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**Trabajo Fin de Máster en Enseñanza Integrada de la Lengua  
Inglesa y Contenidos: Educación Infantil y Primaria**

**CLIL: The application of this innovative educational  
approach in different European countries.**

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## **Index**

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1. Introduction.....	4
2. Development.....	5
2.1 Bilingualism.....	5
2.1.1. What is Bilingualism.....	5
2.1.2. What is Bilingual Education.....	6
2.1.3. Limitations of Bilingualism.....	8
2.1.4. Benefits of learning two languages: Being Bilingual.....	9
2.2. CLIL.....	11
2.2.1. What is it .....	11
2.2.2. Methodological keys using CLIL.....	14
2.2.3. Advantages of using this educational approach.....	21
2.2.4. The relevance of ICT in this educational approach.....	23
2.3. The eyes of the experts on CLIL.....	27
2.4. CLIL experiences in European countries.....	34
2.4.1. Germany.....	36
2.4.2. Spain.....	42
2.4.3. Italy.....	46
2.4.4. France.....	50
2.4.5. Austria.....	53
2.4.6. Finland.....	55
2.4.7. The Netherlands.....	58
2.4.8. Estonia.....	62
2.4.9. Bulgaria.....	63
2.4.10. Hungary.....	65

2.4.11. Sweden.....	67
2.4.12. Conclusions.....	69
2.5. Possible future research lines.....	72
3. Final conclusions.....	72
4. Bibliography.....	74
5. Annexes.....	80

## 1. INTRODUCTION

We have known for a long time that teaching languages and other subjects separate from one another, in a vacuum, does not produce optimal outcomes. Fusion has become a fact of life so this methodology that implies the fusion of contents and language into one could be the answer of the actual situation that we are going through. The fusion in CLIL has been consequence of trying to help young people build integrated knowledge and skills for the increasingly integrated world we are living in.

So, this work has been focused on this innovative methodology and the diverse results that are being reported in different European countries in order to make a reflection, consequence of a conscientious research on the methodology used in the bilingual sections and the results obtained from the implementation of it in some European countries.

The expression “good practices” is understood as a set of actions that have led to good or excellent results in a certain field. It because of that this assignment must begin by making an image of what this methodology used in bilingual schools is about, what it implies, its benefits and limitations if it had them and the trajectory or the development which has had till the current present.

It has been considered relevant to think over what being bilingual means, the different situations in which a person can become bilingual or multilingual and the consequences resulting therefrom.

In Europe, in recent years, we have realized the value of multilingualism as a result of the globalization and internationalization that we are living. That is why the research of the various innovative and successful experiences in CLIL in member countries of the European Union has been carried out in this final assignment.

After all the information sought, read and processed, We could have a picture of this new educational approach is having in Europe, what it means and entails, why and how it began and what type of results is having nowadays around us. So that we can think over the situation we are experiencing in our country in this field and the possible implementation of some of the ideas or methods that are being successful in these countries.

## **2. DEVELOPMENT**

### **2.1. Bilingualism**

The aim of this point is to have a clear vision of bilingualism and all the facts around this concept. It's absolutely the topic at the moment in our profession and we should be aware about the meaning of it and the benefits or limitations that a Bilingual Education could involve.

#### **2.1.1 What's Bilingualism?**

The definition of Bilingualism is complex and is influenced by multiple factors such as the age of acquisition, the exposure, the development of the different skills involved in each language and the circumstances under which each language has been learned. However, we can talk about two bilingualisms (Wouterse , Cox, Weltens and De Bot, 1994).

On one side, There is an Individual Bilingualism which refers to a person who, in addition to their first language, has a similar competence in another language and is capable of using one or another in all circumstances with similar effectiveness. Its characteristics would be:

- Independence codes: almost automatic separation of two languages.
- Alternate: Can switch codes without effort, spontaneously.
- Translation: Can translate automatically from one language to another.

Weinreich (1953) distinguished three types of bilingualism: coordinated, compound and subordinate. In the case of coordinated bilingualism, the bilingual speaker operates as two monolinguals juxtaposed, in compound bilingualism would be a common conceptual basis for the two languages, in the subordinate, dominated language is learned and used by the dominant language.

On the other side, we have social bilingualism that occurs when all or most of the inhabitants of a community speak two languages. There could be three situations of social bilingualism: the first situation is monolingual groups of different languages, the second one would be that nearly all inhabitants speak both languages. In the third situation, there is a monolingual and a bilingual group (the last one would be a minority).

This social bilingualism is due to different reasons: the expansion, the unification in which a group can impose their language, other situations are post colonialism, immigration and cosmopolitanism.

### **2.1.2. What's Bilingual Education**

A primary goal of Bilingual Education is the second language development. In fact, we can define Bilingual Education as a means of using the child's first language to accelerate the acquisition of English.

It could be convenient to talk about some basic principles to take into account when we talk about Bilingual Education (Krashen, 2006):

- It makes English more comprehensible. Bilingual Education helps English in two ways. First, teaching subject matter in the child's first language provides knowledge, which helps the child understand instruction when the subject is taught in English.
- A short cut to English Literacy. The second way Bilingual Education accelerates English is providing literacy development in the first language. Because, it's much easier to read in a language you already know and one you can read, you can read in any language.
- Early exposure to Comprehensible English. Bilingual contexts give children the opportunity to experience a foreign language in a real way, using it to communicate in useful situations.
- Scientific studies support Bilingual Education. There are lots of studies that show the infinite benefits of bilingualism. They say that it prevents dementia, it makes children better at languages, and it improves the brain's executive function which is the control system that manages the attention processes we use to plan, solve problems and perform other similar mental tasks.

There are different types of Bilingual Education and we can distinguish them depending on the goal that these programs want to achieve (Ferguson, Houghton, Wells, 1977):

1. The Transitional programs are aimed at the student pass from the home language minority to the majority language socially. In these cases, students

may lose their first language in the process of acquiring the second language or may not ever get to develop their minority language.

2. The maintenance programs seek to promote minority language of the ethnic group of the child and at the same time, promote among students bilingualism and biculturalism.
3. Enrichment programs are aimed at the promotion of a second foreign language, depending on the context, aim to bilingualism fully developed or at least a foreign language competence that allows working with. This is the kind of programs that are booming in Spain.

As It has been mentioned previously, the model we have in our country is mainly the enrichment one. But, we can wonder which ones could be the main characteristics of these programs, so according to the authors Mehisto, Marsh and Frigols (2008), the main ideas can be synthesized as following:

- How much we have to teach in English? Depending on the level of English with the students, the content will be higher or lower in this language. As the courses progress, the contents will tend to be higher.
- What will happen to the Spanish? Will it be lower level than monolingual programs? Not necessarily, because Spanish is still learning at school in other subjects and it continues developing at home and out of the school. Besides the subjects chosen to teach in bilingual would have some lessons taught through Spanish as well.
- If most of the day is taught in English, we really have to teach English grammar? Children do not learn a language just using it? Although children learn a foreign language using it and this is the principle of CLIL lessons, It's also necessary to know how to use English correctly. It is not enough to hear and repeat the additional language. We need to learn the grammar of the foreign language.
- According to the theory of cognitive development by Piaget, little children lack the ability for abstract thought which is needed to understand the grammar. However, it is not only teaching them grammar, sitting on their chairs in a boring way, the thing is to do it through games and fun activities for them to play with the language and learn it unconsciously.

- What makes a bilingual class successful? In order to teach the contents of a subject such as Mathematics, Science or Arts & Crafts in the foreign language, children must learn to read and write in that language before at an early age. But, what makes learning in an additional language successful is mostly the way of teaching it. As teachers, we should make our lessons oral, interactive and lively, encouraging our students to use the foreign language as much as possible.

### **2.1.3. Limitations of Bilingualism**

The L1 users processing L2 may become richer, their mental processes more effective or their view of the world more balanced, than those who know only one language. This view is perhaps prevalent in education. But, is there any disadvantage being a bilingual person?

Some people could think that learning a second language could mean taking something from the monolingual state, or could be unfavorable for monolinguals in the processing of the first and second languages as well as in memory systems.

So, to go on, some points or limitations of being bilingual will be set out and could make us to think about them.(Cook, 1997):

- Deficiency in processing the L2. It is obvious that L2 users are less efficient in the second language than native monolinguals. Many of them are after all still learners and is not fair to compare them with native speakers. Because of that, people process a second language more slowly than their first. And this doesn't mean that the L2 users are ignorant of the syntax or the vocabulary of the language, or that they necessarily make more mistakes; it's just that they use the L2 not as fast as their L1.
- Deficiency in processing the L1. For monolinguals the consequences of knowing an L2 can be that L2 users may lose efficiency in their first language as well as speed. The presence of an L2 in their minds in some way detracts from the L1. However, we are talking in terms of seconds so the decision to make is if we prefer being able to talk and communicate in perfectly in two languages although you need some seconds to think your answers or to be as faster as you could in only one language.



- It affects to the Short Term Memory and working memory in terms of speed and information. It's said although not completely clear that these memories are comparatively limited in second language users.
- Other cognitive processes. Different investigations show that for L2 users, cognitive tasks such as count flashing lights silently in L2 or mental arithmetic are more restricted and harder in their second language than in their first.

To sum up, there is evidence that L2 users are less effective, in speed of processing L2 and L1, in working memory processing in the L2, and in certain types of cognitive tasks in the L2. Most of these deficits are slight and have to be balanced by the gain that they are able to use two languages compared to the monolingual's ones.

#### **2.1.4. Benefits of learning two languages. Being bilingual.**

Being able to speak two languages rather than just one has obvious practical benefits in an increasingly globalized world. But in recent years, scientists have begun to show that the advantages of bilingualism are even more fundamental than being able to communicate with a wider range of people. Being bilingual can have a profound effect on your brain, improving cognitive skills not related to language and even preventing against dementia in old age. (La Vanguardia, 2012)

This view of bilingualism is remarkably different from the understanding of bilingualism through much of the 20th century. Researchers, educators and policy makers considered a second language to be an interference, cognitively speaking, that could affect negatively a child's academic and intellectual development (Bhattacharjee, 2012).

As it has been previously said, they were not wrong about the interference: there is an evidence that in a bilingual's brain both language systems are active even when it is using only one language, so there could be some situations in which one system interferes the other. But this interference, researchers are finding out that is not bad at all. It forces the brain to resolve internal conflict, giving the mind a workout that strengthens its cognitive muscles.

Different studies shows that the bilingual experience improves the brain's executive function (Bialystok and Martin-Rhee, 2008 ) that is a command system that

directs the attention processes that we use for planning, solving problems and performing various other mentally demanding tasks. These processes include ignoring distractions to stay focused, switching attention from one thing to another and holding information in mind) like remembering a sequence of directions while driving. (Bialystok, 2011)

According to Costa (La Vanguardia, 2012), a researcher at the University of Pompeu Fabra in Spain is that “Bilinguals have to switch languages quite often -you may talk to your father in one language and to your mother in another language-. This requires keeping track of changes around you in the same way that we monitor our surroundings when driving”. These sentences sum up perfectly the essence of the positive consequences of being bilingual.

We should be also aware that between half and two thirds of the world population is bilingual. Knowing more than one language is an appreciated and encouraged skill because is full of benefits.

So as conclusion we could assure that continuing the improvement of the child's native language facilitates the acquisition of English and does not interfere negatively with this process. The child who knows more than one language will have personal, social, cognitive and economic advantages. Some of these benefits are:

- Intellectuals. Researches have shown that knowing more than one language enhances cognitive abilities. Bilingual children have greater mental flexibility and they use these skills to understand easily concepts and to resolve faster mathematical or linguistic problems.
- Education. Comparatively, students that are learning English in a real context through different subjects and improving their native language at the same time achieve more in school and learn English better than those who have learned English through their first language.
- Personal and Social. Children are more aware about the cultural diversity around the world and they could travel and experience it using the second language or additional language as a means of communication with people from other countries.

- Economic. The global need to employ bilingual people is increasing. The ability to speak, read and write in two or more languages has great advantages in the labor market.

Honestly, we should think if we prefer our children, as future parents or our students, as teachers, learning to talk two languages in a spontaneous and real context like at school, that allow them to communicate their thoughts and ideas perfectly in both languages and could give them possibilities to work abroad in their future, travel and know new cultures. Or, we prefer that they grow up talking only one language and learning little by little another foreign language, sitting on their chairs in hypohetic situations like our generation did. In the future, this will make themselves wondering about why after years studying the grammar of an additional language, they were not able to use it at all.

Being bilingual is our future and now more than ever in times of the actual recession. It is a great opportunity for children starting to develop and learn a foreign language from early ages, what can allow them to acquire it as a spontaneous way. Not only because it benefits them personally and socially talking, because it gives them an opportunity to travel abroad and seek opportunities out of Spain.

## **2.2. Content and Language Integrated Learning (CLIL)**

### **2.2.1. What is it?**

*“Content and Language Integrated Learning describes a pedagogic approach in which language and subject area content are learnt in combination. The generic term CLIL describes any learning activity where language is used as a tool to develop new learning from a subject area or theme. Within the CLIL classroom, language and subject area content have complementary value. Learners process and use language to acquire new knowledge and skills and as they do so they make progress in both language and subject area content.”* (Coyle, 2009).

This definition from Coyle describes perfectly the essence of the acronym CLIL that nowadays it's generally being used as an umbrella term to refer any situation of foreign language teaching and learning.

The term CLIL is an umbrella term because it covers a dozen or more approaches in education: immersion programmes, Bilingual Education, multilingual education, language showers, enriched language programmes...But what really shows CLIL essence is to use a language that is not the student's native language as a medium of instruction and learning in primary, secondary or vocational-level subjects. The combination of both, subjects and languages are limitless.

If we go back to the beginnings of CLIL, we can say that in 1965 it began developing in the Canadian province of Quebec, when a group of English-speaking parents living there realize that their children would be at a disadvantage when they grew up without sufficient fluency in French. There, it began to develop language immersion programmes for the English-speaking children in order they could study all subjects in French.

However, the methodology used in the early days has little to do with teaching and learning strategies used nowadays, because like everything else, this new educational approach was developed and improved by trial and error.

In general, these programs were very successful so they spread across Canada and began to expand across the rest of the world.

In the seventies, Bilingual Education began to be more accessible to children from diverse socioeconomic backgrounds, because at first, only the most elite colleges could access to it.

In the nineties till nowadays, as discussed below in the assignment, as a result of globalization and internationalization, it began spreading through Europe a sense of the need to improve our skills in speaking different languages in order to achieve that young Europeans had more job opportunities within the EU and at the same time to increase cohesion and competitiveness.

Nowadays, in many European countries, there is a strong demand for bilingual teachers who are able to use CLIL methodology in their lessons. In some countries, schools are already incorporating CLIL profile in their teacher vacancies. (European Commission- Eurydice Report, 2006)

Being being able to use this new approach in our lessons won't be an extra training complement, but in a short term future it will be a prerequisite for all new graduates primary teachers. It's obvious that Bilingual Education at the present time is rising more and more. And it's also a fact that it's generalizing more along Spain what it is, since my point of view, necessary, adequate and right for our Educational System. It is a way of opening up to globalization and an opportunity to have more possibilities in our future to study or work abroad.

