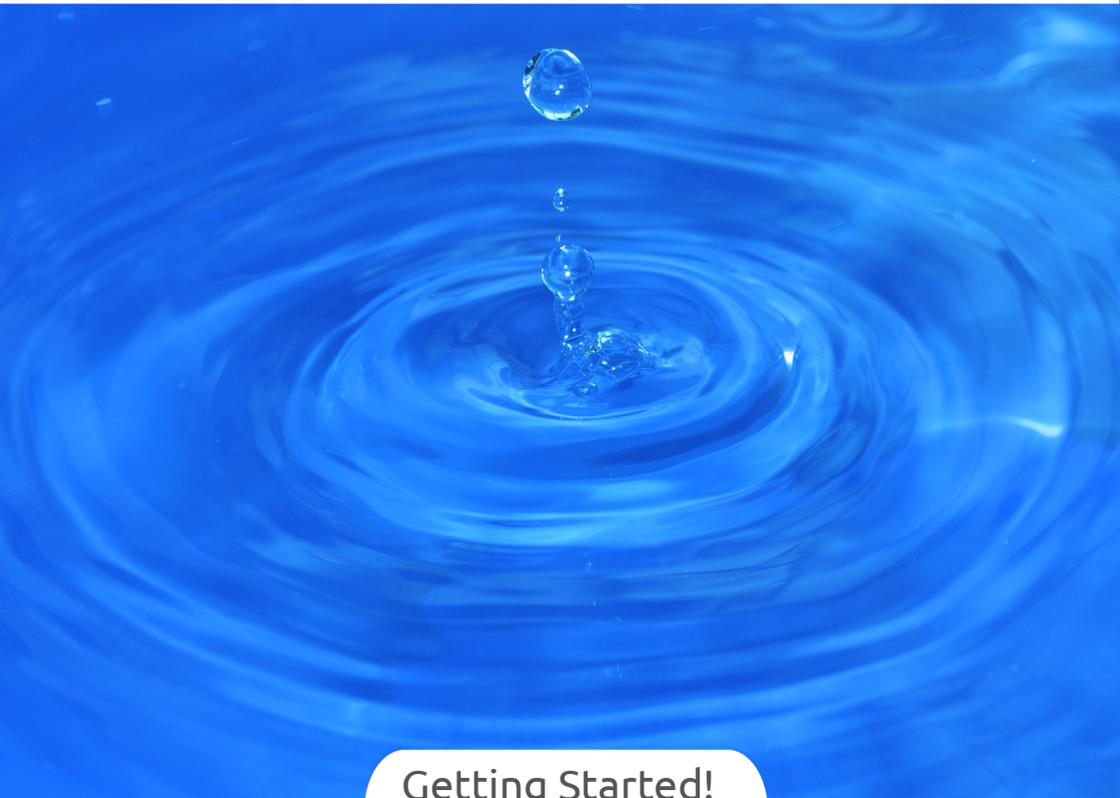


CLIL-LOTE-START

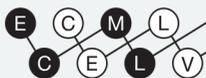
Content and Language Integrated Learning for Languages Other Than English



Getting Started!

Information brochure and interactive web portal
Case example: German as a Foreign Language

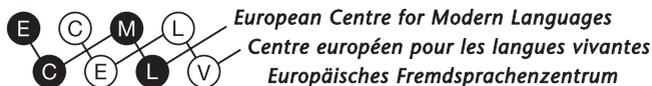
Clil
LOTE-START



European Centre for Modern Languages
Centre européen pour les langues vivantes
Europäisches Fremdsprachenzentrum



COUNCIL OF EUROPE
CONSEIL DE L'EUROPE



The European Centre for Modern Languages Promoting excellence in language education

Established in 1995 in Graz, Austria, as a Council of Europe institution, the ECML focuses on bridging the gap between language policy theory and classroom learning practice. This unique intergovernmental centre offers concrete approaches to issues and challenges facing Europe's multicultural societies in a period of unparalleled change and mobility.

The ECML, guided by its member states, is committed to the Council of Europe's policy of fostering linguistic and cultural diversity as a means of promoting intercultural dialogue, democratic citizenship and human rights.

