



CLIL in languages other than English – Successful transitions across educational stages

This survey is part of the project “CLIL in languages other than English – Successful transitions across educational stages” of the European Centre for Modern Languages of the Council of Europe (ECML) www.ecml.at

The survey is based on Eurydice Publications focusing on CLIL (2006, 2017) and its aims are:

- to collect information about the challenges concerning Content and Language Integrated Learning in languages other than English in ECML member States, and
- to launch a collaboration with representatives from ECML member States, who could help provide practice examples from different contexts and could be invited to the project network meeting in 2021 or the workshop in 2022.

The completion of this survey should take no longer than 30 minutes. The questionnaire will be online until 23 March 2021.

Your data will be stored on the ECML’s server for the duration of the ECML’s programme 2020-2023. In an anonymous form your answers will feed into the project results.

Before you start answering the questions, we recommend downloading the pdf version of the survey and information on terms used in the text as a source of reference to help you as you go through the survey (see email attachment).

If you have questions regarding this survey, please contact the project coordinator Petra Daryai-Hansen: petra.dhansen@hum.ku.dk

Thank you very much for your time and support.

*The country where you work

- Albania
- Andorra
- Armenia
- Austria
- Bosnia and Herzegovina
- Bulgaria
- Croatia
- Cyprus
- Czech Republic
- Denmark
- Estonia
- Finland
- France
- Germany
- Greece
- Iceland
- Ireland
- Latvia
- Liechtenstein
- Lithuania
- Luxembourg
- North Macedonia
- Malta
- Montenegro
- Netherlands
- Norway
- Poland
- Romania
- Serbia

- Slovak Republic
- Slovenia
- Sweden
- Switzerland
- Other (please specify)

Contact Information

* First Name

* Last Name

* Email address

* Institutional affiliation and function

Other contributors? Name, email address, institutional affiliation, function

Section 1: CLIL in languages other than English (CLIL LOTE)

Our project focuses on CLIL in Languages Other than English, i.e. CLIL in foreign languages, regional languages, minority languages, non-territorial languages and state languages other than English. The project distinguishes between CLIL in the language classroom and CLIL in other subjects. For definitions of these terms, please see [glossary](#).

* 1. To your knowledge, to what extent is CLIL LOTE implemented in your country?

	To a great extent	To a moderate extent	To a small extent	To a very small extent	Not at all	I don't know.
In the language classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In other subjects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 2. To your knowledge, what is the status of CLIL LOTE provision in your country? (multiple answers are possible)

	CLIL LOTE is provided as part of mainstream education.	CLIL LOTE is provided by some teachers in mainstream education (schools/universities).	CLIL LOTE is provided in some private schools/universities.	CLIL LOTE is provided within pilot projects .	No CLIL LOTE provision	I don't know.
In the language classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In other subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments, please specify (optional)

* 3. To your knowledge, at which levels of education is CLIL LOTE offered in your country? (multiple answers are possible)

	Pre-primary education	Primary education	Lower secondary education	Upper secondary education	Tertiary education	No CLIL LOTE provision	I don't know.
In the language classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In other subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* 4. What do you think are the key aims of CLIL LOTE in your country? (multiple answers are possible)

	Socio-economic aims	Socio-cultural aims	General educational aims: learning ability, motivation, transversal competences	Language-related aims: language proficiency in one target language	Language-related aims: language awareness, plurilingualism	Content-related aims	No CLIL LOTE provision	I don't know.
In the language classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In other subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments, please specify (optional)

* 5. What do you think are the factors inhibiting CLIL LOTE implementation in your country? (multiple answers are possible)

	Restrictive legislation	Lack of interest (schools/universities or students/parents)	Teaching traditions (i.e. teaching languages in isolation)	Shortage of appropriately qualified teachers/CLIL is not a part of teacher education	Lack of appropriate materials or information on how to establish a CLIL LOTE programme	Lack of time (prep time, teaching time)	High costs	examination/evaluation/certification	Lack of	Challenges with transitions to the next level of education	No CLIL LOTE provision	I don't know.
In the language classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In other subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and other reasons, please specify (optional)

Section 2: TRANSITIONS IN THE CURRICULUM

Our project focuses on transitions.

In this section we are concerned with how transitions between primary and secondary education, between lower and upper secondary education and/or between secondary and tertiary education are reflected in your national curricula.

* 6. To your knowledge, how is the transition between primary and secondary (including vocational) education presented in curricula for primary education in your country?

- Very specific guidelines are provided.
- Some guidelines are provided.
- There is no reference to transitions.
- I don't know.

* 7. To your knowledge, how is the transition between primary and secondary education, between lower and upper secondary education and/or between secondary and tertiary education presented in curricula for secondary education in your country?