The difference between this approach and those which we are getting used at any subject lesson, we could call them "traditional methodologies", is mainly the teacher's role and as a consequence, the student's role.

What differentiates CLIL teachers from specific subject teachers is obviously the use of the foreign language during the whole lesson. In addition to the subject contents, their lessons are focused in foreign language learning and specifically in communicative skills.

CLIL teachers face to the difficult issue that the motivation is the key to be successful at CLIL lessons and they should change their minds completely about the way to teach and to drive their lessons. Motivation is always the key but with CLIL is essential.

*"Motivated teachers 'breed' motivated learners"* (Coyle, 2006)

*"Attitude is a little thing that makes a big difference"*. Winston Churchill<sup>1</sup>

<sup>1</sup>Besides subject and general teaching skills, we should develop as CLIL teachers, the FL (Foreign Language) communicative skills and FL teaching skills, plus specific knowledge of CLIL methodology.

With this new approach is more than ever needed to be patient, to have the willingness to teach something new in a different language that we get used to do it and to answer children's questions instead of expecting ready answers from them.

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<sup>1</sup> The Citations of Winston Churchill, Madeline Hunter, Eleanor Roosevelt are taken out from Marsh D., Mehisto P. and Frijols J.M., (2008).

At primary level we should be able to engage each child despite his/her FL skills. As teachers we should motivate our pupils to work and to talk in the FL, even the weakest one. We should be able to help every child according to his/hers specific needs.

*“Expecting all children the same age to learn in the same way is like expecting all children the same age to wear the same size clothing” Madeline Hunter<sup>1</sup>.*

So, we must be patient and we cannot be disappointed if children had problems with the communication in FL. It's a normal situation that will be getting better as time goes on. We must give adequate feedback to our students because all answers are good and thus, we stimulate pupils to be more courageous and talk more freely. They have to realize that we learn from mistakes so they have to talk no matter what error they do.

It's really important that we should try to break the FL silence we usually find in English lessons. We must encourage children to talk in the FL and CLIL is the most successful way to do it.

Using this method students learn the language without realizing. In fact, schools using this method report that their students' ability in the language improves more quickly than those studying language in traditional language lessons, whilst at the same time, their ability in the main subject is as good as those studying it in English. (See [http://www.cilt.org.uk/secondary/14-19/intensive\\_and\\_immersion.aspx](http://www.cilt.org.uk/secondary/14-19/intensive_and_immersion.aspx))

After a CLIL lesson if you ask children what they have learnt during the lesson, they will answer things related to the subject content, so they are surely learning a FL without realizing, in a natural and spontaneous way. Thus, they are “Learning through language”, the content will be learnt through the foreign language and the language will be learnt through the content, contemporaneously, at the same time, the one through the other.

### **2.2.2. Methodological keys using CLIL:**

According to Marsh, Mehisto and Frijols (2008), the key word of CLIL strategy is Integration. This integration has a dual focus:

- Language learning is included in content classes. This means that it's needed to organize the information or contents chosen to acquire by the students through techniques or strategies to facilitate their understanding. For

example: charts, diagrams, hands on experiments, the drawing out of key concepts and terminology and so on.

- Content from subjects is used in language learning classes. The language teacher has to work cooperatively with teachers of other subjects, incorporating vocabulary, terminology or texts from the subjects to these lessons, so that students can understand and follow easily the content lessons.

Consequently, in CLIL, content goals are supported by language goals. And, besides these two important elements, there is another one that is learning skills which supports the achievement of both.

Thus, CLIL implies a small variation on the strategies used in daily classroom practice, taking into account these three key elements. Most strategies that are essential for CLIL, can be considered good practice in education. It is the need to take simultaneously good practice in education teaching/learning strategies and the unique strategies of CLIL that can be difficult for teachers.

*“You gain strength, courage and confidence by every experience in which you really stop to look fear in the face. You must do the thing which you think you cannot do.”* Eleanor Roosevelt<sup>1</sup>.

When changing the language of instruction, some content teachers can find difficult to support language learning. It's because of that situation, content and language teachers should keep a good and cooperative relationship that became an important strategy for implementing CLIL. This, is evident that requires time and the will to agree collectively on teaching strategies and student learning activities.

CLIL teachers have to adjust their language according to the level of foreign language that students have. Initially, teachers often speak slowly and use plenty of repetition, demonstrations, visuals and realia. Later, teachers start to speak in a more natural way, encouraging peer cooperative and independent learning.

As CLIL teachers and not just that but as a result of our experience, we know that we do not learn to speak a language simply by listening, reading or writing, without opportunities to practice it. For the new language to be established successfully, we need conversation in real situation that had to do with topics which interest and motivate us. This is the great advantage of CLIL methodology because it is a just-in-time

approach as opposed to a just-in-case approach. Students are learning a language they need to communicate every day, not for future use, what motivates children. They also love the hands-on and participatory nature of CLIL classroom, finding learning through CLIL to be fun and challenging.

By guiding students through hands on experiences that are related directly to their lives, by focusing on the learning of content while providing language support, language learning will be successful.

Language acquisition is also enhanced through roleplaying. The students can use through this technique language appropriate to a wide variety of circumstances. Drama in general helps students to visualize and personalize content. The students' use of language deepens and their vocabulary expands as they work on communication from diverse perspectives. Roleplaying facilitates learning through communication and interaction about contents in a set context (Marsh, 2008).

There are four verbs specially important when we talk about this methodology: Connect, Inspire, Deliver and Advance. All CLIL teachers must be consequent with their job and be able to answer these questions with a confident yes when they are implementing their CLIL lessons (Marsh, 2008):

- Are my students connecting?(with each other, with me, with the material, with their past learning and interests)
- Are my students and I inspired?(Inspiring each other and themselves to learn and create through the content and language)
- Are my students and I delivering on the content, language and Learning skills outcomes?(talking the talk and walking the walk)
- Are we advancing? (summarizing learning, deciding how to move forwards, demonstrating growth)

As it has been previously said, the use of CLIL approach is a change in mentality among teachers about how to teach their students. Then, on the first side, it will be synthesized some of the main characteristics based on the articles researched of the following authors: Dafouz Milne and Llinare García (2005), Rowe and Coonan (2009), Lara Garrido (2009) and Marsh (1994 and 2000). These characteristics define clearly the CLIL methodology and they are completely necessary to take into account as future CLIL teachers:



- CLIL teacher should find suitable topics from the curriculum to use in their lessons and they also have to be able to approach complex topics that require giving a lot of input to them.
- From this first characteristic we must say that cooperation between the CLIL teacher and the language teacher and the other teacher of the subject chosen to use CLIL is a requirement to be successful with CLIL methodology.
- It's completely necessary different resources as well, especially visuals, so this involves the use of new technologies such as the Interactive White Board for example.

Unfortunately not all schools nowadays have the chance to use the media in their classrooms but this doesn't mean that we cannot use CLIL at these schools in a correct way. We could use another options such as a projector connected to a laptop, flashcards or another kind of visual support.

- Teacher should define clear objectives and choose the language used carefully. S/he has to get the adequate balance between content and language aims.

CLIL lessons need to be planned more carefully, being aware of the need of Scaffolding.

- Modelling and demonstrations are crucial to the understanding and comprehension of new concepts.

Gestures and Body language are necessary more than ever, the CLIL teacher has to use his/her actor's skills, creativity and expressiveness in his/her actions because it may encourage children to act and think and make the activities or tasks achievable and comprehensible.

- More practical activities than children normally do in lessons without CLIL approach. They encourage children to use the FL in activities that require to interact with one another and with experiential activities, connected with their real life.

A CLIL lesson involves practicing, interacting, arguing, playing and talking.

- Interaction and discussion about the topic is needed, although children use their mother tongue. The CLIL teacher has to ensure that all pupils have enough chances to speak and to be active during the lessons, getting equal participation.

In this case, the correction and the feedback in the FL is super positive and as teachers we should develop our pupils' self-correction and peer-correction, teaching them the way that they have to do it. Thus, they will feel confident with the FL and they will be learning without realizing.

- The CLIL teacher has to be completely sure that his/her pupils understand the main contents of the topic explained through techniques such as repetition, rephrasing, simplifying the language of instruction, use of body language, exemplification, illustration, representation and visualization.
- The CLIL teacher has to be aware of subject content language, task language and students language competence in order to organize group work efficiently, so that students can experience different types of social interaction, developing their thinking skills in the FL.

On the other side, it has been considered necessary to highlight a list of essential elements or strategies of good practice in CLIL gathered by Marsh, D., Mehisto, P. and Frijols, M.J. (2008). These strategies support the successful delivery of CLIL lessons:

- Multiple focus
  - Supporting language learning in content classes
  - Supporting content learning in language classes.
  - Integrating several subjects
  - Organizing learning through cross-curricular themes and projects
  - Supporting reflection on the learning process
- Safe and enriching learning environment.
  - Using routine activities and discourse
  - Displaying language and content through cross-curricular themes and projects
  - Using classroom learning centers
  - Guiding access to authentic learning materials and environments.
  - Increasing student language awareness.
- Authenticity
  - Letting the students ask for the language help they need
  - Maximizing the accommodation of students interests
  - Making a regular connection between learning and the students' lives

Connecting with other speakers of the CLIL language.

Using current materials from the media and other sources.

- Active Learning

Students communicating more than the teacher.

Students help set contents, language and learning skills outcomes.

Students evaluate progress in achieving learning outcomes

Favouring peer co-operative work.

Negotiating the meaning of language and content with students

Teacher acting as facilitators.

- Scaffolding

Building on student's existing knowledge, skills, attitudes, interests and experience.

Repacking information in user-friendly ways.

Responding to different learning styles.

Fostering creative and critical thinking.

Challenging students to take another step forward and not just coast in comfort.

- Co-operation

Planning courses/lessons/themes in cooperation with CLIL and non-CLIL teachers.

Involving parents in learning about CLIL and how to support students

Involving the local community, authorities and employers.

All schools involved, to a greater or lesser extent to this methodology teaching one or more subjects through an additional language or developing projects and activities using a foreign language as a means of communication, must take into account the above list that capture clearly all key elements that any article, report or research highlights talking about this "new" educational approach.

Boynton (Marsh, 2008), a CLIL teacher, identifies a number of tips that are necessary to consider in our classes in order to become successful in this methodology:

- Create a psychologically and physically safe environment.
- Consistently use one language
- In the beginning, it is acceptable for students to use the first language

- Speak slowly and articulate clearly: free to express their selves, not fear making mistakes, positive reinforcement
- Use an appropriate level of language
- Use facial expressions, gestures and pictures to reinforce meaning
- Repetition is required
- Make it meaningful: themes and contents of the classroom must be relevant and interesting for students.
- Provide a variety of language models: diverse code-switching.
- Create a wealth of opportunities to use the language: Groupwork, pairwork, activity centres.
- Communication is of primary importance: no worries about having perfect grammar.
- Create a wide variety of opportunities to develop all four language skills- listening, speaking, reading and writing.
- Work systematically to build equal stauts for languages used in the school.
- Set high but realistic expectations.
- Find ways to recognizing students effort and success.

As a conclusion and according to the above authors, we could say that it should be essential to take into account six different key points in our CLIL lessons.

KEY POINTS	CHARACTERISTICS
<b>Foreign Language</b>	<p>Supporting language learning in content classes.</p> <p>Choose language used carefully, appropriate level of language. The objective is to use the language as a means of communication.</p> <p>Speak slowly and clearly.</p> <p>Free to express their selves, not fear making mistakes, positive reinforcement</p> <p>The techniques of repetition, rephrasing and simplifying the language of instruction are needed.</p> <p>Increasing language student awareness.</p>
<b>Content Subject</b>	Supporting the content learning in language lessons.

	Suitable topics and also more difficult ones using a lot of input and visual aids.
<b>Lessons Planning</b>	Clear and balanced objectives to get in each lesson. Both content and language aims. The need of Scaffolding. Connection between learning and students' lives. Plan enough chances to use the language: Group Work, pair work and activity centres.
<b>Materials and Resources</b>	Authentic learning materials and environments. Connecting with other speaker of the CLIL language. Visual resources: Flashcards, projector, laptop, Interactive Whiteboard-> MEDIA.
<b>Teaching procedures or Methodology</b>	Cooperation between language teacher and CLIL teacher. Involving parent and local community. Displaying language and content through cross-curricular themes and projects. Modeling and demonstrations. Use of body language, gestures, exemplification, illustration, representation and visualization. More practical activities: experiential activities connected with their life. Hands on activities. Interaction and discussion. All pupils should have enough chances to speak. Teacher as facilitator. Students communicating more than the teacher
<b>Assessment</b>	Pupils' self-correction and peer correction. Active students that can practice the use of the foreign language. Getting more confidence as time goes on.

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Board 1: Key points to take into account in our CLIL lessons

### **2.2.3. Advantages of using this educational approach in our lessons**

The main advantages achieved through this innovative educational approach, divided into three points of view: Linguistic, cultural and pedagogical , will be shown basing me on the studies carried out by the following authors: Dafouz Milne and Llinare

García (2005), Rowe and Coonan (2009), Lara Garrido (2009) and Marsh (1994 and 2000).

Advantages from linguistic point of view

- CLIL is a good methodology to develop in youngsters a positive “can do” attitude towards themselves as language learners.
- In the same subject there are foreign language and subject content aims and they should be completely balanced (It’s also a pedagogical advantage)
- The learner’s attention is so focused on the message of the subject content so they don’t notice that the FL is elaborated in and they learn the language without being aware of it.
- A meaningful learning takes place (It’s also a pedagogical advantage). It’s necessary a natural and spontaneous interaction situation to occur the learning of the FL through the content such as giving orders, asking different questions, talking about their personal situations, the real world... The learner is involved in activities that are not only meaningful to him/her (because he/she perceives their relevance), but they are also meaningful to the subject content that are focused on.

It’s the functionality of the foreign language and its relation with children’s world what they appreciate. With that, they realized the need to learn the L2 and they are motivated to use it and to improve their FL skills.

- With CLIL is possible to achieve a part of the requirement that all European citizens be competent in at least two foreign languages. CLIL offers the chance to use the FL as a tool to develop a subject and as a consequence learning that foreign language through the content of that subject. It’s the only opportunity to acquire properly a second language at school because the programmes that are used at schools and high schools nowadays have not enough hours in discrete English lessons

Cultural point of view

- CLIL is a consequence of the change, of the Internationalization. In the age of migration it becomes more and more important to make pupils sensitive to intercultural differences. So CLIL is an opportunity to get that. It offers students

a broader view of the world and encourages them to accept cultural diversity more easily.

- Through the learning of different subjects with the use of FL, children not only learn a new foreign language, but also a new culture and the values of that society. Thus, they can have a wider view of the reality and be aware of the different ways to interpret and understand the world around them. That is to say, a way for understanding and tolerating different perspectives.