www.ecml.at

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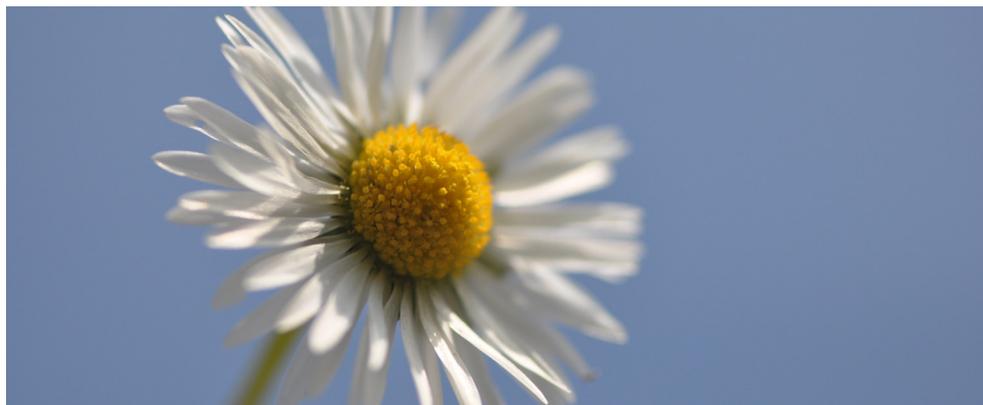
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The CLIL-LOTE-START (CLS) Project

Content and Language Integrated Learning (CLIL) and the principles which underpin the approach are now recognised and accepted in Europe even outside expert circles. The translation of CLIL into classroom practice as well as its further development, however, have been mainly restricted to English-language contexts. This is despite the fact that the **promotion of Languages Other Than English (LOTE)** is a primary objective for language teaching in schools and one of the main aims of European language policy. What is more, Europe has accumulated extensive theoretical knowledge and practical expertise, it has the motivation as well as a wealth of ideas and networks to further develop CLIL methodologies, **in particular for languages other than English**. Europe's specific needs and the existing potential form the background from which the CLIL-LOTE project emerged. The central idea was to consolidate and further develop the existing knowledge base so as to enable as many places as possible to make a **new beginning, a CLIL-LOTE-START**.

This **information brochure** and the accompanying **interactive CLIL-LOTE-START web portal (CLS)** are the outcomes of a project that formed part of the Third Medium-term Programme of the European Centre for Modern Languages. The materials have been designed for anyone who is interested in language diversity and modern approaches to teaching, in particular in modern language teaching in schools, and who wants to find out more about Content and Language Integrated Learning. We hope that the information and materials provided will be useful and help us introduce CLIL to ever more educational institutions and convince them of its benefits, to encourage them to apply and further develop the methodology, or support the approach in other ways – especially, and as an example, in **German as the working and target language**.



One of the main aims of the project has been to demonstrate that CLIL can **strengthen and support language diversity in schools and institutions**. In a rapidly globalising world it is increasingly important that **languages other than English** are learnt and taught, as well – and **especially alongside English**. CLIL represents a valuable educational approach that can help attain this aim. The use of a language which is not the learner’s first language for content teaching has a long tradition, also with languages other than English. It therefore seems all the more important that we can share existing expertise and information with those interested and currently preparing their CLIL-LOTE-START.

CLIL-LOTE-START Project Team:

Kim Haataja (Finland)
Rolf Kruczinna (Germany / Bulgaria)
Katalin Àrkossy (Hungary)
Clarisse Costa Afonso (Portugal)

CLIL Teaching

Despite the growing popularity of CLIL and its use with an increasing variety of target groups, many educational institutions seem to still be uncertain as to what CLIL involves, how it can benefit the overall education process, and which attitudes and student profile present the best prospect for successful participation in CLIL. Other questions frequently raised are how they can modify their own content or language teaching to incorporate the CLIL approach, how they can best prepare for CLIL, and what framework and actions are necessary to effectively support and further develop CLIL in the future.

This chapter provides a short overview of the principles behind CLIL before discussing some of its specific features and the practical application of the approach. Case examples from German-language CLIL environments in **primary and secondary education** demonstrate the practice of integrated teaching and learning of content and language. The examples also illustrate the significant benefits of the methodology when used in the early stages of learning, and the positive effects on learners' later educational and vocational careers.

Teaching - CLIL in Primary Education

I Introduction

It is widely known that the younger you start learning a foreign language, the easier it is.

Young **children enjoy learning** new words. Knowing what objects are called in a foreign language makes them feel more grown-up. For teachers it is **easy to create a learning environment** that is conducive to joyful learning. A song can be used to introduce new words, with the children singing along, clapping their hands or stamping their feet to help them memorise the melody. This type of learning is **child-centred, stress-free** and puts the emphasis on the **children's joy at their success**. When the words are later used in other contexts to carry out meaningful activities they assume even greater significance.

The following examples show how this can be done:



A song develops **interest and curiosity in words**. This song is about plants and trees in autumn. The autumn wind blows the leaves off the tree, the branches sway in the wind. Music, **movement** and **rhythm** help children

to remember words and their meanings. The groundwork for a first biology class in primary school has been laid. What is more, learning the “**specialist language**” of biology has been a **joy-filled voyage of discovery** for the children.



