-8)	A2+/B1.1 (grade 9-10)
Biodiversity	<p>Can use simple words and phrases to communicate orally or in writing about their pet using animal or plant names.</p> <p>Can make a simple presentation or a video about his favourite animal.</p> <p><b>German as a foreign language topics:</b> Nature, ecology: pets, seasons.</p> <p><b>CLIL subjects:</b> geography, biology, ethics.</p>	<p>Can make a simple description of animals, plants and their geographical region.</p> <p>Can understand simple audio or video recordings about animals and plants and their environment.</p> <p><b>German as a foreign language topics:</b> Nature, ecology: geographical location, climate, weather, animals, plants, continents.</p> <p><b>CLIL subjects:</b> geography, biology, ethics.</p>	<p>Can describe different environmental problems both orally and in writing: global warming, deforestation, irresponsible treatment of animals in circuses and zoos.</p> <p><b>German as a foreign language topics:</b> Nature, ecology: flora, fauna, climate, weather, sustainability.</p> <p><b>CLIL subjects:</b> geography, biology, ethics.</p>

In-service training seminars for teachers on current issues of the renewed curriculum for the foreign language will be held in winter 2021- spring 2023. Here, the focus will also be on progression.

### How does the scenario support transitions?

- The Lithuanian curriculum takes vertical transitions in the second foreign language into account and concretizes them by means of resources for teachers.
- In addition, horizontal transitions are taken into account by including an [integrated didactic approach](#).
- The curriculum also prepares learners for professional life by working with specialized vocabulary, using language in real subject contexts, conducting experiments (e.g., in the natural sciences).

### Context:

Information on the foreign language curriculum in Lithuania:

**Primary education (ISCED I):** The first foreign language (mostly English, with a few exceptions German or French). 2 lessons per week is offered from grade 2. In minority schools, Russian or Polish is taught as mother tongue, Lithuanian as the state language. The approach to the first foreign language, introduced in Grade 2, is mainly focused on communication skills. According to the Lithuanian curriculum for the first foreign language, the level to be reached by the end of ISCED1 is A1 (according to the CEFR).

**Lower secondary education (ISCED II):** the first foreign language (English, with a few exceptions German or French) is taught 3 hours per week. According to the Lithuanian curriculum for the first foreign language, the level to be reached by the end of ISCED 2 is B1+ (according to CEFR). At the end of Grade 10, a test is conducted in order to determine if the B1 level has been reached. The test covers competences in the areas of listening comprehension, reading comprehension and written communication.

From Grade 6 (very rarely from Grade 5) to Grade 10, the second foreign language (mostly Russian, German and French) is offered with 2 lessons per week. According to the Lithuanian curriculum for the second foreign language, the level to be reached by the end of ISCED2 is A2+ (according to the CEFR). At the end of the 10th grade, a test is conducted in order to determine if the A2 level has been reached. The test covers competences in listening comprehension, reading comprehension and written communication. However, the test is not compulsory.

**Upper secondary education (ISCED 3).** Grade 11 to 12. The first foreign language is taught 3 hours per week. There is a possibility for elective modules of the first foreign language, which deepen different competences in the first foreign language. According to the Lithuanian curriculum for the first foreign language, the level to be reached by the end of ISCED 3 is B2+ (according to the CEFR). The number of hours is 3 lessons per week. At the end of grade 12, the state examination in the first foreign language is taken. The exam is not compulsory, but popular among learners.

In grade 11 to 12, the second and third foreign languages are taught as optional subjects. There is no obligation to continue learning the second foreign language. The number of lessons is 3 hours per week. According to the Lithuanian curriculum for the second foreign language, the level to be reached by the end of ISCED2 is B1+ (according to the CEFR). There is a possibility for advanced students to take a state exam, but the exam is not compulsory.

	Aims of language learning	Aims of content learning	Approaches/methods
<b>Secondary 1 (ISCED 2)</b>	<p><b>CLIL in the language classroom:</b></p> <ul style="list-style-type: none"> <li>Vocabulary: topic-oriented approach, i.e. link specialized vocabulary with similar semantic fields.</li> <li>place learners in subject-specific authentic language situations, that manageable at their language level.</li> <li>compile typical subject-specific structures and memorizing them;</li> <li>understand a foreign language as part of socio-cultural reality and intercultural communication as a means for learning and cognition;</li> <li>the development of an international awareness through the analysis of languages, cultures, ideas and global issues;</li> <li>accept, understand and respect other languages and cultures;</li> </ul> <p><b>CLIL in other subjects:</b></p> <ul style="list-style-type: none"> <li>Introduce technical terms in the first language and the target language;</li> <li>To create subject-specific authentic language situations at an appropriate language and subject level, to promote subject-</li> </ul>	<p><b>CLIL in the language classroom:</b></p> <p>The <i>learning contents</i> (topics) of the Lithuanian curriculum for the second foreign language are closely related to the topics of other subjects, e.g.: <i>school, work, health and healthy lifestyle, services, shopping, part-time jobs, nature and environment, media, regional studies, culture: music, theatre, literature, festivals and holidays, etc.</i></p> <p>Content learning at lower secondary level can be limited to the material offered in the textbooks for the foreign language or to the subject-related material of the integrated subject which corresponds to the language level of the learners.</p> <p>Foreign language teaching in lower secondary education is contextualised and takes, compared to teaching in primary education, to a greater extent account of the topics, content and special features of the specialized language of other subjects, e.g. art, music, physics, chemistry, biology, geography, history, etc.</p> <p><b>CLIL in other subjects:</b></p> <p>The Lithuanian curriculum for foreign languages offers the possibility to link the foreign language and other subjects through a common theme or problem (e.g.: <i>Environment, Health and Healthy Living, Biodiversity, Culture, Equality</i>). The purpose of using</p>	<p>The application of methods from other subjects. The focus here is on action-oriented methods, e.g.: performative foreign language didactics, which combines the drama and theatre pedagogical approaches, but also includes other art forms such as visual arts and music. The theatre, music and art methods are used for action-oriented training of listening, reading, speaking and writing as well as for creative training of vocabulary and grammar.</p> <p>Oral production can already be automated in the beginner level (level A1) through the so-called chunks - smaller linguistic structural units - in a playful way.</p> <p>Modern foreign language teaching, especially in virtual learning, is hard to imagine without the use of different apps and tools. As intensive users of social media, students have sufficient knowledge and skills to create short films or podcasts. By creating their own videos, learners practise both the preparation and presentation of a specific topic (e.g.: <i>my school, city or last trip</i>) for listeners or viewers and their language skills.</p> <p>The interdisciplinary CLIL projects and the CLIL lessons are realised at this level.</p>