#### Pedagogical point of view

- The big advantage of implementing the CLIL idea is that teacher becomes aware of the fact that it's not so important what he/she must or wants to tell children, what is in the curriculum, but what and how pupils really understand.
- Teachers realized the need to motivate children, they learn how to make the topic more interesting, how to change the teaching way into "learning by doing", required in CLIL lessons.
- The cooperation between the CLIL teacher, the language teacher and the subject teacher is essential in CLIL lessons. Until now, this was also a requisite but not all teachers used to do it. With CLIL is completely necessary so teachers have to learn how to coordinate one to another to be successful in CLIL lessons.
- Practical activities are completely necessary in CLIL lessons, what produces interaction between pairs or groups. It's encouraging critical thinking about contents. The same happens through discussions or cooperative situations, both necessary in CLIL lessons (It's also an advantage from the linguistic and cultural points of view).
- In CLIL lessons students realized that, although the learning is achieved in another language, is possible to explain the knowledge that students have from another context (acquired in L1) though they need some adjustments. This is based on the "Scheme Theory" that says Experience helps us to interpret properly what we learn. (This is also a linguistic advantage).

#### **2.2.4. The relevance of ICT in this educational approach**

Globalization has made the world to be interconnected in a way that in the past was thought unimaginable. New technologies have made possible the exchange of

information and knowledge almost instantaneously. The world is becoming a large and diverse community where people live closer and closer from each other. Mobility, both physical and virtual is becoming a reality and this is having an enormous impact on the development of languages.

There is no doubt that ICT have had a big impact in education in the last decade in general and in language learning in particular. Information and Communication Technologies can enhance the process of learning both language and non-language subjects integrated in CLIL. *They are defined as a diverse set of technological tools and resources are used to communicate, and to create, discriminate, store and manage information can support CLIL in many ways.* (Blurton, 1999)

They can be combined with traditional learning, face to face teaching methods, with online learning. Our children are inundated with images and sounds, so the books nowadays seem restricted as a resource. An interactive environment is seen by them as friendly and accessible and is associated with entertainment, so we must to take advantage of that. Nowadays we could say that Internet and the new technologies are essential components of any contemporary educational system.

The benefits of ICT are many and diverse. *It can be a powerful motivator, add variety and interaction to a lesson, provide stimulating visuals to support understanding of language; help create attractive and professional resources; provide teachers with linguistic support, be a rich source of cultural awareness, allow students to work collaborately or independently.* (Comfort and Tierney, 2007)

A large number of benefits are attributed to these educational technologies. We could name one of the many list that we can find (Vlachos, 2009):

- Enhanced levels of motivation
- Students' active participation and self-expression
- Opportunities for:
  - Authentic language use
  - Increased language input and output
  - Increased learner participation
  - Using the target language in meaningful situations
  - Student collaboration socialization



- Developing language and intercultural awareness
- Working across the curriculum

In a survey sent to more than 200 teachers and CLIL practitioners from 32 different countries (Wojtowicz , Stansfield, Connolly and Hainey, 2011 ) is reported that 93% of them use ICT during their lessons. They were asked as well about which of the different types of ICT would like to use in order to improve their ICT skills and smart boards had the most responses. Participants were also asked about the access to ICT at their school and 50% said that it was very easily , 25% , 24% was accessible but only in computer labs and 0,5% of the respondents did not have access to ICT.

Apparently, we all have access in greater or lesser degree. We have to take advantage of the situation that we had at school, whatever it is because the materials to improve students' language skills need to be interactive, involving them in the process of learning through CLIL.

Language or content teachers can find suitable electronic support materials about content topics that can easily be adapted for language learning. There are a lot of educational materials that are reviewed, enriched and improved regularly in different websites. They provide activities, and materials presented in fascinating ways through Multimedia with sounds, videos or animations. The students can work either individually or cooperating in groups and they can work at home or at school.

But, teachers must take into account that CLIL students might have some linguistic difficulties working with these educational and interactive material. Thus, students must be prepared linguistically before they start to work with this sites. A face to face preparation stage is completely necessary not just to explain what they have to do and what vocabulary maybe they need to understand the tasks but also to activate their background knowledge about the topic that is treated. It's indispensable to associate previous knowledge with the knowledge that is to be acquired next.

For example, by typing the word animation with a specific content that could be the seasons or the solar system into any major Internet search engine, one can access to many animations, pictures or videos. Some animations consist of short videos or slides that maybe have no words or they're written in another language but no matters because they can be used as a part of the teachers' explanation so students can understand easily

the theme treated or even students can create a narration about them using the additional language.

In history class, numerous historical sites can be toured virtually. There are easily found by typing virtual tour historical site or more specific information such as virtual tour ancient Egypt into a search engine. For example historical sites in China or Egypt can be toured online, accompanied by a power point presentation in which the slides can offer to them short text and videos. Students can also search these sites at home and bring interesting visual links to class, or send an email to the teacher with fact about the topic, Egypt in this case (information about the government, the economy, religion, family life...).

Collaborative projects such as creating advertisements, blogs, demonstrations, graphic organizers, labeled diagrams and pictures, mobiles, murals, posters, science experiments and timelines can be done with the help of new technologies and can bring the essence of the content to the classroom having fun at the same time. Besides, the fact that students surf on Internet to search and find the information they need for the assignments, develops their foreign language skills because they're reading sites where the additional language is used and they will express what they have found to their mates using it as well.

There are platforms (MSN, email, forum areas, bulletin boards, discussion list...) that can be used for the creation of online collaborative projects in which CLIL students can share their thoughts and ideas with other students on a national or international level. So that, they can exchange information, elaborate issues in common, create digital materials and so on, using the target language.

The options are endless. But, mastering the new technologies is not as important as giving students the opportunities to use them, connecting their daily lessons to the reality around them.

Increasing the awareness about a globalized world interconnected, creating opportunities for contact and communication with people abroad and doing this using the technologies familiar to students can make learning more relevant, effective and enjoyable for all, students and teachers.

### **2.3. The eyes of the experts on CLIL.**

The European Commission's White Paper (1995) that has been already mentioned before, supports the trilingualism for all learners, it's focused on an early start with language education and it tries to encourage the teaching of non-language subjects through the medium of a second language, not necessarily English.

This document has had a big influence on the development of CLIL through Europe in the last 15 years and is the propagation of CLIL/EMILE which responds to the growing need for efficient linguistic skills in a foreign language. We should keep in mind that the major change here, using that methodology is about education, not about becoming bi- or multilingual, and that multiple language proficiency is the added value, which, by the way, can be obtained at no cost to other skills and knowledge (if it's done properly): "Bilingual Education must justify itself philosophically as education" (Fishman, 1989).

The vision of some of the experts in this field will be introduced next. They're from different countries and although they have lived experiences in many countries with different educational systems working through CLIL, they can give us their own point of view about the trajectory that this educational focus is having from the very beginning till the current moment and about what do they think of the main aspects that we should bear in mind when we talk about CLIL.

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<b>EXPERT</b>	<b>BACKGROUND</b>
<b>Hugo Baetens Beardsmore</b>	Professor of English and Bilingualism, Vrije Universiteit Brussel and Université Libre de Bruxelles. Professional interests: multilingual education, language planning, sociology of language. Consultancy functions with the European Commission, The Council of Europe, The Basque Autonomous Government, The California State Department of Education, The Ministry of Education of Singapore, The Ministry of Education of Brunei Darussalam (Southeast Asia).
<b>Do Coyle</b>	Senior Lecturer and Vice Dean in the Faculty of Education, University of Nottingham, UK. Teacher Educator in CLIL at both

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pre- and in-service levels and a regular contributor to seminars in the UK, Europe and beyond. She has published widely in the field and is a researcher on CLIL methodologies.

**Kees de Bot**

He is Chair of Applied Linguistics at the University of Nijmegen, the Netherlands. His research interests are psycholinguistic aspects of multilingualism, language education, and language aging.

**Carmen Muñoz**

She is Associate Professor in English Philology at the University of Barcelona. She has coordinated several research projects in FL acquisition. She has also participated in TIE-CLIL which has produced training modules for CLIL teachers.

**Sauli Takala**

Docent in Applied Linguistics at the University of Jyväskylä, Finland. He specializes in language assessment, planning and policy. More recently, he has been involved with national and trans-national aspects of language testing and curriculum planning. He has been a core development expert in DIALANG (an online diagnostic system designed to assess a person's proficiency in 14 European languages.)

**Dieter Wolff**

Professor of Applied Psycholinguistics, University of Wuppertal, Germany. Professional interests: multilingual education, second language acquisition and foreign language learning, first and second language comprehension, New Technologies and language learning. Consultancy functions with the European Commission, the Goethe Institute, the Junta de Andalucía. Vice-president of AIALA (Association Internationale de Linguistique Appliquée). Co-editor or board member of several national and international journals.

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Board 2: Backgrounds of the experts on CLIL

Baetens (2002) underlines the necessity of support and commitment from subject teacher, who “lend” their discipline for language goals. They have to develop new

methods of teaching their subject and maintain a good cooperative relationship with the language teacher. Language and subject must take advantage of each other, for more general educational progress.

He emphasizes the requirement of coordination between educationists and the key roles of examination boards and inspectorate in promoting multilingual education, which is not currently set yet.

Coyle assumes that even if CLIL has been developed in one or another way in the different European countries, and its learning, teaching objectives and outcomes may be diverse in their detail, the aims of CLIL remain constant (Coyle, 2002):

- Students should be given opportunities to learn subject matter or content effectively through the medium of a European language which would not be considered as the usual language for subject instruction in their regular curriculum.
- Students should be given opportunities to use language/s in a variety of settings and contexts in order to enable them to operate successfully in a plurilingual and pluricultural Europe.
- Young people need support in developing specific and appropriate inter-cultural as well as linguistic knowledge skills and strategies, in order to function as autonomous mobile European citizens.

CLIL has an enormous potential to achieve the main goal seeking for all the European citizens responding at the demand established in the The European Commission's 1995 White Paper. Thanks to the proper application of this method at schools, the European population can acquire a plurilingual and pluricultural competence and how can that approach should be applied appropriately. According to Coyle (2002) we must give relevance to the four principles included in it.

The first principle places successful content or subject learning and the acquisition of knowledge, skills and understanding inherent to that discipline at the very heart of the learning process. The second, defines language as a conduit for both communication and learning. The third principle is that CLIL should cognitively challenge learners- whatever their ability and the fourth principle embraces pluriculturality.

These four principles respond to the 4 Cs, previously named: content, communication, cognition and culture .

De Bot talks about the dramatic growth of CLIL in the last 5 years (de Bot, 2002). The Ministry of Education in that country has shown an intense interest in CLIL from the very beginning and it has supported diverse researches to corroborate the outcomes over a number of years. Due to the results obtained , that clarify the acquisition of higher level of proficiency in English by students in bilingual contexts and that this method doesn't imply any negative effect on them; plus the teachers, students and parents attitudes, generally very positive, the CLIL methodology is now the model in more than 40 schools all over the country. This approach is clearly considered more as an interesting challenge than as a threat in this country.

According to this author, CLIL is part of a school approach, geared towards internationalization of the students, who are likely to end up in international settings, so the relevance of the need for high levels of proficiency is obvious from a career respective.

To reach that proficiency in a second language, it's understandable that an international background should support the CLIL experience at schools. For almost anybody, speaking English or learning a foreign language in a context where all the students share and use the same mother tongue is meaningless, awkward and unnatural. Because of that, school have to give students the chance to through international activities through which they can practice their languages competence (Comenius programs, exchanges with other schools in Europe, fostering communication with people in the same community who use the target language, to maintain diary contact with other classrooms all over the world...)

This author highlights the importance of motivation, because without it students tend to relapse into using their mother tongue during classroom activities and the relevance of cooperation between the language teachers and subject teachers, cause this is the only way to accord a new didactics needed for a real integration of content and language in a classroom.

Muñoz declares that CLIL may definitely constitute a way of providing a more intense exposure to the language and more and richer opportunities for using the language in meaningful ways. (Muñoz, 2002)

Therefore, she agrees with the previous authors in that point and she also returns to the necessity that all European citizens must have competence in at least two European languages besides their mother tongue. Because of that, and the limited number of hours at school that can be aimed to foreign language learning, it's importance to consider the relevance and potential of CLIL as a means of instruction of content subjects and the only way to provide enough exposure in order to ensure a proficiency competence in the L2.

Takala proposes a whole process to get success in this educational proposal (Takala, 2002). It could be taken as an interesting starting point for those contexts which want to begin implanting CLIL.

At the societal level, there should be a legislative framework that defines CLIL, the rights and obligations of the schools, teachers and pupils, the nature of the CLIL curriculum, examinations and certificates obtained from CLIL and the financial support available for CLIL.

At the educational system level, there should be documents prepared by groups of experts that describe the rationale and the goals of CLIL according to the national context.

At the strategic level, the scientific community should develop a specific curriculum. This would define various approaches to how content and language teaching/learning can be integrated in a balanced and successful way. There should be a system for CLIL teachers' basic education, a preparation of teaching materials, testing and examinations.

At the tactical level, the schools should develop their own plan for CLIL taking into account all the previous information and according to the school and local context.

As we can deduce, CLIL is a rich area for academic research that can provide the information needed to be sure that it has the requisite institutional and professional infrastructure to fit the national/local circumstances. Cooperation between policy

makers, educational authorities, the academic community and the teaching profession is crucial for success. Learner involvement is a key element in the actual teaching-learning interaction in schools and classes. As the author says “Effective learning requires teacher support but also, more fundamentally, active learner involvement” (Takala, 2002)

He concludes saying that some of these requirements are fulfilled in Finland, but a lot remains to be done.

The CLIL concept has existed for more than thirty years in international European schools. As we know this approach is focused on using a language different from the mother tongue to teach one or more subjects through it. So that, it could be possible to develop the knowledge of those subjects at the same time that the foreign language competences are improved in a natural and spontaneous way without any additional cost. Besides, it also provides the opportunity for intercultural learning.

Wolff emphasizes the necessity that CLIL teachers needs a specific kind of training which goes beyond the training acquired as a content or language teacher. Because CLIL is not simply an approach of foreign language teaching but as an integrated and balanced way of teaching language and content.

He declares that the superiority of CLIL is due to the learning environment which offers and the length of exposure to the foreign language. He notes that the more and longer students use the foreign language, the better they learn it (Wolff, 2002) Although this is not the only factor for the CLIL learners’ success.

Thus, he proposes three reasons why CLIL is important and overriding for the promotion of plurilingualism and also for the European language policy (Wolff, 2002):

- The concept of authenticity, relates to both content and interaction. In contrast to traditional language teaching and its pseudo real and fictitious contents, learners in a CLIL classroom interact in the foreign language about the real world around them.
- Methodologically, CLIL is considered a good educational focus to foster learning strategies and techniques, such as analysing tables, maps or



diagrams, reading sources, using the L2. This can lead the learner to a certain degree of independence.

- The topics relevant in the content and language classroom give the chance to group work or project work. These forms of social learning are regarded as being highly successful in language learning.