Children create a new home for their plants. The pots are labelled, filled with soil, the seedlings are planted and watered. Care instructions have to be written to ensure that all plants are properly looked after, even if one of the children has to miss school, perhaps due to illness. This is also a task that **gives strength**. Although completed in a foreign language, the assignment is **not perceived as a tiresome chore** but as an **opportunity**.

The high point of the course comes at the end of the school year when the children perform a play with song and music in which animals and plants are the protagonists. Every child has a role, every child has memorised the important lines he or she will contribute to ensure the success of the play. When, at the end of the play, thunderous applause erupts from the parents acknowledging the children's learning achievements, it becomes clear that CLIL has paid off and successfully introduced pupils to the **target language** using a **child-centred methodology**.

Teaching - CLIL in Primary Education

II Some tips for an easy start:

Other topics for the first primary school years:

- **Creating a German-speaking environment in the classroom:**
Creation of a garden, notice-board, list of classroom chores, birthday calendar, staying overnight in the school
- **Rituals:**
Conversation circle, announcement of dates, celebration of birthdays, experiencing seasons
- **Learning of new words experienced through all senses:**
Adjectives with nuts, verbs with leaves, nouns with dressing-up, articles with music
- **Learning to read and write:**
Phonemic signs, writing on posters, writing of letters, the first book in German
- **Specialist language with music and movement:**
Calculations using music and movement, creation of a 1000 bead chain

III The CLS-Portal provides the following materials:



<http://clil-lote-start.uta.fi>

Der Einstieg Unterricht Lehrerausbildung Lehrerfortbildung Forschung und Entwicklung Kooperation



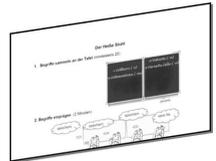
Videos showing the use of CLIL in primary school

Interviews with teachers presenting CLIL methodologies for primary school and suggestions for interaction in the CLIL classroom



Experts discussing issues concerning the development of CLIL, e.g. the integration of language and content at primary level

Examples illustrating age and target group specific methodologies and materials



...and allows you to:

- post comments in the CLIL-LOTE virtual seminar room and interact with the CLS team and other experts world-wide
- get in touch with primary school teachers around the globe who use CLIL(-LOTE) for an exchange of ideas and cooperation
- upload further information, materials, real-life case studies etc. related to CLIL-LOTE in primary education

Teaching - CLIL in Secondary Education

I Introduction

Secondary education plays an important role in **determining** the qualifications pupils obtain, their **readiness to enter higher education and training**, and their **careers**. Studies have shown that enjoyment of a subject and a positive relationship with teachers both have a significant effect on pupils' choice of higher-education programme and career. If pupils can use a language other than their native tongue to learn and discuss subject-specific content, they acquire skills which are important for their future in a world which offers ever more opportunities.

At secondary level, CLIL can make a major contribution by

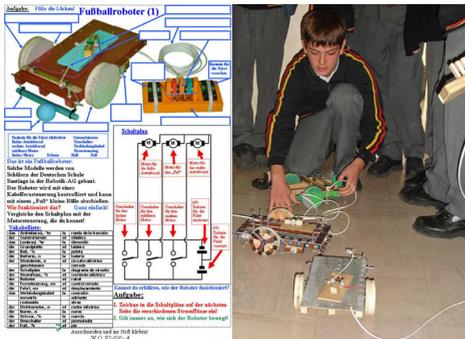
- encouraging pupils to actively engage with the **subject and the language**
- enabling pupils to acquire the **strategies and tools** that support **text comprehension** and **production**
- allowing them to develop **flexibility** and

adaptability, making it easier for them to **study** or work in a different language area.

The following example illustrates how this can be achieved:



When models are built in the CLIL classroom, pupils need to understand and apply the laws of leverage, and this in the “CLIL language”. For this, they will want to be able to read physics textbooks, they will need to have access to worksheets or be able to do research on the web. All these activities ensure that **physics**, which is **not always pupils' favourite subject**, is **fun and enjoyed by boys AND girls**.



The introduction of complicated **specialist terms** in a foreign language is **easier when illustrations are used**. These **semantic islands** facilitate communication and team activities, supporting in this example the construction of a



football robot. An important motivational factor is the competition at the end of the course. Will my robot beat my classmates' robots?

A particularly effective incentive is the successful presentation of one's own product before an appreciative jury. A model car produced from scrap material which can carry one kilo of sugar over a distance of five meters and up a one-meter high ramp – that is CLIL in its most advanced form.

The **rules of the game** that apply here are the same as those which pupils will encounter later in their jobs. They have to **complete an assignment under deadline pressure, communicate and apply specialist knowledge, hone their team and presentation skills**. The foundation for these skills can be developed and applied in the CLIL classroom by teachers who are keen to try the approach and acquire the skills to teach CLIL.