	<p>specific and language competence development;</p> <ul style="list-style-type: none"> <li>• accept, understand and respect other languages and cultures</li> </ul>	<p>interdisciplinary topics is to treat them from the perspective of different subjects. Compared to subject teaching in the first language, subject teaching in the CLIL context is enhanced by the use of another language. Teaching subject content in German as a foreign language gives the learning material greater authenticity. Such lessons are outside the framework of the usual subject lessons. Here, CLIL lessons (two teachers: subject teacher and foreign language teacher teach together) and modules (German and geography, German and physics) are to a greater extent integrated in the school curriculum. For more information: see the project CLILiG - Integrated German and Language Learning in Lithuania:  <a href="https://www.goethe.de/ins/lt/de/spr/unt/cil.html">https://www.goethe.de/ins/lt/de/spr/unt/cil.html</a></p>	<p>The similarities and differences between the first language and the first and the second foreign language are considered, e.g.: Similarities in vocabulary, grammatical structure, etc.</p>
<p><b>Secondary 2 (ISCED 3)</b></p>	<p><b>CLIL in the language classroom:</b></p> <ul style="list-style-type: none"> <li>• The language learning objectives correspond to those in lower secondary education (see above), but are adapted to level B1 (according to the CEFR). The learning objectives for level B1 are defined in the Lithuanian curriculum.</li> </ul> <p><b>CLIL in other subjects:</b></p> <ul style="list-style-type: none"> <li>• The language learning objectives correspond to those in lower secondary education (see above).</li> </ul>	<p>See lower secondary education. The language and subject content and the chosen language material in CLIL lessons correspond to level B1 (according to the CEFR). The language level of the learners makes it possible to work with interdisciplinary topics (e.g. migration, geopolitical conflicts, environmental protection, sustainability, equality) in a more complex and in-depth way.</p>	<p>See lower secondary education. In addition to the methods used in lower secondary education, methods that deepen critical thinking (such as: debates) are used in upper secondary education to a greater extent. Interdisciplinary modules, project weeks, CLIL lessons outside schools are carried out. The similarities and differences between the first language and the first and the second foreign language are considered,</p>

	<p>The linguistic level of the specialized texts should, on the one hand, correspond to the language level of the students, and on the other hand, they should promote the students' competences regarding the specialized vocabulary, which goes beyond the usual German as a foreign language lessons.</p>		<p>e.g.: similarities in vocabulary, grammatical structure, etc.</p>
--	--	--	--

### Short description how the curriculum scenario establishes links between CLIL and plurilingual education

In the renewed curriculum, the [integrated didactic approach](#) is included in [all languages learned](#), i.e. the connection between the official language, the first language and the first and second foreign languages is emphasized at all levels. The similarities and differences between the first language and the first and the second foreign language are addressed in lower and upper secondary education, e.g., similarities in vocabulary, grammatical structure, etc.

A learning objective in lower secondary education is to accept, understand and respect other languages and cultures. This reminds of the [Awakening to languages](#) approach.

### Suggestions for further development:

It would be good to introduce compulsory modules for CLILiG in each year group.

### References:

Bendrujų programų atnaujinimo gairės (2019). *Bendrujų programų atnaujinimo gairės. Švietimo ir mokslo ministerija. Nacionalinė švietimo agentūra* (2019).

Available at [https://www.nsa.smm.lt/wp-content/uploads/2020/01/bendruju-programu-atnaujinimo-gaires\\_internetine-versija.pdf](https://www.nsa.smm.lt/wp-content/uploads/2020/01/bendruju-programu-atnaujinimo-gaires_internetine-versija.pdf)

*UŽSIENIO KALBOS (ANTROSIOS) BENDROJI PROGRAMA.*

Available at <https://emokykla.lt/bendrosios-programos/visos-bendrosios-programos?page=1&subject=5339>

Užsienio kalbų (antrosios) pagrindinio ugdymo bendrųjų programų įgyvendinimo rekomendacijos.

Available at [https://nsasmm-my.sharepoint.com/:o:/g/personal/svietimo\\_portalas\\_nsa\\_smm\\_lt/EjQi4bHMti9Ds90mpnLwQ\\_YBhYCYeDuYIlenbE0HzMeEQQ?rttime=nIBKKiK920g](https://nsasmm-my.sharepoint.com/:o:/g/personal/svietimo_portalas_nsa_smm_lt/EjQi4bHMti9Ds90mpnLwQ_YBhYCYeDuYIlenbE0HzMeEQQ?rttime=nIBKKiK920g)

**Author:**

Dr. Aina Būdvytytė, lecturer at the Siauliai Academy of Vilnius University, German teacher at "Romuva" Grammar School Siauliai, [aina.budvytyte@romuvosgimn.lt](mailto:aina.budvytyte@romuvosgimn.lt)