As a summary, the main ideas of these authors have been synthesized in the following board:

<b>AUTHOR</b>	<b>MAIN CONTRIBUTIONS</b>
<b>Hugo Baetens Beardsmore</b>	Good cooperative relationship between educationists. Taking advantage from each other.
<b>Do Coyle</b>	Four principles, four Cs: Content, Communication, Cognition and Culture.
<b>Kees de Bot</b>	He supports the CLIL experience at school as a way to reach proficiency levels in a second language.  He highlights the importance of motivation and cooperation between teachers.
<b>Carmen Muñoz</b>	She supports CLIL as a way of providing more exposure to the second language through meaningful experiences and getting the European competence in at least two languages plus their mother tongue.
<b>Sauli Takala</b>	He declares the necessity of a general framework to be followed to be successful in the methodology.
<b>Dieter Wolff</b>	He proclaims the necessity of a specific kind of training for CLIL teachers.

Board 3: Main contributions of the authors about CLIL

We could say that all these authors agree on their vision of CLIL as a way of getting an intense exposure to the second language and richer opportunities for using it. So that students can reach better levels of the L2 through meaningful and real

educational experiences. They also come to the idea of promoting plurilingualism through this educational focus.

Some authors such as De Bot, Baetens and Takala focus on the cooperation between the whole educative community and others such as Muñoz and Takala highlight the importance of motivation and learner involvement. Besides, Takala assumes a needed general framework as a reference to be successful on this methodology and Wolff emphasizes the importance of training to the CLIL teachers.

#### **2.4. CLIL experiences in European countries**

Content and Language Integrated Learning (CLIL) is considered an umbrella term for bilingual content based education. Although there are many terms to describe this type of methodology consisting in the integration of content and foreign language teaching, this term, CLIL, is the most often used in Europe and Content-based Instruction (CBI) the most often used in the United States and Canada.

It has expanded throughout Europe since the middle nineties. This was mainly due to the European Union's desire to build a multilingual Europe and a more inclusive and integrated European society.

In 1995, it was proposed that all European citizens have sufficient competence in at least three European languages, their first language or mother tongue, an international language of communication and another elective language (European Commission's White Paper on Teaching and Learning. Towards the Learning Society, 1995).

CLIL is seen as a descendent of French immersion education in Canada and of North American bilingual language teaching programmes which have been introduced with various degrees of success (Ruiz de Zarobe, 2008). Some European regions or countries as Germany or the Netherlands have many years of experience with CLIL (As it will be presented later), but others are almost starting to work with this educational approach.

Due to the large number of variations according to the context in which CLIL is implemented, it is considered as a "flexible system which responds to a very wide range of situational and contextual demands" (Coyle, 2005); "it is an educational approach that integrates content and language, either by learning a content subject through the

medium of a foreign language or learning a foreign language by studying a content-based subject” (Marsh, 2000), “it creates conditions for naturalistic language learning and, therefore, develops communicative competence” (Marsh, D. and Marshland, B., 1999), “it involves the learner in using the language of learning for learning and through, for learning and through learning” (Coyle, 2000), “it is efficient as it integrates language and content into the broad curriculum, which can be especially interesting in bilingual contexts, where two language already need to be accommodated” (Muñoz, 2003); and “it increases motivation and interest levels by diversifying methods and forms of classroom teaching and learning” (Pavesi, 2001).

It should be noted that CLIL is running into several obstacles in Europe which are still needed to overcome. This educational practice needs trained teachers not only in the chosen vehicular language but also in the teaching subject and in the didactics used. This practice also carries an amount of extra time by teachers because of the number of meetings required between the tutor and the subject teacher as well as with the foreign language teacher. And also the preparation of materials and resources required in bilingual lessons implies a huge volume of their extra time .

It is also necessary to conduct more studies to show clear results achieved in recent years in the countries where this approach is developed. Thus, a set of guidelines can be established among the schools using that educational focus, always according to their national and local contexts.

Following, diverse experiences among eleven European countries will be shown, taking into account the following aspects:

To present the CLIL situation and experiences in each European country, three main sources have been used, besides others specified in the diverse sections.

- Marsh, D. (2002). *CLIL/EMILE – The European Dimension: Actions, Trends and Foresight Potential*. Finland: University of Jyväskylä.
- European Commission (2005) *Eurydice Report-Content and Language Integrated Learning at School in Europe. Country Reports*. European Commission. Retrieved on 16th of June 2013 from

<http://bookshop.europa.eu/en/content-and-language-integrated-learning-clil-at-school-in-europe-pbEC3212399/>

- European Commission (2006) Eurydice Report-*Content and Language Integrated Learning at School in Europe. Country Reports*. Retrieved on 16th of June 2013 from <http://bookshop.europa.eu/en/content-and-language-integrated-learning-clil-at-school-in-europe-pbNCX106001/>

#### **2.4.1. Germany**

Bilingual teaching began at the decade of the sixties in this country and it has a history guaranteed by success. Nowadays, there are more than 400 schools that they impart Bilingual Education in this country. The main vehicular languages used are English and French (Christ, 2002).

The committee of ministers of education have discussed on several occasions about the possibility of Bilingual Education in all schools in the country considering it as a great and successful advance in education. Besides, they want this type of educational model expand its horizons, extending to secondary, vocational and training schools and integrated schools. In addition to promote other languages not as developed and implemented in schools so far as English or French (Christ, 2002).

Besides the good perspective adopted by the government, at schools the situation is as follows. On one hand, german children and parents are both attracted by this kind of education because they want to acquire good linguistic competences taking in mind the European needs. On the other hand, teachers in this country are proud to be able to participate in that ambitious program that implies a continuous and vocational training from the linguistic and the own subject point of view. Teachers must be renewed pedagogical and linguistically.

After more than thirty years working with this methodology, it's still necessary more innovation and personal initiative to have the appropriate materials needed in bilingual lessons.

According to the experiences accumulated till the current moment, Bilingual Education has proved to be especially suitable to prepare young people for the growing

internationalization of the world and the European integration, by enabling a deeper development of a communicative and intercultural competence.

Bilingual education intensifies the learning of a foreign language and expands the possibilities of using it. It also provides the ability to explain and understand in another language specific concepts in diverse areas, according to the specific bilingual subject chosen. It gives the opportunity to acquire a linguistic and cultural competences in a measure that would be completely unattainable in a regular classroom foreign language. But bilingual students not only acquire for themselves skills that prepare them for their future studies or professions, but they can also become mediators between their own language and culture and the one of the countries of the target language.

In Germany there are several models of Bilingual Education, however, they all have numerous things in common.

First, there is the possibility of teaching one or more subjects through a foreign language, making it a medium through which students obtain the contents of the subject itself. These bilingual subjects start after a preparation that usually lasts for two consecutive years. This preparation implies an increase of hours (usually an hour) to make up for the slowing cognitive progress on the matter in question.

This Bilingual Education can be extended to the end of high school, getting a bilingual high school diploma, doing the final examination through the target language or through both languages, German and the L2 (Christ, 2002).

Moreover, there are more flexible models of Bilingual Education, foreign language programs called “foreign language as a working language” (following the Austrian model, which will be explained later). These consist of the use of the target language in specific interdisciplinary projects, projects in a given subject, international projects, working groups geared to work a particular topic in a particular subject, specific subject classes developed in the foreign language replacing the own foreign language classes.

This model clearly intended to extend the possibilities of using language as a working language. However, at the same time it's being favoured the transmission of cultural knowledge and intercultural experiences.

Finally, there are schools, mainly primary, as in the case of Europe Schule in Berlin, in which learning takes place in almost all subjects in both languages. Student groups are usually made up half of students with German as mother tongue and the other half is usually formed by immigrant students with a mother tongue different from German. The classes of different subjects are taught with the peculiarity that each session develops equally in both languages: German and L2 chosen.

There are several points that all German schools, regardless the bilingual model they kept, have in common.

Teacher must have certain requirements: knowledge of the subject, linguistic knowledge of the language (almost bilingual person), good knowledge of German as a language of instruction and good knowledge of the didactics of both language chosen and the specific subject. They often assist to specialized seminars for training on how to bilingual classes should be carried out. They are fully aware of the need to engage, planned and work together in cooperation with the other teachers.

There is a wide range of learning materials and strategies used in the bilingual classes, such as diagrams, maps, reports, newspaper articles, graphics, pictures, movies ... Foreign language is used as much as possible and the mother tongue as needed, it is obviously used more in the early grades but the main objective is to transform the foreign language in the class and thus working language, carefully and in a planned manner.

The subjects chosen to be taught in bilingual, are mainly subjects related to social sciences (especially in secondary). So that, it is intended to convey intercultural competence, understanding the different behavior of the exchange countries (not just the knowledge of the country, but a critical approach about the reality) through texts, reports, videos, cartoons, statistics, polls and surveys, interviews, texts and data comparison, youth testimonies extracted by youth magazines, with opinions on topics such as family, church, life plans...

This approach is intended to have an understanding of the different ways of looking at education, family, family relationships, school life, leisure activities, relationship with religion and politics... As well as the role of the family, friends, teachers, social rules ...

This type of knowledge helps to generate an image of the reality of life in other countries through biographical texts and extracts from newspapers or magazines that can be transformed into role plays that can be performed by the students.

Finally, it's indispensable to say that there is an intense international life in bilingual schools: exchange of students, meetings with exchange centers, international range projects, international certificates and diplomas offered, as well as linguistic olympics, language contests or competitions.. This entails that these bilingual sections usually have a tendency to plurilingualism.

#### The case of a Bavarian Primary school

In Germany there has been in recent years two areas with a strong innovative character, one of them has been the nationwide implementation of languages teaching in Primary Education and the other, the new approach of Bilingual Education.

The early beginning on language learning focused on the primary stage is justified because there is a high level of motivation among students, allowing elementary students imitate without any fear the model that the teacher represents.

The bilingual sections offer languages such as English, French and Italian.

Some authors (Fiener-Schachtner, Huber and Nünlist, 2004) highlight the need to improve the linguistic and didactic-methodological competences of the teachers and the equipment of schools in terms of authentic materials to use in bilingual lessons because nowadays is the teacher who is in charge of it.

A pedagogical experiment conducted in the 7th course of an elementary school in Bavaria, give us an example about how is necessary to carry out the CLIL methodology to achieve successful and relevant results among students. (Karle, Krieger, Mayer-Felsenstein and Schulze, 2003).

The class is a group of 16 students, almost all immigrants with a medium yield and with very different working behaviors.

The bilingual teaching team consists of the tutor, sciences area professor, the home teacher and the English teacher.

They all have agreed to maintain good coordination between the different teachers and the tutor, setting regular meetings to exchange information and experiences, to discuss about the methods to be used and so on. It has also been carried out an exchange of experiences with colleagues from Spain and Finland within the framework of the Comenius project.

It was agreed to implement Bilingual Education through specific teaching units according to the 7th grade curriculum. The target language chosen was English along the academic course 2002-2003.

In science classes were chosen teaching units as the circulatory system or the respiratory system, very practical units using very visual materials.

The authors report that has been surprising that students did not have any fear of using technicalities in English. The teachers always tried to keep the motivation of students making them feel special by getting to know and use these difficult words.

Classes were develop through pictures, PowerPoint presentations, models or real objects, using conventional or illustrated dictionaries for students to acquire new concepts.

The students quickly developed the need to express these concepts in sentences. A multifunctional vocabulary was made with a few verbs and adjectives. They also made a group of flashcards of the main vocabulary of the different units. This vocabulary was also worked in the English class, as well as the correct application of these functional phrases.

The enthusiasm of the students at the time of speaking was different, while some spoke in fluently, trying to use the new words and structures, others used a mixture of German and English. Others, on the contrary spoke very carefully and afraid to make mistakes.

The motivation so high in the first teaching units, it was necessary to keep introducing various materials as the students began to realize that these types of classes implies more effort and concentration.

One of the main conclusions obtained was that students communicated to each other really carefully when they were using a foreign language, choosing the more



adequate words and simple sentences easy to understand. This way of communication was extended to the use of their mother tongue.

The report also concludes that as teachers we should try our students to work independently and trying to use the foreign language when they're working in groups

Moreover, the home subject, chosen for being a subject merely practical and totally appropriate for bilingual classes, was a success.

The ingredients were shown while they were cooking, which was very visual , using very simple sentences to explain what they must do. During the cooking process, many students asked short questions in English.. Due to listen the given instructions in simple English, the listening comprehension was improving and it was also developed a kind of pride among the students to be able to demonstrate what they had to be done at the moment through practical actions.

Bilingual classes and foreign language classes were characterized by the use of a constant repetition, promoting mime and gestures and implementing various relaxation techniques to improve concentration (breathing exercises, progressive muscle relaxation, and exercises of silence). The instructions were transmitted through simple sentences and always in English. There was gradually growing a predisposition of students and their listening comprehension.

In order to learn the vocabulary and grammar in a deductive and individual way, it was very important to use the media and multisensory methods (show and teach concretely how something is done, images, pictures, synonyms indication, contextualize).

Caused by the fact that most parents could not help students because of the lack of knowledge of the L2, teachers and students agreed the vocabulary flashcards study which was questioned periodically.

Regarding to the main aspects highlighted in the study are the difficulty in coordinating among all the teachers involved, which meant a lot of time. In addition to the development of all the teaching material used in the bilingual lessons that barely exists in formal education, which also involves a great deal of time.

### 2.4.2. Spain

The situation of foreign languages learning in our country is constantly changing. This language learning is articulated under the heading “Competences and knowledge for the 21<sup>st</sup> century society” (Eurydice Report, 2004-2005), with the aim of ensuring that all students get a high level of proficiency in two foreign languages and to encourage the use of different languages in different communicative situations. In 2005 the Ministry of Education and Science presented a new education law, characterized by important changes in the field of languages. One of the most important changes was the fact that the teaching of a foreign language will begin in the second cycle of Infant Education when the kids are 5 years old.

This trend to begin the learning of a foreign language at an early stage was first implemented in 1993 when the study of foreign languages started at the age of eight (3<sup>rd</sup> grade of Primary Education) while until that moment the children had begun to be taught in the sixth grade of Primary, when they were eleven.

Although more than starting the learning of a foreign language in an early age, we should pay more attention to the intensity and the amount of time devoted to it, and the relevance and significance that is given to that second language. Therefore, it is through a bilingual program by CLIL methodology, as we can ensure meaningful learning in a relaxed and spontaneous environment, where children learn in a natural way, giving meaning to learning a foreign language in real and everyday life situations.

We can say that there are two very different models of Bilingual Education in our country. On the one hand, the official curriculum can be taught in the official language of the country (Spanish) and another co-official language in certain regions: Catalanian, Valencian, Galician and Basque). Moreover, the curriculum can also be taught combining the official state language (Spanish) and other foreign language, usually English. There are also a few pilot project which are using French.

Talking of the latter model, which is what interests us in this study, we can say that it was implemented in Spain in 1996 with the agreement between the Spanish Ministry of Education and the British Council with the aim of promoting knowledge of the language, culture and history of both countries.

This bilingual program is to teach some curriculum subjects through a foreign language, English in this case, in the stages of pre-primary education, primary and lower secondary education.