Teaching - CLIL in Secondary Education

II Some tips for an easy start:

- Always start from the **pupils' perspective**. What are they interested in?
- Create **opportunities** for the integrated use of content **and** language.
- The final **product** integrates language **and** content; it can be a talk, a film, a poster, an interview, a mind map, a dialogue, a quiz, an experiment etc.
- These products need to be **seen, watched, listened to, perceived by others**, by classmates, teachers, parents or other pupils.
- Use **textbooks** and texts written **in the second language**. These only become too challenging if pupils do not learn how to work efficiently with them..
- **Specialist terms** play a key role in subject texts. Usually, these are nouns which act like sign-posts guiding pupils towards understanding.
- Show pupils **strategies** for decoding texts, such as paraphrasing exercises, lexical derivation rules, the meaning of pre- and suffixes, etc.
- Introduce your three **favourite methods** and explain why you feel these are important.
- When grading subject tests, class work and oral exercises, make sure you **also** include the **quality of the language** in your assessment; award, for example, **extra points** for good language use.
- **Create opportunities for communication** about the subject in the second language in every lesson. Pupils can for example be asked to discuss in pairs which aspects of the lesson they felt were most important, providing arguments to support their views. This **does not take up much time**, but brings **major benefits**.

III The CLS-Portal provides the following materials:



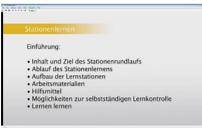
<http://clil-lote-start.uta.fi>

Der Einstieg **Unterricht** Lehrerbildung Lehrerfortbildung Forschung und Entwicklung Kooperation



Annotated examples of learning strategies and working methods in CLIL (Secondary Level)

Videos showing the application of CLIL at secondary level



Videos illustrating organisational preparations and the choice of methodologies for CLIL at secondary level

Experts explaining the possible applications and benefits of ICT in CLIL teaching



...and allows you to:

- post comments in the CLIL-LOTE virtual seminar room and interact with the CLS team and other experts world-wide
- get in touch with secondary school teachers around the globe who use CLIL(-LOTE) for an exchange of ideas and cooperation
- upload further information, materials, real-life case studies etc. related to CLIL-LOTE in secondary education.

Initial CLIL Teacher Education

I Introduction



Teachers who want to teach subject content in a language that is not the pupils' first language need to have a number of **special skills and competences**. These are virtually **impossible** to acquire **without specific training**. It is therefore important that universities create **programmes for the training of CLIL teachers**. Before a meaningful curriculum can be designed, however, it is essential to define which skills and competences future CLIL teachers will need to be equipped with.

These include e.g.:



- knowledge of the psychological aspects of bi- and plurilingualism
- subject-related second language skills
- knowledge of a wide range of methodologies for the teaching of subject content and the second language
- the ability to find teaching materials in the second language and adapt them for use in the CLIL classroom
- readiness to plan and undertake a training placement



The **integration of theory and practise** is fundamental to the success of CLIL training. Trainee teachers need to undertake practical training ranging from **observation in CLIL classes**, **training sessions at university**, **the teaching of CLIL classes to training placements in a school in the target-language country**.

II Some tips for an easy start:

- Plan and design a **coherent CLIL curriculum** (e.g. as a diploma programme).
- Use an integrated **bilingual subject teaching methodology** which provides the conceptual foundation for CLIL.
- Plan and organise **training placements** and include **schools likely to offer training placements** in the curriculum development process.
- Organise **blocked placements**, preferably in **schools that have introduced CLIL programmes**.
- Include project work that requires **collaboration between students and pupils**, and ensure close and regular **cooperation between the university and the participating schools**.

Initial CLIL Teacher Education

III The CLS-Portal provides the following materials:



<http://clil-lote-start.uta.fi>

Der Einstieg Unterricht **Lehrerbildung** Lehrerfortbildung Forschung und Entwicklung Kooperation



Examples illustrating the design and organisation of training placements

A model curriculum for a CLIL diploma course

Curriculum des Zusatzstudiums

Logistik

| Lehrveranstaltungen | WS1 | Studienpunkte |
|---------------------------------------|-----|---------------|
| Angewandte Kenntnisse der Fachsprache | 2 | 2 |
| Fachwissen in Deutschunterricht | 2 | 2 |
| Wahlleistungen in der Fachsprache | 2 | 2 |

Methodikpraxis

| Lehrveranstaltungen | WS1 | Kreditpunkte |
|--|-----|--------------|
| Methodenentwicklung | 2 | 2 |
| Fachsprachliche Terminologie | 2 | 2 |
| Didaktische Grundlagen | 2 | 2 |
| Übungen zur Vorbereitung in der Fachsprache | 2 | 2 |
| Übungen zur methodischen und sprachlichen Fachsprachlichen Kommunikation | 2 | 2 |