- Very specific guidelines are provided.
- Some guidelines are provided.
- There is no reference to transitions.
- I don't know.

* 8. To your knowledge, how is the transition between secondary and tertiary education presented in curricula for tertiary education in your country?

- Very specific guidelines are provided.
- Some guidelines are provided.
- There is no reference to transition.
- I don't know.

Comments on questions in Section 2 (optional)

Section 3: TRANSITIONS IN CLIL LOTE

* 9. Our project focuses on how transitions in CLIL LOTE can be supported from primary to secondary, from secondary to tertiary, and finally to the labour market.

- I am ready to answer questions on transitions in CLIL LOTE.
- I would prefer to skip questions on transitions in CLIL LOTE.

* 10. To your knowledge, how are transitions in CLIL LOTE supported in your country? (multiple answers are possible)

	Through specific guidelines in the curriculum	Through some guidelines in the curriculum	Through cooperation between institutions of different educational levels	Through cooperation between teachers of different educational levels	Through cooperation between students of different educational levels	Through the connection to the Common European Framework of Reference for Languages (CEFR)	Through portfolios	Through focus on the transition to the labour market	Through specific initial and/or in-service teacher education	Transitions are not supported.	I don't know.
In the language classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In other subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments, please specify (optional)

* 11. How do you think transitions in CLIL LOTE could be supported in your country? (multiple answers are possible)

	Through specific guidelines in the curriculum	Through some guidelines in the curriculum	Through cooperation between institutions of different educational levels	Through cooperation between teachers of different educational levels	Through cooperation between students of different educational levels	Through the connection to the Common European Framework of Reference for Languages (CEFR)	Through portfolios	Through focus on the transition to the labour market	Through specific initial and/or in-service teacher education	Transitions should not be supported.	I don't know.
In the language classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In other subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments, please specify (optional)

* 12. Do you know of any public or private institutions or pilot projects, where transitions are supported in CLIL LOTE?

	Yes	No
In the language classroom	<input type="radio"/>	<input type="radio"/>
In other subjects	<input type="radio"/>	<input type="radio"/>

If yes, please specify: (multiple answers are possible)

	Public institutions	Private institutions	Pilot projects
In the language classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In other subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please specify the educational levels (multiple answers are possible)

	Pre-primary education – primary education	Primary education – lower secondary education	Lower secondary education – upper secondary education	Upper secondary education – tertiary education	I don't know.
In the language classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In other subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you know of any relevant teachers, institutions (schools, universities), materials or projects, please briefly describe them and provide us links to websites or contact information. (optional)

* 13. What do you think are the main challenges in implementing transitions in CLIL LOTE in your country?

In the language classroom

* In other subjects

* 14. How would you define the main arguments for ensuring successful transitions in CLIL LOTE in your country?

In the language classroom

* In other subjects

Section 4: CLIL LOTE AND PLURALISTIC APPROACHES

* 15. Our project links CLIL to plurilingual education; it promotes language awareness through its focus on LOTE and pluralistic approaches to languages within CLIL.

- I am familiar with the concept of pluralistic approaches to languages.
- I am not familiar with the concept of pluralistic approaches to languages.

*

- I am ready to answer questions on pluralistic approaches to languages in CLIL LOTE.
- I would prefer to skip questions on pluralistic approaches to languages in CLIL LOTE.

* 16. To your knowledge, to what extent are pluralistic approaches implemented in CLIL LOTE in your country?

	To a great extent	To a moderate extent	To a small extent	To a very small extent	Not at all	I don't know.
In the language classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In other subjects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. If you know of any relevant teachers, institutions (schools, universities), materials or projects, please briefly describe them and provide us with links to websites or contact information. (optional)

* 18. What do you think are the factors inhibiting pluralistic approaches in CLIL LOTE in your country? (multiple answers are possible)

	Restrictive legislation	Lack of interest (schools/universities or students/parents)	Teaching traditions (i.e. teaching languages in isolation)	A shortage of appropriately qualified teachers/pluralistic approaches are not a part of teacher education	Lack of appropriate teaching materials or information on how to implement pluralistic approaches in CLIL LOTE	Lack of time (prep time, teaching time)	High costs	Lack of examination/evaluation/certification	Challenges with transitions to the next level of education.	I don't know.
In the language classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In other subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and other reasons, please specify (optional)

Section 5: CLIL LOTE NETWORKS

* 19. Are there any CLIL LOTE networks in your country?

- Yes
- No
- I don't know.

* 20. Would you be interested in being contacted by the team and joining a European CLIL LOTE network?

- Yes
- No

* 21. Would you be interested in being invited to the project network meeting in 2021 or the project workshop in 2022, which takes place at the European Centre for Modern Languages in Graz, Austria?

- Yes
- No

Comments: (optional)