The number of hours of teaching time through the foreign language should not be greater than half of the curriculum and not less than 40% in primary education and 30% in Infant Education. Therefore, there are dedicated to teaching the foreign language subject and the subjects whose contents are taught through English about 7 hours in Infant Education to a maximum of 12 hours a week in the last years of primary stage or lower Secondary.

The subjects chosen to work following this new educational approach are part of the content of natural, social and cultural environment, artistic education, mathematics (basic concepts), artistic education or physical education. In Secondary, the subjects chosen to teach their content in English are often geography, history and science.

It should be noted that there are no admission requirements for pupils to receive CLIL type provision. The only requirement is that the school had the human resources to carry out a detailed and coherent proposal to get into the bilingual program, in which it is specified the number of hours spent, the chosen subjects, methodology and agreed planning etc. and that it should be approved by the Ministry of Education.

The main objectives so that more and more schools in our country are supporting this type of education are:

- promote awareness and use of Spanish and English
- to enable students get relevant certificates proving their knowledge in the foreign language at the end of the compulsory secondary education.
- to foster the exchange of students, teachers, teaching methods and experiences

The methodology used in bilingual sections involves a communicative, participatory, active and motivating approach. It is important to work in small groups favoring the use of the foreign language as much as possible as well as coordination between all the teachers involved.

The teachers who teach a subject through a foreign language have to be an Infant or primary general teacher with enough foreign language proficiency (B2-C1) or

English specialist teachers. In secondary the teachers should be specialist teachers in the subject and with an appropriate level of language competence.

### Andalusian Situation

European linguistic policies have been implemented in Andalusia through the Plan de Fomento del Plurilingüismo (2005), a document designed by the regional government in order to promote the learning and use of other languages in line with the European 1+2 initiative. Research has underlined the need for the modernization, given that more than half of the Spanish population (56%) does not speak any language other than their L1 at that moment (European Commission, 2006).

The implementation of bilingual sections in Andalusia (Casal, Moore, 2009) began in 1998 with eighteen French and eight German schools and, it has been expanded recently: from the twenty six schools running experimental schemes prior to 2004, there was an increase to 250 schools in 2006, getting 403 in 2007 and 518 in 2009, involving more than 40.000 students. These bilingual sections use the CLIL methodology, choosing predominantly English as a target language followed by French and German.

The specific objectives of the bilingual school programme are:

- The learning of some content areas will be carried out in a language other than the L1.
- The methodology will be based on communication and interaction by means of language immersion and the balanced development of oral and written skills, both in Primary either in Secondary.
- From the linguistic point of view, the goal is to develop the main linguistic competences and a linguistic consciousness using the foreign language.
- To offer the opportunity to foster a special development of learners' metacognitive skills using the foreign language in a natural way.
- The bilingual context multiplies the circumstances to use the foreign language efficiently in different academic and professional fields.
- Students will develop cognitive skills through observation and analysis of learning processes manipulating diverse linguistic codes.

- From a cultural point of view, bilingual sections will be in touch with other realities from an early age, growing their interest in new cultures and understanding their way to comprehend different aspects or daily topics.

Basque Country situation:

The implementation of CLIL in Spain, particularly in the Basque Country, is relatively new, with initiatives taken by the Department of Education of the Basque Autonomous government mainly in the past five years. When the Basic Law on the Standardisation of Basque was implemented in 1982, three linguistic models were established to give the opportunity that students could learn in Spanish and or in Basque. One of the models consisted in teaching all subjects except Spanish in Basque; in the second model, both Spanish and Basque were used to teach all the subjects and the third model involved to teach all subjects except Basque in Spanish. (Ruiz de Zorobe, 2008)

Apart from these models, the Department of Education of the Basque Country established a programme to promote the proficiency acquisition of a foreign language, mainly English or French through teaching a non-language subject using the CLIL methodology.

Thus, a wide number of centers in the Basque Autonomous Community have begun to teach one or two non-language subjects through a foreign language. These subjects usually are social sciences, sciences, music and technology. And the bilingual programme has been generally implemented at the compulsory secondary education.

During 1996-1999 a pilot scheme was implemented in 13 schools in the Basque Autonomous Community (Marsh, 2002). The project started in Primary but it was also extended to secondary. The exposure to the foreign language was low (90 minutes per week in 3 sessions of 30 minutes). The results obtained were considered favorable although there were some discussions about the step from bilingualism to trilingualism and the decision of the age to start to learn the foreign language (Most schools start English as a third language in infant education). The pilot has resulted in a decision being reached to introduce a foreign language, English, in some 300 primary state schools during 1999-2000. The methods used are CLIL/EMILE, integrating content and language through major emphasis on interaction and starting with a task-based approach at primary to end with a full CLIL/EMILE subject approach at secondary.

Through a study applied on this community (Ruiz de Zarobe, 2008), is demonstrated that linguistic competence between two groups of high school students follow two different CLIL programs (in terms of the amount of time of exposure to a foreign language) and another group within a program where foreign language teaching is through traditional language classes is substantially different in favor of the CLIL groups.

These groups have gained greater lexical richness, higher levels of proficiency on the speech production and more fluency speaking than the group in a non-bilingual section.

Thus, it's verified that the amount of exposure and good English language proficiency results are closely related, because even among CLIL groups, there are differences in favor of the group with bigger exposure to the English language.

The results obtained from this study support other studies wich show how CLIL students present significantly better results in receptive tasks such as reading comprehension tasks, global texts or analyses regarding lexical richness and complexity (Jiménez, 2007; and Ruiz de Zarobe, 2006)

### **2.4.3. Italy**

The CLIL concept is considered related directly to two terms in this country, bilingual teaching and vehicular teaching. The vehicular teaching started at the late 1990s and it refers to the teaching of both content and language using two different languages, the state language, Italian in this case, and a regional language such as Friulano in Friuli, German or Italian in Ladino-speaking areas of the province of Bolzano or French in Valle d'Aosta.

This type of educational approach is based on the use of different foreign languages to teach the content and concepts of non-language subjects and is aimed to improve the students' competence in foreign languages studied at school in order to become capable of using them as means of communication in two language environments. This educational model is regarded by innovative teachers who want to reinforce and enhance the study of foreign languages, motivating students with a real use of the target language.

In terms of vehicular language teaching, the international upper secondary schools have been teaching history and geography through a foreign language since the 1980s, whilst in European upper secondary schools teach one or two subjects through a foreign language since the 1990s. So, this country has experienced bilingual education in just upper secondary schools but this development has led to the emergence of many different projects at regional colleges, universities or regional institutes or simply projects that arise spontaneously between teachers seeking to innovate.

So, it is important to stress that in Italy there are no centralized CLIL actions. A number of initiatives and projects run by the provincial or regional authorities or for schools or teachers themselves, began to rise after the school autonomy (1997) was established (1997). Therefore, CLIL is more oriented to informal and self-training actions in this country. It is the personal initiative of teachers and principals in trying this new methodology what makes these bilingual modules were implemented.

In all these projects, the subjects taught in a second language vary. In primary and secondary schools the emphasis is usually sited in science, art, geography or technology, while at upper secondary level is usually taken in history, biology, ecology, chemistry, physics, science, mathematics or economics.

All these projects are usually aimed at the creation of a natural and real foreign language learning environment to help students gain practical experience in a familiar context.

Nevertheless, the hours per year that this approach usually occupies, is not particularly remarkable, because it can usually varies between just 10 and 20 hours and the most used languages are English, the French or German.

However, they are having some problems due to the lack of qualified and specialized teachers in the field, the lack of relevant materials and resources to evaluate the results and processes.

Due to this situation, it has begun an intense interest in CLIL by publishers about school materials. Recently, It has been published several school books with interesting initiatives or cross-curricular projects where content and language are fully integrated in a balanced way.

These initiatives or projects tend to occur primarily in northern Italy, such as Lombardy or Milan. A study in 2007 showed that there had been a consistent number of experiences using this methodology among 105 schools.

Some projects to be highlighted could be the next ones:

In 2001, IRRSAE (Regional Institute of Educational Research and Experimentation) Piedmont and the Piedmont Authority for Regional Education implemented SLIL (Science and Language Integrated Learning) for two academic years. This project that involved more than 45 classes from different school levels involved the use of a foreign language to learn science curriculum content.

In 2002, IRRE Emilia Romagna administered a regional survey on CLIL experiences. Thanks to which it was demonstrated that more than 26 schools were using CLIL in diverse projects.

The Goethe Institute has recently adopted the project "CLIL-Per interculturale dialogue in Europe" which uses the German language as a vehicular tongue to develop different History modules in Italian schools. These modules are focused on significant events that occurred in the 19th and 20th century which represents important points of the development of contemporary Europe.

Finally, it's necessary to point that it's been developed an awareness among the educational community of the need for training on the methodology used in bilingual environments. Therefore, there are presented numerous seminars on CLIL at regional, provincial and local context, as well as forums in which teachers are given useful CLIL materials and in 2007-2008 the University of Molise offered a master course of this approach.

#### The case of a Regional Primary and a Secondary school in Italy

This CLIL project is carried out experimentally during 2001-2002 in the Lombardy region (Marsh, 2002), involving 30 schools and 3 or 4 teachers in each school (1000 learners, 120 teachers). One of the reasons for its implementation has been to access CLIL as other specialized schools in Italy had done (mainly international schools).



The teachers of these schools have been instructed in CLIL, and the use of new technologies to produce suitable materials that allow them to create an environment where dialogue and information flow.

Schools are located in a monolingual environment, where has been established a low exposure of the target language (5-15% of teaching time) and the target languages chosen has been English, French, German and Spanish to develop different themes in diverse subjects (Maths, History, Science, Geography, Art, Music ...)

The professors who conducted the program are foreign language teachers or teachers of the subject, predominantly non-native speakers. They all maintain a relationship of cooperation necessary to achieve success in this type of methodology.

They use an interactional speech and tranlanguaging is also used. It's given more importance to the content of the subject at higher levels, and there is more emphasis on language in the lower grades.

CLIL is regarded as an enhancer of learner self-confidence and interest in languages, particularly in terms of fun. There are positively influencing attitudes towards both languages and languages learning.

It has been reported a significant attitude change in language learning in Italy in the last 10 years. Due to rising immigration and internationalization, the importance of languages has also been growing. Therefore, CLIL may be one means to address and face these expectations.

The teachers involved in this programme have been impressed by the speed of language learning in students, even after a few hours of implementation of CLIL in Science for example. At primary level, they have observed that through CLIL / EMILE learning a foreign language becomes real in the learning environment and the children respond very favorably to this.

Through CLIL, they wanted to provide added value following these principles:

- Inter-cultural comparison according to different perspectives, mainly in relation to important historical and cultural events.
- Development of specific methodologies CLIL / EMILE at any level and in any subject

- Identify similarities and differences between the target language and the mother tongue

#### **2.4.4. France**

In France, there are different types of CLIL / EMILE in development in both public and private schools.

The first is offered in international sections (1981) where is established in primary and low-secondary schools and European sections (1992) where is just implemented in secondary schools (colleges and lycées).

The main aims for this type of education is to reach students' motivation by modern language learning, to facilitate the integration of foreign pupils and to improve their proficiency in the target language.

The subjects decided to teach through a foreign language, which are mainly English, German, Spanish or Italian, are chosen in relation to their potential to promote the development of students' communicative skills in the target language, giving them the opportunity to exchange and share their ideas about the culture of the country involved. It is due to that there are a lot of cultural activities planned in these centres and international school exchanges are also offered with the main objective of using the foreign language as the medium for communication. Subsequently, the main subjects chosen are history, geography and economics, while mathematics or other scientific subjects are also possible options.

It's remarkable to talk about the admission criteria that students have to pass to enter to these bilingual sections. Pupils have to take an oral test or written test, depending on the level they want to access (primary or secondary) to assess their proficiency in the target language. It is also valued if the student has spent a period abroad or has attended to a bilingual primary school. The school head makes recommendation regarding admissions to the inspector who is the one taking the final decision.

At the end of each year, the school head in coordination with the teachers involved, examine the results of each pupil and evaluate if he/she is able to continue

with this kind of education or if it would be better that he she be transferred to a conventional school.

The second type of CLIL provision, established from pre-primary education to upper secondary school (colleges and lycées), combines the use of the state language (French) and other regional languages such as Basque, Breton, Catalan, Corsican, Creole, Gallo, Occitan, the Alsace regional languages and the languages of the Moselle and Tahitian regions.

In these types of bilingual schools, the curriculum is taught in two different languages for the same amount of teaching time (12 or 13 hours each language) and as the previous model, there are procedures of teaching in two languages given by the director of Ministry of Education and indicated in the school plan.

The third type refers to lycées where two languages, French and German, are used in secondary education and a cooperation relationship between France and Germany is maintained (1987). Two subjects, German literature and geography-history are taught through German for three-four hours each.

The most interesting CLIL implementation in France takes place in the *Sections Européennes* (European Sections: SE).

According to an initiative by the Ministry of Education (1992), the government allowed schools a certain degree of independence to open European sections in the language that they choose according to school projects, resources or local circumstances.

In operation since 1992, the European sections began as a limited experiment that has been in constant development and has increased 50 percent in the last two years (2000-2002) and is now spreading to vocational training.

It is estimated that some 2508 schools (mainly secondary) are SE, including 134 vocational schools.

The selected target languages are English, German, Spanish and Italian, and some others such as Russian, Chinese and Dutch.

The exposure to foreign language is usually considered low or medium (5-50% of teaching time) depending on the educational center. In the first years of secondary

education, foreign language teaching is increased in two hours a week; then, for the rest of the courses teaching of one or more subjects through CLIL is conducted.

The subjects chosen to use CLIL with, are usually all but French and Philosophy (Science, Maths, Music, Fine Arts, PE, History and Geography but mainly linked in one).

It's remarkable the need for cooperation between teachers of the language chosen and the subject or subjects in which CLIL is used.

As for the type of discourse used in the bilingual lessons, should be focused on using a continuous communication and interaction that facilitates the use of the L2 or L3. The teachers of the European Sections choose activities that allow meaningful communication between teacher and student and vice versa and between students.

Trans-linguaging is allowed when avoiding an interruption in communication, although it is not normally used.

A special certification CLIL / EMILE is given to the students at secondary level. In the baccalaureate level has been considered from the beginning, with a mention called "*section européenne*" or "*section of langue orientale*". It's necessary to pass a specific exam at the end of the baccalaureate to obtain it.

Teachers in secondary education in France are qualified to teach only one subject, consequently, teachers who teach through CLIL / EMILE are subject teachers with a proficiency level on the target language, certified by language inspectors through the delivery of a habilitation. They have to pass a competitive examination which evaluate their qualifications, experience and capability to teach one non-language subject in a foreign language

In a near future it is planned the specialization of teachers with a master's level qualification for CLIL / EMILE, providing them the official recognition of their responsibilities and capacities towards this approach.

The ICTs are linked to CLIL in different aspects. On one side they are a source from where teachers can get suitable materials for the development of bilingual classes and otherwise they play a very important role in cultural exchanges experiences with other countries.