Methodik Didaktik

| Lehrveranstaltungen | WS1 | Kreditpunkte |
|--|-----|--------------|
| Allgemeinmethodische und Fachdidaktische Grundlagen | 2 | 2 |
| Unterrichtspraxis | 2 | 2 |
| Wissenschaftliche Fachsprache, Zweitbildung, Reflexionen | 2 | 2 |



Interviews with trainee teachers discussing their CLIL course

Links to international projects providing support for CLIL programmes



...and allows you to:

- post comments in the CLIL-LOTE virtual seminar room and interact with the CLS team and other experts world-wide
- get in touch with university teachers involved in CLIL(-LOTE) initial teacher education for an exchange of ideas and cooperation
- upload further information, materials, real-life case studies etc. related to CLIL-LOTE initial teacher education.

In-Service CLIL Teacher Education

I Introduction

How can you empower teachers to become successful CLIL teachers?

The main prerequisite is committed subject teachers who feel confident of their subject matter and are experts in their subject's specialist language, teaching methodologies and syllabus. If they can develop into **“development aid workers” with language awareness** through effective in-service training, they will later also be able to help their pupils **acquire appropriate (subject-specific) language strategies, consolidate and further develop (teaching and learning) methods and place oral and written communication** at the centre of their teaching. In a nutshell: The underlying principle of CLIL is that not only can subject teachers **communicate in the target language** but that they know how to **enable their pupils to develop language awareness**.

The main aspects for successful in-service CLIL teacher education include:

- language work, in particular strategies for text comprehension and vocabulary acquisition
- development of methods for the integration of content and language learning
- teaching and content-sensitive language learning

The following example illustrates how this can be done:



In the acronym CLIL, **C (Content)** comes first; in **In-Service CLIL Teacher Education** it is the **subject content** which is the primary focus.

In-Service CLIL Teacher Education

The fundamental resources for CLIL lessons are therefore textbooks with texts, pictures and references. What strategies do pupils need to be able understand the information, and how can teachers help them acquire the necessary competences and skills? In-service training gives teachers the chance to recognise the potential of CLIL methods and apply them in their own classroom.



„All theory is grey“, Goethe stated. Applying Goethe’s aphorism to in-service teacher education, the conclusion is that teachers must themselves **experience the teaching approach** that they will later employ in the classroom. In our example, mathematics teachers are playing dominoes with bricks showing specialist terms

instead of dots. This allows them to assess the effect of the game on the learners, to predict how long it takes to play it and to evaluate the benefits.



Once everything has been duly considered, the lesson plan can be drawn up. All participants are informed of the **aims of the next class**, the **methodologies which are to be applied** and the **various teaching stages**. As the lesson plan is formulated, its aims and underlying principles are subjected to a final scrutiny. This is also done in groups, since the achievements of the team as a whole are usually better than the sum of its parts. When teachers experience this themselves they are more likely to **introduce group work** in their teaching.

II Some tips for an easy start:

- In-service teacher education is of concern to schools, parents and education authorities. The support of all stakeholders is important if CLIL is to be a success. To gain their acceptance and commitment in-service teacher training needs to be preceded by an **intensive information and communication campaign**, including open days, letters, newspaper articles, parents' evenings and presentations in nursery schools and pre-schools.
- Decision-makers such as the head teachers often know surprisingly little about CLIL, its specific characteristics and benefits. However, they decide whether or not CLIL should be introduced in their schools and teachers be granted leave to attend in-service training. Start by **convincing them of the advantages of CLIL, talk to them, invite them to further education courses, organise joint conferences, projects and offer support**.
- When you organise conferences or training courses, invite successful **former students** who now use the CLIL language in their jobs. They are living proof of the benefits of the approach and the fact that CLIL is worth the investment.
- Every in-service teacher education course needs to start with a close **examination of current professional practice**, namely classroom observation or a classroom observation video. When the aims and objectives have been clarified and pupils' needs identified, it is possible to determine what has to be done and how a pupil-centred approach can be adopted.
- **Classroom observation provides the nexus between academia and the classroom** and encourages **reflection about teaching theory, practice and one's own approach**. It helps avoid exaggerated expectations, particularly after a hefty dose of theoretical input. Classroom observation also has a motivational effect when in-service training content can later be incorporated into lesson planning.
- Theoretical knowledge is put to the test in classroom practise. After the definition of aims and objectives and selection of teaching methodologies, the next stage is **lesson planning**. Teachers who know that their lesson plans will be subjected to a stringent practise test, show complete commitment to the task.
- **Work in groups** facilitates lesson planning and makes it more effective. When ideas and proposals are examined and commented on by all group members, all involved derive maximum benefits.
- The final test of whether aims, methods and language activities have been correctly planned is their **implementation in the classroom**.
- Good teaching needs **evaluating**. Only if we critically examine the final results and what was or was not achieved, can we offer suggestions for improvement.
- **Evaluation needs students' feedback**, first of all written and anonymous, then face-to-face feedback, to enable the improved adaptation of the teaching methodologies to classroom needs.