To sum up, the SE in France are considered as a contribution to language learning and as a tool to achieve learners autonomy. CLIL / EMILE gives the possibility to be familiarized with different communicative situations that allow learners to gain confidence in communicating each other. It is also considered an approach that involves a change in pedagogical practices and a change in the teaching and learning attitudes.

#### **2.4.5. Austria**

At the beginning of the 1990s, CLIL was introduced at schools in order to encourage the use of foreign languages, raise cultural awareness and develop motivation.

We can talk about two different bilingual models. On one side, the Vienna Bilingual Schooling (VBS) is implemented in schools where a class consists of 50% German-speaking students and 50% English-speaking students who are taught diverse subjects through a FL for a year. On the other side, Dual Language Programme (DLP) is implemented in schools where are mainly German-speaking students and is based on teaching subject content in the target language, mainly English for clearly defined periods of time.

Since 1989, the introduction of foreign language teaching in the first year of primary education (6 years) has been mandatory in this country. In primary education, the foreign language (English or French) is taught in a cross-curricular way that includes its use in compulsory subjects such as mathematics, science, art, music or physical education for short sequences of time not exceeding one or two hours a week with the goal of introducing students to the teaching of foreign language as a medium of instruction or communication in a natural and spontaneous.

In high school, interest in CLIL has grown in recent years, developing different initiatives or mini projects in the subjects of geography, history or biology conducted by German or English speaking qualified primary and secondary staff.

The methodology used in this programmes is characterized by carrying out a holistic approach play oriented and designed to motivate and attract children, giving more importance on listening and speaking, putting emphasis on hands on learning for all subjects, cross curricular activities and trying to involve Austrian teachers and native

speaker teachers. Students are not formally assessed and there is not a certification which just informal

CLIL activities are voluntary and depend on the resources of individual schools so there are no official admission criteria to access to this kind of education. When a school offers it, the parents are informed about the project conducted. However, to attend to VBS programme there is a special procedure that involves an introductory talk to assess children linguistic ability to decide if they can face to attend to a bilingual school or not.

Taking the case of a model implemented in a primary school in Salzburg we can see the features that CLIL approach is having on this country. (Marsh, 2002).

This model begins in 1993, over four courses (6-10 years) in 14 schools where a subject is taught through English for an hour a day. Therefore, the exposure to the language is considered low (5-15% of teaching time). These hours are taught by a teacher with a near-native speaking competence.

This model is a form of “language shower” in which pupils are exposed to continuous, motivating and interesting activities using the foreign language, which allows the development of certain skills in the use of the L2.

The environment where this model was established is practically monolingual and the target language used is English.

The subjects chosen to work through CLIL are mathematics, PE, music, arts and crafts and general Studies.

Teachers holding this model of Bilingual Education are teachers with sufficient competence in the target language, almost native speakers. They try to keep primarily an interactional discourse, allowing the students express themselves in the foreign language. There is a greater emphasis on language and communicative skills more than the content of the subject. In these classes, although it is seek to ensure the use of the L2, both German and the target language are used.

There is no existing certification attesting that the students have gone through this bilingual experience, just informal acknowledgments that reflect their involvement in this kind of projects or programmes.

Finally it is noteworthy that no special importance is given to the use of ICTs in relation to CLIL, but learning how to use them is within the official curriculum in the country.

CLIL is regarded in Austria as a way to prepare students, building a self confidence in the use of language and an opportunity to wide their horizons in terms of other languages and cultures.

It is also valued as an enhancer of mother tongue consciousness. Students when communicate in the L2, they're unconsciously comparing both languages, the target language and the mother tongue, which results in a reinforcement of both. As it has been previously said in other countries exposed, it was found that the spoken and communication skills in the mother tongue could be enhanced by the use of a foreign language in real and natural situations.

#### **2.4.6. Finland**

Since the beginning of the 1990s individual teachers and schools started to offer CLIL provision in order to increase the interest in learning foreign languages, to get language proficiency of students, to support internationalization and to enrich the school's image. It has grown in a variety of forms and in all level around this country and we can talk about three different types related to Bilingual Education:

- The curriculum is developed in two official state languages: Finnish and Swedish.
- The curriculum is developed combining the state language plus a minority or regional language: Finnish and Sami.
- The curriculum is developed combining the use of a state language with a foreign language: Finnish and French, English, German or Russian.

At schools, CLIL is firstly introduced as language showers at primary level to prepare pupils for later content-language learning, to develop their interest in languages and to engage students with a play based methodology. The most popular subjects to run through this methodology are sciences, music, art and crafts and PE because all of them have a strong practical dimension and less conceptual content, what facilitates the understanding and reception of the language and content learning.

At secondary level, the subjects tend to be more conceptual than in primary: economics, history or geography. Yet the main widespread subjects are still the ones focused on more concrete, practical and experimental aspects.

The duration of CLIL provision vary depending on the individual schools. Some of them experiment with the use of a foreign language to teach all subjects for a week while others offer one term or a whole academic year. Yet, others offer CLIL for long periods that during several years.

It is remarkable that no admission criteria are required to access to bilingual schools and the pupils are assessed using the same criteria wheter they have been involved in a CLIL programme or not.

In relation to this country there are two experiences that can give us an overview of CLIL approach has in it (Marsh, 2002).

The first case is in Turku small metropolitan area, which has a group of kindergartens and four specialized schools in CLIL / EMILE in English, French, German, Russian and Swedish.

The first case is established in a mainly monolingual environment and the CLIL methodology has been implemented between 1990 and 1995, involving more than 1.000 students and about 90 teachers.

Depending on the grade and the school, the exposure is more or less, there are schools with low, medium and even high exposure of the time of teaching.

In all subjects are taught themes or elements through the target language except their mother tongue but not all subjects and in all the years must be taught compulsorily through a foreign language.

The teachers are a mixture of subject and language teachers, but they're mainly non-native speakers who have an excellent level of speaking in the target language.

These classes focus predominantly on content, but the methodology they use is very sensitive to the language they want the student acquired. They are mostly interactional through meaningful teacher-learner, learner-teacher and learner-learner communication.



Generally in the first levels, teachers always use the target language, however, the pupils use their mother tongue to speak. But they finally end up using both the target language at higher levels.

The use of computers is increasing its importance in relation to this educational approach, and the use of appropriate hardware and software.

Participation in CLIL / EMILE is quoted in school reports, obtaining a special and external certification in English and German.

CLIL is regarded as a facilitator of language learning, getting children to become communicatively advanced in both languages. It's also highlighted the improvement of these students in the use of analytic skills.

The second case to cite in this country is from another region, Lapland, located this time at the border between Finland and Sweden.

This region is characterized by a high unemployment rate and therefore it has undertaken this initiative with the aim of preparing young people for their future in a multilingual Europe. CLIL / EMILE allows schools to respond to the demands and socioeconomic challenges they face every day, offering quality education, achieving encouraging results, especially considering the low investment of money needed to implement this methodology.

In this case, the CLIL model has been applied in three schools, two primary and one secondary. It was implemented between 1989 and 1992, involving about 600 students and 60 professors.

The school environment is bilingual and the target languages used are Swedish, Finnish and English.

The exposure to language is medium-high (15-50% of teaching time). And regarding the subject field differs in the schools.

In all CLIL / EMILE is carry out in the form of "theme-oriented" courses that combine content from different subjects. But the difference is that one of the school use both languages, Swedish and Finnish in their lessons, while the other two schools choose one of the target languages: Finish, Swedish or English.

The teachers are a combination of native speakers of the target language, non-native speakers, language teachers and teachers of other subjects. The methodology they use makes a special emphasis on the subject matter rather than the acquisition of language, although it is intended that the methodology used in the different lessons in a sensitive way to get the students improve their skills in L2.

The type of speech used is highly interactional and transactional and translanguaging technique is seen as a positive and constructive part of the educational experience, not a weakness. Teachers give special interest in the use of it, so it can be considered one of the key parts of the methodology of these schools.

In two of the three schools is not given any official accreditation according to the CLIL experience. However there is one that provides students a specific diploma to whom have passed this experience.

The use of ICTs is not an important element of the educational delivery of CLIL / EMILE at schools, although it is considered an important element of school learning.

Teachers agree that the communicative skills of the pupils are enhanced compared to conventional monolingual schools and that there is some evidence the respective mother tongue skills may also be enhanced. There is a development of linguistic self-confidence, good non-language subject learning skills and possibly development of mindset which is receptive to culture diversity

#### **2.4.7. The Netherlands**

There are two different models when we talk about Bilingual Education in this country. On the one hand the curriculum can be taught combining the language of the State (Dutch) with a foreign language. On the other, the official language can be combining with other regional language (Fryslân), although this is still a pilot project in a certain area.

CLIL in the Netherland has rapidly grown and expanded from 1989 till the current moment. It is mainly spread to secondary education and English is the principal language used. CLIL has been running into this country with three clear objectives:

- to obtain a better command of a foreign language.

- to become a means of preparation for and an orientation towards a more international society.
- to give the opportunity to study abroad.

There's not Ministry of Education guidelines regarding the content of CLIL, its subjects or its timeframe. The Ministry of Education says that only half of the total hours of the curriculum should be taught in English, the Dutch curriculum must be followed and that the introduction of CLIL in schools should not become a negative effect on the acquisition of language proficiency in Dutch.

However, schools, supervised and coordinated by the European Platform for Dutch Education have developed a form of self-regulation by establishing a standard for CLIL (1998). This standard is considered as the main guideline to be followed by new schools which want to achieve success and quality CLIL provision. The standard recognizes four components: results, educational process, quality, preconditions. It can be summarized as follows:

- The results they wanted to achieve was proficiency in English, Dutch and mastery of content matter, similar to non CLIL / EMILE students and development of an international orientation.
- The educational learning process should be characterized by: 50% taught lessons through English, at least one native-speaker in the CLIL / EMILE stream, use of authentic teaching materials, the English language teachers play a key role in using the target language in the language lessons, internationalization: CLIL is supported by international activities including exchanges, portfolio development for international students, which demonstrates extracurricular activities and a varied programme, CLIL teacher should meet the requirements to fit in a CLIL / EMILE teacher profile.
- The conditions for the streams are to maintain the CLIL teacher professional development, teamwork and coordination between them.
- Quality assurance.

In order to ensure that students learn a variety of registers and styles in the foreign language, the types of subjects offered at schools need to vary. Subjects should include at least one social science, one natural science and one creative subject. In years

1-3 in secondary, the 50% of the curriculum is taught in English. There are just a few schools that offer CLIL in upper secondary education (4-6 years). In these schools, students have to choose a subject combination science, culture and arts or history and social sciences. In addition they should write a specialized subject paper and participate into international activities. These students will obtain a certification given by the European Platform to demonstrate the students' interest, involvement and achievement in CLIL type provision.

In this country, CLIL is getting quite demanding for pupils so there is a selection procedure nearly in all schools that consists in the evaluation of the marks the students had in primary education, a report given from their last schools, their motivation and their knowledge of English.

The pressure exerted by parents at the end of the eighties gave the access to CLIL / EMILE to international schools. Thus, 7 of the 8 international schools sponsored by the Dutch Ministry of Education adopted this approach (Marsh, 2002).

In 2002 there were 34 schools offering CLIL / EMILE through English at high school education. There was also a school applying it through German. At the end of the same year they became 45 schools (2002-2003) running this methodology. All schools taught fifty percent of the curriculum through English as the target language and the other fifty percent would be in Dutch (high exposure of teaching time). The final exams would be done in Dutch with the possibility to do them in English.

CLIL is established in schools surrounded by a monolingual environment. The target language is mainly English, with a high exposure of instructional time. The aim is to choose at least one of the following subjects: sciences, social sciences or creative and sports.

The teachers are usually Dutch subject teachers who teach through English. There are also some native speakers of the target language. They give more importance to the content of the subject itself instead of the teaching the additional language itself, they see it as a means of communication to acquire contents. They use a purely interactional discourse, often used Dutch-English glossaries and trans-linguaging technique is just used to teach very specific contents.

It is made great use of ICTs which are considered an import source of authentic materials and resources, providing students a real and native environment to use the target language.

The schools offering this innovative educational approach integrated in their curriculums are some primary schools, secondary and even vocational training schools. The latter follow the same line as previous, taking fifty percent of exposure to the target language and giving greater emphasis to the content over the language.

Final qualification can be achieved with a specification that certify a proficiency competence in the target language. This allows students to have more and better opportunities in the labor market, and a great self-confidence due to have had a practice period working in an international company abroad.

It is believed that through this approach students get a higher competence in English at the end of their secondary studies. They also develop autonomous learning skills which are then useful in working life. This gives them the opportunity of bigger and better job expectations.

These positive results have been reported in a regional landmark study (Huibregtse, 2001) which has also shown that there is no negative effect on the development of the mother tongue or in the quality of content-subject teaching.

Furthermore, the relationship this approach has to the internationalization of schools makes it more attractive for students. The program must contain international and extracurricular activities Drama, international exchanges or cooperation in projects with teacher and students from different countries. This leads to a more international perspective and a wider and innovative view of teaching through the use of authentic and real materials.

The methodology used allows students to develop additional practical skills: such as searching for materials, using internet, presentations, and other features of improved learner autonomy.

One of the most reported views and discussions is that some teachers say that you teach as you normally teach but through a different language. Nevertheless, such

forms of implementation would not qualified as CLIL / EMILE because it implies an absence of the methodology of bilingual classes used in the CLIL / EMILE.

Besides, teachers in this country assure that teaching through an additional language provides an enrichment of their own professional life.

#### **2.4.8. Estonia**

In this country there are two types of provision related to Bilingual Education. On the one hand, it is used the state language with one or several foreign languages (English, French, German or Russian). On the other, the state language is combined with a minority or regional language, Estonian in this case, in schools where Russian in the language of instruction. This kind of methodology was first introduced in the early 1960s.

The former is more widespread at lower and upper secondary level whilst the latter is provided more widely at primary level.

CLIL type provision at lower secondary schools involves the teaching of subjects such as geography, history, mathematics, biology, physic or chemistry, mostly through English or German.

Schools offering CLIL in this country are autonomous in the amount of teaching time, the subjects or the target language chosen.

The main problem here is that there is no appropriate teacher training of demand for it from the State. So, the teachers who are running this kind of educational approach are language specialists who are assessed in their knowledge of the target language.

As an example of pre-accession country, Estonia faces two challenges. On the one hand, to improve the competences in the national language, Estonian, among the large community of Russian speakers. On the other hand, preparing the population for European integration through giving them the opportunity to enhance the learning of other European languages.

Through a study carried out in five classes of four schools along different cities in the country, involving about 300 elementary students, we could have a picture about how is CLIL used in this country (Marsh, 2002).

The methodology used is an example of Canadian immersion. In Grade 1, 100 % of the curriculum is taught in the target language, Estonian. This total exposure to the language is reduced to 44 percent of the curriculum in Grade 6 and the other 44 percent is in Russian. Furthermore, the remaining 12 % from grade 3 curriculum is taught in a foreign language, mainly English.

There have been some initiatives CLIL / EMILE in the country since 1992 due to popular pressure, however is still in a state of development and expansion.

The study was carried out in schools with a bilingual environment (Estonian and Russian). The exposure to the target language, Estonian is high (over 50 per cent of teaching time) and the goals of immersion intended were to achieve advanced levels of proficiency in reading, writing, speaking and listening comprehension in Estonian, age-appropriate levels of Russian language competence, appropriate grade levels of academic achievement in non-language subjects and strong European skills in a third language.

This case exemplifies how the introduction of CLIL / EMILE can be used for the integration of the Russian speaking minority into the Estonian speaking society.

#### **2.4.9. Bulgaria**

Bulgaria is another example of an accession country. There, bilingual education has existed for half a century so it started to develop at 1950s.

CLIL programme starts at secondary level when students are aged 15. It starts with an intensive course (700 hours a year) to obtain the enough level in the foreign language to be able to follow the subjects offered in English, German and above all, French during the next stage, normally for two or three years. The foreign language covers around two thirds of the total teaching time (3-5 subjects have to be studied using a foreign language) and the rest is addressed to teach the mother tongue, mathematics, physical education, music and plastic arts. So that the subjects mainly chosen to teach through a FL are humanities or social sciences such as history, geography or philosophy.

It is necessary to highlight that students are recruited to access to these bilingual secondary schools on the basis of a competitive exam in the mother tongue and mathematics.

The teaching of non-language disciplines through a foreign language is aimed to have economic and utilitarian considerations (employment and mobility), political philosophical aspects related to this multilingualism and intercultural approach, or concerned with educational or cognitive aspects (motivation due to a meaningful use of the foreign language learnt).

Teachers specializing in CLIL are university graduates whose degree covers two areas of specialization: the foreign language and the subject itself. They are often former students at bilingual secondary schools.

It should be pointed out that Bulgarian Ministry of Education and Science, between 1998 and 2001 gave explanatory brochures revised by teachers of the different subjects to the schools as an instructive information resource. Besides, between 2002 and 2004 a process of modernize practice in the foreign language etaching the non-language disciplines is taking place trying to offer appropriate teacher training, the production of new teaching materials and to facilitate the exchange of experience via network.

The study consulted involves a group of secondary and primary schools in Sofia (Marsh, 2002). The vehicular languages chosen are Spanish, French, English, and Portuguese.

The teachers involved have attended to several forms of development professional on CLIL / EMILE. Most teachers are Bulgarian and subject or foreign language teachers. There are also some native speakers.

Normally, there is a monolingual environment at schools, which have been in operation since 1988, involving about 650 learners and 40 teachers. Language exposure is high and gives much higher priority to the teaching content than the language learning itself (90% -10%).



The type of speech used is primarily transactional and trans-linguaging is seen as a positive and constructive technique rather than a weakness. The subjects chosen are diverse: Biology, Chemistry, Physics, Geography, History, Philosophy ...

The application of this methodology in this country responds to the European objective of being able to communicate in 1+2 languages and also to local foreign language linguistic needs.

They try to prepare the youth to be able to study abroad or study foreign languages in Bulgaria with the aim of preparing the population as members of the European Union. At the moment, these schools are involved in a national project termed “Education for European Union Integration”.

#### **2.4.10. Hungary**

The Bilingual Education in Hungary started to develop in the 1950s. At the moment, we can talk about two types with different aims. On one side, there are schools that offer an education in two languages of instruction (one of them foreign language). On the other side, there are schools that give an education focused on national and ethnic minorities.

The aim of the first type of education is to develop proficiency in the mother tongue of the students and at the same time in the foreign language chosen. Besides, this kind of education based on the acquisition of knowledge of two languages and subsequently two cultures, facilitates education for democratic citizenship, tolerance, empathy, open-mindedness and understanding of the need for international cooperation.

CLIL is provided at primary and secondary level and schools must offer at least three subjects in the target language. The amount of teaching time varies between 35 to 50 % of the whole timeframe. It's necessary to highlight that there are some schools that prepare students to the target language before starting secondary education.

Schools with two languages of instruction can offer all subjects except Hungarian language and literature to be taught in the target language: history, geography, biology, mathematics or physics in secondary schools and singing and music in primary education. The languages used are: German, English, Spanish, French, Italian, Russian and Chinese.

Each school offering CLIL provision is obliged to hire a native teacher of the target language and the other teachers who are participating teaching through this kind of methodology are primary school teachers with a specialization in languages.

Coming back to the other type of Bilingual Education, the teaching of the curriculum combining the state language and the minority language, we could say that continues the line of the latter model. At least three subjects (except Hungarian language and literature) should be taught through the language and the proportion of the lessons has to correspond to 35%- 50% of all weekly lessons. The target languages are: German, Croatian, Romanian, Serbian, Slovene and Slovak.

Through a vocational training school in Budapest we can illustrate an example of successful plurilingual CLIL / EMILE delivery that appears highly advantageous for the main stakeholders, students, employers and the college itself (Marsh, 2002).

This secondary vocational college specialized in economics, provides extensive CLIL / EMILE offering three foreign languages simultaneously.

It's in operation since 1987 and involves about 90 teachers and 800 pupils. The target languages are English, German and French and the exposure is medium (15-50% of teaching time) due to the Hungarian law that decrees bilingual schools can offer a minimum of 35% and maximum of 50% of the curriculum taught in the target language.

Hungarian law also sets to have at least one native speaker of the target language in such schools. The other teachers are target language teachers or subject teachers with enough target language competence although most of CLIL is carried out by Hungarian mother tongue speakers.

The type of speech is highly interactional, given greater importance to content than language teaching and trans-linguaging is fairly minimal.

They give great importance to the use of ICTs and are very well equipped. At the end of the course receive an accreditation of CLIL / EMILE experience.

The main goals sought by this college are to prepare students for the linguistic demands that exist in the labor market, providing them with a high competence in linguistic and communication skills in the target language which makes them have a stronger than weaker position in the job market.

#### 2.4.11. Sweden

The earliest CLIL experiments in Sweden are from the early 1980s and were inspired by the Canadian language immersion programmes, although it is the 1990s when it started to be more widespread.

CLIL is not specifically promoted by the Swedish State. However, CLIL programmes are considered a measure of recognition. The main aims underlying this type of educational approach are to increase the motivation of pupils by making language learning more meaningful and interesting and to improve their command of the target language and their ability to communicate through it.

There are two types of CLIL provision. On one side, it can be combining the use of the state language with a foreign language, mainly English or German. On the other side, the Dutch can be combined with a minority language with official status such as Yiddish, Finnish, Romany Chib, Sami, Meänkieli.

Most CLIL provision occurs in municipal schools for compulsory upper secondary education. There are also some CLIL pilot projects, consequence of voluntary initiatives of individual teachers, at primary school level and specifically pre-primary level and there are some schools with International Baccalaureate as well.

On the one hand, some schools integrate CLIL in individual subjects (social, natural sciences or sports) and on the other, schools prefer to reserve CLIL for cross-curricular projects, thematic days or week, international exchanges, etc. The target language is usually English, although some schools offer German, Italian or Spanish.

The majority of these schools offer CLIL provision for a significant period of two, three, four years and there are any admission requirements to access to it. But, as CLIL is not promoted officially by the State, there is no recommended minimum of time, neither a special assessment nor certification of CLIL provision.

The case of a lower secondary school in Sweden can exemplify the introduction of German as a vehicular language in a school which has students from Swedish immigrant backgrounds (Marsh, 2000).

The main pedagogical goal in this school was to find a manner to enhance German learning and to avoid giving up a third language learning because "languages

learning is difficult." The emphasis to achieve that was given on the cultural dimension in the development of CLIL approach. For example, there were carried out several visits to Germany and German students and visitors were received each year at school to share the lifestyle and German cultural conceptions comparing them to the Swedish ones.

The school was located in a monolingual context, although some immigrants had another mother tongue than Swedish.

This program was implemented from 1998 to 2001 and repeated in 2002 due to its success.

About 33 learners and 4 teachers (an experienced and CLIL trained native speaker of German and three german speaking assistants) were involved in the German pilot programme.

The exposure of the teaching time was considered low and the chosen subjects were geography, history religion and social sciences. The focus is almost on teaching content in a language sensitive way and the discourse starts being transactional in the first term due to the difficulty students have at the beginning to communicate through the target language but as time goes on the interactional learning takes places and became more commonplace in activities such as role plays as part of history teaching, group work in geography and civilization and so forth, fostering students autonomy.

There is an extensive use of translanguaging. For instance, students often ask questions in Swedish to the teacher, which are answered in German by him/her. But students should repeat the questions in german afterwards so It's proved that students end up using gradually german maybe because they get accustomed to or because of laziness. Teachers however avoid to use Swedish unless it was completely necessary.

Students receive a special certificate of the experience and they use frequently the ICTs mainly because of the exchanges of information between schools.

The CLIL module is considered a successful way to raise the number of young people wishing to study a second foreign language. It's also suggested that student have gone through this type of education have higher communicative competence in the target language than those who have studied it for five years through traditional language teaching.

At the end of the implementation of the programme, the teachers highlighted that the experience:

- Gives a greater willingness to communicate through the target language and to go on learning more about the target language.
- Enhances sense of pride due to being able to do something special by following the German pilot programme. According to the parents, pupils change their attitudes towards the school and learning in a very positive way.
- Enhances sense of language creativity, using different communicative strategies to search for solutions when it's difficult to express their thoughts or ideas through the target language.
- Gives willingness to consider mobility and use of the target language through visiting German speakers in Germany through the exchange and possibly beyond the future.

As a conclusion, the main aspects previously developed are presented in the board 1 (Annex 1) where the situation among diverse European countries is compared.

#### **2.4.12. Conclusions**

Although the term CLIL "Content and Language Integrated Learning" has been expanded rapidly in recent years throughout Europe, the nationally used terms according to the different situations, reflecting whether the emphasis is in the acquisition of a foreign language or the contents of the subject.

To sum up, we could say that most of the countries presented started to develop CLIL at schools around the 1980s although some of them had already begun, as Germany or where bilingual education started in the 1960s or Bulgaria and Hungary where it was started in the fifties. Others started a few years after in the decade of the 1990s as the case of Spain, Austria or The Netherlands. But, all studies on each of these European countries have shown positive results in a variety of degrees and all agree on certain aspects.

Therefore, there are countries in the European Union with a great trajectory using this approach, while others are virtually in its beginning. Although it may be soon to talk about the consequences associated to this methodology in some countries, those where it just takes a few years carrying out this type of Bilingual Education; where

assessment has been made, the results have proved to be very encouraging, both in terms of students as to the methodology adopted. (See European Commission, 2006, Eurydice Report-Content and Language Integrated Learning at School in Europe).

CLIL provision is mostly part of mainstream school education (through its implementation in one or more subjects) or integrated in the curriculum through pilot projects or experimental initiatives with a different number of hours established.

EU initiatives have grown in recent years and therefore national policy-makers in the field of education also are proposing several initiatives according to the own circumstances in each place (See European Commission, 2006, Eurydice Report-content and Language Integrated Learning at School in Europe).

It is normally widespread at secondary stage although in some countries is also extended to primary level and international baccalaureate is also offered in just a few of them, which is also carried out through two different languages.

The duration of CLIL initiatives vary from one country to another. There are countries where CLIL is proposed at schools as mini projects and last a few weeks but, on the contrary, there are others where CLIL programme is established for several years.

Due to the schools autonomy in relation with this kind of initiatives, the amount of content and language teaching time and the subjects chosen varies among the countries.

Sometimes, CLIL programmes start with a preparation course that consists in a wide amount of time of exposure to the target language to prepare students before starting the programme in which several subjects will be taught through a foreign language. But this is usually established in those cases where CLIL is conducted for a few years.

The majority of the cases choose practical subjects related to social or natural sciences, demand a high percentage of interaction during the course of the lessons, practical and hands on activities and experiments, play based lessons and the importance of cooperation between different teachers involved. Most of them advocate the use of ICT or visual aids in relation to this methodological approach and all have

great expectations for the future in languages teaching by using this educational focus, which permits to get great results with just a few means.

As for the target languages adopted, the situation is very complex and diverse as it depends on the combinations determined in each country that can involve the use of one or more foreign languages, regional or minority languages or other official state languages. However, the most commonly used languages are English, over all of them, then German or French and finally Italian or Spanish.

In all the cases, the influence on the amount of exposure to the language in the results obtained of communicative competence in the L2 by students, is ensured (a greater exposure to the language with the appropriate methodology, better results), as well as the defense in the early start of the foreign language teaching.

The use of translanguaging differs from one country to another. In some of them, it is seen as a positive and constructive technique that is used as needed, while in others it is used only when strictly necessary, teaching very specific contents, trying to use the target language as much as possible.

The link to internationalization enhances the attractiveness of this methodology which allows to put the target language skills acquired into practice in a real environment through international exchanges or cultural activities. Besides, its development is rapid and positive and without any cost so it's not surprising the expansion in recent years that is having along all European countries.

It is remarkable that some of the countries like Austria students are demanded to gather some requirements to access to CLIL actions although the majority of European countries don't follow any admission criteria.

Finally, it should be also pointed out that formal or informal certifications are given in most of the countries presented although it is normal kind of a acknowledgement of participating in the bilingual programme.

Regarding to the preparation that the educational community should have about this educational approach we can say that we are in a situation of change and boiling. Generally, professionals working or coordinating these bilingual projects, initiatives or bilingual modules have knowledge of both the language(s) and the subject (s) chosen.

Some countries have resorted to hiring native speakers of the target language chosen, while in others it has been decided to hire teachers of their own country but with a required proficiency level of the target language. Also in some countries have begun to offer a specialization in CLIL methodology in professional development programs or masters at diverse Universities.

In conclusion, we can say that CLIL is a developing phenomenon in Europe. With its application, is intended to achieve a change in the attitude towards the foreign language learning, promoting multilingualism among young Europeans, which involves contact with other cultures at the same time. The interest in this approach is growing in Europe because it implicates more than good benefits for pupils and students.

Therefore, in general, there is a positive view of CLIL in Europe, considering it as a possible means of widespread the EU declared aim of ensuring that most people in Europe should learn at least two foreign languages in addition to their mother tongue. Preparing the youth for internationalization, reinforcing the EU integration and developing intercultural, communicative and learning competences.

### **2.5. Possible future research lines.**

It could be presented a possible future research line based on this work. It would consist in a detailed research of CLIL mini-projects carried out at primary or secondary schools in the previously presented European countries, so as to make a comparison between them to point out the strengths and weaknesses they present.

Thus, a CLIL mini project could be thought and prepared for a primary or secondary Spanish school in order to be conducted and assessed.

## **3. FINAL CONCLUSIONS**

The purpose of the final assignment of the Master was to identify the efficiency of this innovative educational methodology that is being used in bilingual sections nowadays and examine the features of Content and Language Integrated Learning in different educational systems among diverse European countries.

An overview of good practices intended to support the development of beneficial CLIL procedures at schools in Europe. The research tried to create a picture of this approach and identify the strengths and weaknesses of the CLIL methodology.



Bilingual Education has become an important issue always present in education in recent times. Pupils have studied foreign languages at school for a long time. However, the learning of them has not been as successful as it should be. Therefore, this innovative methodology, CLIL, offers opportunities to improve this situation.