In-Service CLIL Teacher Education

III The CLS-Portal provides the following materials:



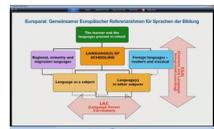
<http://clil-lote-start.uta.fi>

Der Einstieg Unterricht Lehrerausbildung Lehrerfortbildung Forschung und Entwicklung Kooperation



Interviews illustrating the organisation and implementation of in-service CLIL training courses, including the integration of content and language, and cooperation between subject and language teachers

Videos exemplifying the underlying principles of CLIL teaching to be used in in-service teacher education



Interviews with parents and children in schools which have introduced CLIL, which can be shown in in-service teacher education courses or at parents' evenings

Suggestions for the structuring of in-service CLIL teacher education courses and example materials

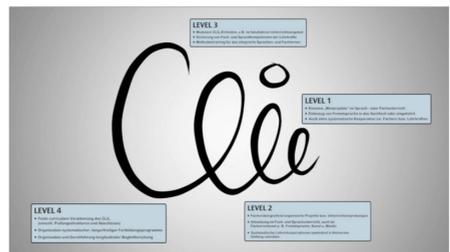
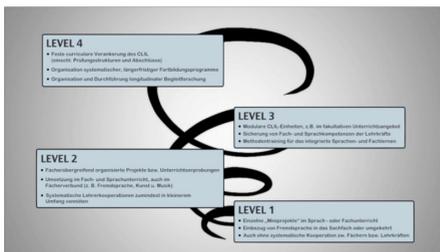
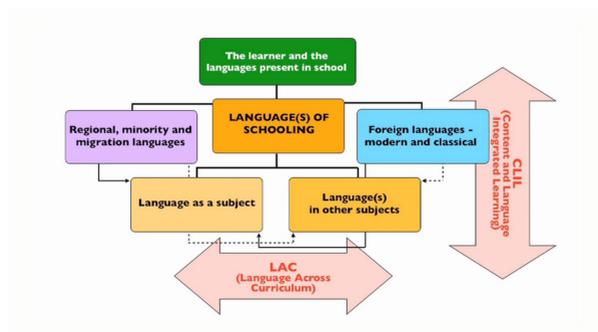
Unterrichten mit Fach und Sprache
- Tipps für Lehrkräfte -

| Typ | Beispiel |
|--|---|
| 1. Fachbegriffe an Bedeutungstufen anordnen - in Kontext, z. B. beim Experiment - zur Erklärung der Ausbildung im Alltag - mit Arbeit und Play - als Funktionsangabe | - z. B. Gas, saure - z. B. Kollidieren - z. B. Kollisionsenergie - die Höhe des Flüssigkeitsspiegels und das Volumen erklären |
| 2. Werkstoffbeispiele anordnen Eigenschaftenstufenweise aus Lebenswirklichkeit - mit Arbeit und Play - als Funktionsangabe - Modell und Skizze | - z. B. Holz - Stein - Metall - Kunststoff |
| 3. Werkstoffbeispiele erklären, z. B. - Kompatibilität, Fugenschnitten - Arbeit und Arbeit (Handwerk) - Fertigung | - der Werkstoffverbleib |
| 4. Unterrichtsbeispiele - Fachwissen vermitteln - multiple Intelligenz - Handlungsorientierungen? - Projektlernen - Praxis - Arbeit - Charakter der Lernungsformen | - „Ich mag ein Video, um die richtigen Handlungen im Video zu sehen, die ich selbst nicht machen kann.“ - „Ich will ein Video, um die richtigen Handlungen im Video zu sehen, die ich selbst nicht machen kann.“ |
| 5. Verantwortlichkeiten & Agreements - Expertenwissen - zeigen (Lesen, Video, Abb. im Buch, Video etc.) | - Einverständnis der Schüler - Arbeitsblätter, die den Lernenden auf „Wissensblätter“ übertragen - „Gemeinsame“ (Lern)strategie mit dem |

...and allows you to:

- post comments in the CLIL-LOTE virtual seminar room and interact with the CLS team and other experts world-wide
- get in touch with people engaged in in-service teacher education who use CLIL(-LOTE) for an exchange of ideas and cooperation
- upload further information, materials, real-life case studies etc. related to CLIL-LOTE related to in-service teacher education

Research and Development



For CLIL to be **successful, systematic research and development are essential**. Experience has shown that action research has significant benefits for, and is often even the foundation of, target-focussed quality assurance and the continuous development of teaching methodologies. Ideally, therefore, all efforts aimed at further developing CLIL are based on empirical research.