CLIL theoreticians assure that CLIL creates an environment where students improves their learning capacities and also increases their interest and motivation. The integration of content subject and language learning creates a learning environment that has nothing to do with traditional language lessons. Thus, learners can benefit of the amount of time and the diversity of situations of exposure to the additional language. It can offer them different opportunities to use the new language as a tool of communication in real-life situations. Internet and its different platforms provide a context for authentic communication, offering a feeling of reality and a purpose for language production.

So the main positive effect of this approach is the increased motivation in foreign language learning by the students giving them the opportunity to use them in a real context and also the contribution to the use of the specific terminology learnt in different subjects. CLIL also influences the overall motivation of study of the students and their attitude to the teaching-learning process. This is because CLIL offers a breath of fresh air and an attractive modification of the traditional and stereotypical foreign language teaching classes.

This style of teaching can provide a wide range of activities which can be used in very different educational environments. As the research showed, this method could be very efficient, unconventional and attractive way of teaching a target language.

Besides, the ICT are a source of different materials and resources that teachers can use in their lessons, making students more interested and motivated. There must be an interaction between the new technologies and them in order to provide meaningful experiences that allow them to understand the importance of languages and cultures, giving them the opportunity to use the additional language(s) with a real purpose.

The shortage of teachers, the lack of appropriate CLIL teaching training, the difficulty of finding appropriate teaching materials according to the students' level in

each case, the legislative restrictions or the cost of introducing this kind of provision are identified as the main barriers preventing CLIL from becoming more widespread.

The CLIL methodological approach seeks to foster the integrated learning of languages and other areas of curricular content is a fast developing phenomenon in Europe. The interest in this approach has grown because several experts justify many benefits for pupils and students.

The main goal at a European level to be achieved with this educational approach among young people is to be more prepared for this multilingual and multicultural situation existing in Europe.

Therefore, CLIL, can be considered one of the possible means to ensure the European objective that most European young people should learn two foreign languages in addition to their mother tongue.

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## **ANNEXES**



**ANNEX 1: BOARD 1. RELEVANT ASPECTS ABOUT CLIL EXPERIENCES IN EUROPEAN COUNTRIES**

<b>RELEVANT ASPECTS</b>					
	<b>It begins</b>	<b>Why?</b>	<b>Where?</b>	<b>Models of Bilingual Education</b>	<b>Teachers</b>
<b>G E R M A N Y</b>	1960s	Internationalization European Integration Learning of a foreign language and expands the possibilities of using it.  To prepare students for their future studies or professions and to become mediators between their own culture and the other.	Primary, secondary, vocational and training schools	<ol style="list-style-type: none"> <li>1. Teaching one or more subjects through a foreign language.</li> <li>2. Foreign language as a working language</li> <li>3. Learning takes place in almost all subjects in both languages.</li> </ol>	Knowledge of the subject.  Linguistic knowledge of the language.  Knowledge of the didactics of both of them.  Good knowledge of German as a language of instruction.  Attend to specialized seminars
			<b>Languages</b>	<b>Characteristics of the models</b>	
			English	Careful planning of the lessons/projects	
			French	Cooperation between teachers	
		Italian	Mainly subjects related to social and natural sciences.  Wide range of materials and strategies used.  FL is used as much as possible and mother tongue as needed.  Intense International life at schools		
<b>S P A I</b>	1990s	To multiply the circumstances to use the foreign language efficiently in different academic and professional fields	Primary and Low Secondary	<ol style="list-style-type: none"> <li>1. The curriculum may be taught in the official language of the state (Spanish) but also in another official language other than Spanish (Basque, Catalanian, Valencian, Galician).</li> <li>2. The curriculum may be taught in the official language of the state (Spanish) but also partly in one foreign language such as English.</li> </ol>	Have a native or near native command of both spoken and written English.  Have recognized

N		To get proficiency English results. To foster the exchange of students, teacher, teaching methods and experiences.	Languages	Characteristics of the methodology used.	European QTS in infant or primary school teaching. Experience with children between 3-11.
			English, French and German	Methodology based on communication, interaction, participation and motivation, group work and coordination. Subjects chosen: sciences, social sciences, music, technology, geography and history. Provision for half of all teaching time and not less than 40% in primary education and low secondary. A minimum of 30% in pre-primary education. There are no admission criteria for receiving CLIL provision. Continuous assessment is used At the end of primary education students are awarded a certificate to have completed the CLIL programme.	
I T A L Y	It begins	Why is it carried out?	Where?	Models of Bilingual Education	Teachers
	1980s	To educate European citizens in two language environments. To improve language competence in the foreign language used at the same time that non-language subjects are taught. To enhance learner self-confidence and interest in languages	Pre-primary, primary, secondary schools Vocational institutes	<ol style="list-style-type: none"> <li>1. Bilingual teaching. Subjects taught in one or two different languages: the official language of instruction and a second native (regional) language.</li> <li>2. Vehicular foreign language. Situations in which one or more foreign languages in the curriculum are used to teach content of non-language subjects. (CLIL pilot projects)</li> </ol>	Teachers of languages or teachers of subjects with enough level in the additional language. Necessary to promote official training for teachers.
			Languages	Characteristics of the models	
			Slovene, German, Ladino, French(1 <sup>st</sup> model) English, French and German (2 <sup>nd</sup> )	Bilingual Education through the use of regional languages: Italian-Slovene, Italian-German-Ladino, Italian-French CLIL pilot projects are limited to few hours a year: 10/ 20 hours. They are developed voluntarily. There is no admission criteria Subjects vary : Primary and lower secondary (sciences, art, geography, technology) and Upper secondary (history, biology, ecology, chemistry, natural sciences, physics, mathematics, economics).	

F R A N C E	It begins	Why is it carried out?	Where?	Models of Bilingual Education	Teachers
	1980s	<p>To get advanced use of a foreign language and its use for diverse subjects.</p> <p>To acquire knowledge of the civilization of the one or more countries where the language chosen is spoken.</p> <p>To become aware about the cultural environment which each regional language implies.</p>	<p>Primary Secondary Baccalaureate (in some of them)</p> <p>Vocational training in expansion</p>	<p>1. International and European sections established in primary and secondary school (combining the state language with a FL)</p> <p>2. Teaching of regional languages in the education system from pre-primary to upper secondary school (teaching in two languages for the same amount of time in each)</p> <p>3. Schools where the secondary and baccalaureate curriculum is taught through French and German.</p>	<p>Qualification</p> <p>Experience</p> <p>Competitive examinations where primary school teacher have to prove their capability of teaching one non-language subject in a FL.</p>
A U	It begins	Why is it carried out?	Where?	Models of Bilingual Education	Teachers
	1990s	To encourage the use of foreign languages outside language lessons. Citizens have	Pre-primary, primary, secondary schools.	<p>1. Vienna Bilingual Schooling (VBS): 50% German, 50% English of the curriculum throughout the year.</p> <p>2. Dual Language Programme (DLP): Subjects content is taught in</p>	Teachers need to graduate in teacher training college and to hold a Master's

<b>S T R I A</b>		<p>to be multilingual in a mobile society.</p> <p>To raise intercultural awareness and develop motivation.</p> <p>Languages are learnt most effectively and easily at an early age.</p> <p>To enhance mother tongue consciousness.</p>	<b>Languages</b>	<p>English for clearly defined periods of time.</p>	<b>F I N L A N</b>
			<p>English</p> <p>French</p> <p>Minority or regional languages</p>	<b>Characteristics of the models</b>	
	<b>It begins</b>	<b>Why is it carried out?</b>	<b>Where?</b>	<b>Models of Bilingual Education</b>	<b>Teachers</b>
	<p>1980s (immersion programmes)</p> <p>1990s (CLIL)</p>	<p>To increase interest in learning foreign languages</p> <p>To develop language proficiency</p> <p>To promote internationalization</p> <p>To enhance school's</p>	<p>Kindergarten,</p> <p>Primary</p> <p>Secondary</p>	<ol style="list-style-type: none"> <li>1. 1 state language+ 1 state language (Finnish-Swedish immersion)</li> <li>2. 1state language+ 1 minority/regional language with official status (Finish-Sami)</li> <li>3. 1state language+1 foreign language( Finnish-French/, English, German or Russian)</li> </ol>	<p>Required language competence as specified in their decree on teacher qualification (advanced proficiency level in the language of instruction).</p>

<b>D</b>		image	<b>Languages</b>	<b>Characteristics of the models</b>	From de 1990s the Finnish Ministry of Education and the Universities offer in-service courses and training to teachers about this methodology.
			Swedish, Sami, French, English, German, Russian	<p>Methodology: mainly interactional, meaningful communicative experiences, focus predominantly on content, just target language used by teachers, ICT use.</p> <p>The duration of CLIL depends on the school: a week, one term, a whole academic year, several years...</p> <p>More practical subjects taught through CLIL at primary level (environmental science, music, mathematics, art) and more conceptual subjects at Secondary (economics, history, biology or geography).</p> <p>The majority of school don't use entrance tests</p> <p>Pupils involved in CLIL are assessed following the same criteria as students who are not involved in this educational approach.</p>	
<b>T H E N E T H E R L A</b>	<b>It begins</b>	<b>Why is it carried out?</b>	<b>Where?</b>	<b>Models of Bilingual Education</b>	<b>Teachers</b>
	1990s	To acquire proficiency in a foreign language. To develop autonomous learning Preparation for a more international society To study abroad.	Primary, Secondary (mainly) and vocational training schools.	<ol style="list-style-type: none"> <li>Combining the use of the state language with one or more foreign languages.</li> <li>Combining the use of the state language with a minority language with official language status.</li> </ol>	Teachers are selected and trained by the school during two years of in-service courses.
			<b>Languages</b>	<b>Characteristics of the models</b>	There are institution in the Netherlands where training for CLIL is offered.
			English Fryslân (regional language)	<p>In 1998, the European Platform established a standard for bilingual education that is the guideline to be follow by CLIL schools. -&gt; There is a CLIL Quality Scheme so schools are evaluated.</p> <p>Subjects vary in order to ensure that students learn a variety of registers and styles.</p> <p>50% of subjects taught in English,</p>	

<b>N D S</b>				<p>Teamwork and cooperation, International activities and exchanges are important</p> <p>Dutch-English glossaries and ICT are used. Translanguaging technique is used just to verify contents.</p> <p>It's mainly developed in low secondary schools.</p> <p>There's a selection procedure.</p> <p>There's not an official certification.</p>		
	<b>E</b>	<b>It begins</b>	<b>Why is it carried out?</b>	<b>Where?</b>	<b>Models of Bilingual Education</b>	<b>Teachers</b>
<b>S T O N I A</b>	1960s	<p>To improve skills in the national language, Estonian.</p> <p>To enhance languages learning preparing the population for the European Integration.</p>	<p>Secondary (1<sup>st</sup> model)</p> <p>Primary and Secondary (2<sup>nd</sup> model)</p>	<p>1. Combining use of the state language with one or more foreign languages</p> <p>2. Combining use of the state language with a minority language (Estonian-Russian)</p>		<p>Language specialists whose mother tongue is normally Estonian or Russian</p>
			<b>Languages</b>	<b>Characteristics of the models.</b>		<p>Teachers do not need special qualifications to teach CLIL.</p>
			<p>English, French</p> <p>German, Russian</p> <p>Minority languages</p>	<p>Frequently taught subjects: Geography, history, literature, culture, mathematics, biology, physics, chemistry.</p> <p>Schools offering CLIL are autonomous about the amount of teaching time established.</p> <p>CLIL is not very expanded because there is no appropriate teacher trainings or demand for it from the State.</p>		<p>CLIL teachers are assessed in their knowledge of the FL.</p>

Máster en Enseñanza Integrada de la Lengua Inglesa y Contenidos: Educación Infantil y Primaria

B U L G A R I A	It begins	Why is it carried out?	Stage(s)	Models of Bilingual Education	Teachers	
	1950s	Economic and utilitarian reasons (employment and mobility)  Political and philosophical (multilingualism and intercultural approach)  Educational and cognitive aspects (motivation, practical use of a FL)	Upper Secondary	There is one model based on two key elements: <ul style="list-style-type: none"> <li>• A preparatory year offering intensive tuition in the foreign language (770 hours).</li> <li>• Teaching NLDS (Non-language disciplines) for two or three years.</li> </ul>	<b>Characteristics of the models</b>  The foreign language covers two thirds of the total teaching timetable Humanities or social sciences or scientific subjects (from 3 to 5 subjects) Methodology guidelines and teaching materials provided to schools (brochures). They have been modernized.	University graduates whose degree covers two areas of specialization: FL and the subject.  They're often former students at bilingual secondary schools.  Attend workshops conferences
			Language	English German French		
H U N G A R Y	It begins	Why is it carried out?	Stage(s)	Models of Bilingual Education	Teachers	
1950s	To become capable of continuing their secondary education and professional activity in each of the two languages (FL and mother tongue)  Cultural values.	Primary and Secondary	There are two models: <ul style="list-style-type: none"> <li>• School education in two languages of instruction</li> <li>• School Education of national and ethnic minorities</li> </ul>	<b>Characteristics of the models</b>  All subjects except Hungarian language and literature could be taught in target languages. Frequently taught subjects are history, geography, biology, mathematics, physics in secondary schools and music and singing in primary education. The minimum number of subjects is three. The amount of time varies (35% and 50%)	Training of primary school teachers.  Qualification with specialization in languages or to possess B2-C1 level certificate.  Each school offering CLIL is obligated to employ a teacher who is a native speaker of the FL.	
			Languages			German, English, Spanish, French, Italian, Russian, Chinese, Minority languages

S W E D E N	It begins	Why is it carried out?	Stage(s)	Models of Bilingual Education	Teachers
	1980s	<p>To increase motivation of pupils</p> <p>To improve their command in the target language and their ability to communicate in it.</p> <p>Internationalization</p>	<p>Pre-primary and primary level, secondary level and international baccalaureate</p>	<ol style="list-style-type: none"> <li>1. Combine the state language with one or more foreign languages</li> <li>2. Combine the state language with minority languages with official statues.</li> </ol> <p style="text-align: center;"><b>Characteristics of the models</b></p> <p>Some schools integrate CLIL in individual subjects and others use it for cross-curricular projects, thematic days or weeks.</p> <p>In some schools use the target language almost exclusively and in others all teaching is in Swedish, though using textbooks in the target language.</p> <p>In secondary education CLIL is more widespread.</p> <p>There Are not special requirements to access to Bilingual secondary schools.</p> <p>Subjects chosen: Social and natural sciences in compulsory education and history, mathematics, civic, sports...at upper secondary level.</p> <p>The majority of schools that offer CLIL limit their provision to two, three or four years.</p>	<p>There are no legal qualifications requirements for teacher working with CLIL other than those applicable to a general teacher.</p> <p>Usually they have qualifications obtained abroad or to teach both the target language and the subjects.</p>
			<p><b>Languages</b></p> <p>English</p> <p>German</p> <p>French and Spanish</p> <p>Minority languages</p>		