This section provides an overview of past, present and future research projects as well as information about how you and your institution can become involved in CLIL.

Research

I Introduction



Efficient quality assurance and development in education would be unthinkable without in-depth research. Because of its multi-dimensionality, **CLIL represents a fascinating research field**. Amongst the research topics that have traditionally been studied are:

- the acquisition and further development of the first language
- second-language acquisition
- acquisition of subject knowledge
- acquisition of intercultural skills
- learning to learn, developing appropriate learning strategies
- practical application of the acquired competences and skills, namely subject content, language and intercultural skills and competences

Long-term action research has always been the preferred research method for language immersion programmes, on which the CLIL approach is based. Only now is such methodology being applied also to CLIL, particularly in **languages other than English**.



With European education policy increasingly recognising **CLIL** as one of the most **promising educational approaches for the future**, the greater **focus on multilingualism of the individual and intercultural skills**, and a growing number of schools introducing CLIL, there is also a more urgent need for **systematic action research to investigate CLIL** and its uses in **various languages**.

II Some tips for an easy start:

- Check links to sites providing information about the **evolution of research into language immersion and CLIL methodologies**:
 - CARLA –Immersion Education and Research (available in English only)
 - CLIL for German as the non-native classroom language (available in various languages)
- Check links to sites offering information about different **institutions providing funding for CLIL research**:
 - European and international level:
 - ERC: European Research Council
 - EU Seventh Framework Programme
 - State-level funding (examples):
 - Academy of Finland
 - Deutsche Forschungsgemeinschaft
 - Forskningsrådet (The Research Council of Norway)
 - Fundação para a Ciência e Tecnologia
- Check networks providing information about CLIL and language immersion research and German as a Foreign Language:
 - CLIL-Research Network (CLIL-ReN)
 - CLIL-Cascade Network (CCN)
 - APEPS – Arbeitsgemeinschaft zur Förderung des mehrsprachigen Unterrichts
 - European Network for German as a Foreign Language (Europäisches DaF-Netzwerk)
- Obtain a comprehensive **overview of existing research projects and results** before drawing up your research proposal.
- Contact your **primary target and reference groups** in the early stages of the project and try to **include them** in the project planning phase.
- **Define your research objectives** as **concretely and precisely** as possible, enabling you to **maintain an overview** of and present your research to a **diverse target audience** in a **comprehensible form**.
- Ensure **maximum transparency** in your research, **present your (preliminary) results regularly** and aim for **optimum dissemination**.

Research

III The CLS-Portal provides the following materials:



<http://clil-lote-start.uta.fi>

Der Einstieg Unterricht Lehrerbildung Lehrerfortbildung Forschung und Entwicklung Kooperation



Examples of, and video presentations for, past and present research projects (focus: German as CLIL language)

Relevant international journals and information platforms



Proposals and discussion forums for new research projects, themes and collaboration (e.g. use of computer simulations in CLIL research)

...and allows you to:

- post comments in the CLIL-LOTE virtual seminar room and interact with the CLS team and other experts world-wide
- get in touch with colleagues around the globe who are involved in CLIL research
- upload further information, materials, real-life case studies etc. related to CLIL-LOTE research projects (focus: German as a working and target language)

I Introduction



Numerous projects aimed at the further development of CLIL are currently underway in Europe which **draw on CLIL practitioners' classroom experience** and **available research outcomes**. At European level, these are typically transnational **cooperation projects** within the framework of research programmes organised by the **European Commission**, the **Council of Europe / European Centre for Modern Languages**. At the national or regional level, such projects usually form part of action programmes coordinated by ministries of education or education agencies, local education authorities, or universities specialising in CLIL research.

Language-specific development projects are commonly financed and coordinated by institutions which have as their primary remit the promotion of the language in question. In the case of German this would be the **Goethe Institute** and the **Zentralstelle für das Auslandsschulwesen des Bundesverwaltungsamtes**.

A characteristic feature of language-specific



national development projects is that they reflect regional and local needs, thereby fitting the aims and objectives of the wider European CLIL environment with its emphasis on diversity. The results of development projects so far show that local and regional developments can significantly benefit both from the **efficient use of local focus groups** and **transnational networks**.

Development

II Some tips for an easy start:

- Check links providing an overview of key development projects on language immersion and CLIL teaching coordinated by:
 - the European Commission
 - the European Centre for Modern Languages (ECML)
 - CLIL Cascade Network
 - CLIL and German as a Foreign Language
- Check information about European institutions funding CLIL development projects, including:
 - the European Commission
 - the Council of Europe / European Centre for Modern Languages
 - the Nordic Council of Ministers (e.g. Nordplus Horizontal)
- Check information about **key institutions and networks** working for the development of **CLIL in German**:
 - Zentralstelle für das Auslandsschulwesen, Bundesverwaltungsamt
 - Goethe Institute
 - European Network for German as a Foreign Language (Europäisches Netzwerk Deutsch als Fremdsprache)
- Find out about international initiatives and programmes aimed at the development of CLIL-focused teaching and certification, e.g.:
 - Blended Learning – Initial and In-Service education programme *Schule im Wandel*
 - *Common Constitution and Language Learning (CCLL)* – Citizenship Education through CLIL
 - The *CertiLingua* Label of Excellence for plurilingual, European and international competences

III The CLS Portal provides the following materials:



<http://clil-lote-start.uta.fi>

Der Einstieg Unterricht Lehrerausbildung Lehrerfortbildung Forschung und Entwicklung Kooperation



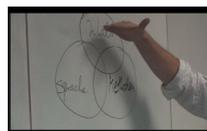
A European CLILiG-Gallery (Content and Language Integrated Learning in German) with video presentations illustrating the planning and implementation of development projects for German-language CLIL teaching in Europe

Innovative ICT applications to support the development of CLIL



CLILiG on film: Video documenting the first international survey assessing the situation of CLILiG in Europe

Examples of, and video presentations for, practice-focused CLIL development projects: Research design and objectives, materials, projects, teaching ideas



Conference proceedings, e.g. Curriculum Linguae, the concluding conference of the CLILiG survey 2005-2008

Presentations by experts on CLIL and its place in schools and relevance for the overall school development



... and allows you to:

- post comments in the CLIL-LOTE virtual seminar room and interact with the CLS team and other experts world-wide
- get in touch with colleagues around the globe who are engaged in CLIL development projects for an exchange of ideas and cooperation
- upload further information, materials, real-life case studies etc. related to CLIL-LOTE development projects (focus: German as target and working language)

Cooperation

I Introduction



As the number of schools piloting CLIL teaching has increased, so too have **efforts to establish systematic networking and cooperation** between the different actors and institutions involved in the development of CLIL. The advocacy of CLIL in European language education policy has facilitated the establishment of both

multi-disciplinary and subject-specific cooperation networks dedicated to integrate content and language learning at European level. Similar networks have also emerged **at national and regional level.**

II Some tips for an easy start:

- Find out about **existing networks** dedicated to language immersion and CLIL **in your country or region**.
- Find out about **existing transnational cooperation platforms and networks** which provide information about areas of CLIL which are of particular relevance to you.
- Find out about **possibilities to join, support and further develop existing networks**.
- **Publicise your interest in cooperation** in e.g. research and development projects using mailing lists, cooperation platforms, news letters, publications, etc.
- Actively participate in **events** organised by **cooperation networks** or meetings aimed at establishing or further developing such networks.

Cooperation

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Examples for international CLIL (in particular, CLIL in German) cooperation projects and events

National and Regional CLIL networks, their activities, remit and organisation



Reports and presentations on international cooperative ventures in CLIL (in particular, CLIL in German)

...and allows you to:

- post comments in the CLIL-LOTE virtual seminar room and interact with the CLS team and other experts world-wide
- get in touch with colleagues engaged in CLIL cooperation and networking projects (emphasis: LOTE, particularly with German as target language) for an exchange of ideas and cooperation
- upload further information, materials, real-life case studies etc. related to CLIL-LOTE etc. to support CLIL networks (focus: CLIL in German)



<http://clil-lote-start.uta.fi>

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“A model car produced from scrap material which can carry one kilo of sugar over a distance of five metres and up a one-metre high ramp, that is CLIL in its most advanced form.”

“Because of its multi-dimensionality, CLIL represents a fascinating research field.”

“A characteristic feature of language-specific national development projects is that they reflect regional and local needs, thereby fitting the aims and objectives of the wider European CLIL environment with its emphasis on diversity.”

“The underlying principle of CLIL is that not only can subject teachers communicate in the target language but that they know how to enable their pupils to develop language awareness.”

“In the acronym CLIL, C (Content) comes first; in In-Service CLIL Teacher Education it is the subject content which is the primary focus.”

<http://clil-lote-start.uta.fi>

The Council of Europe has 47 member states, covering virtually the entire continent of Europe. It seeks to develop common democratic and legal principles based on the European Convention on Human Rights and other reference texts on the protection of individuals. Ever since it was founded in 1949, in the aftermath of the second world war, the Council of Europe has symbolised reconciliation.



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