

CLIL in languages other than English Successful transitions across educational stages

SURVEY RESULTS

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<https://www.ecml.at/ECML-Programme/Programme2020-2023/CLILinlanguagesotherthanEnglish/Survey/tabid/5488/language/en-GB/Default.aspx>



Respondents:

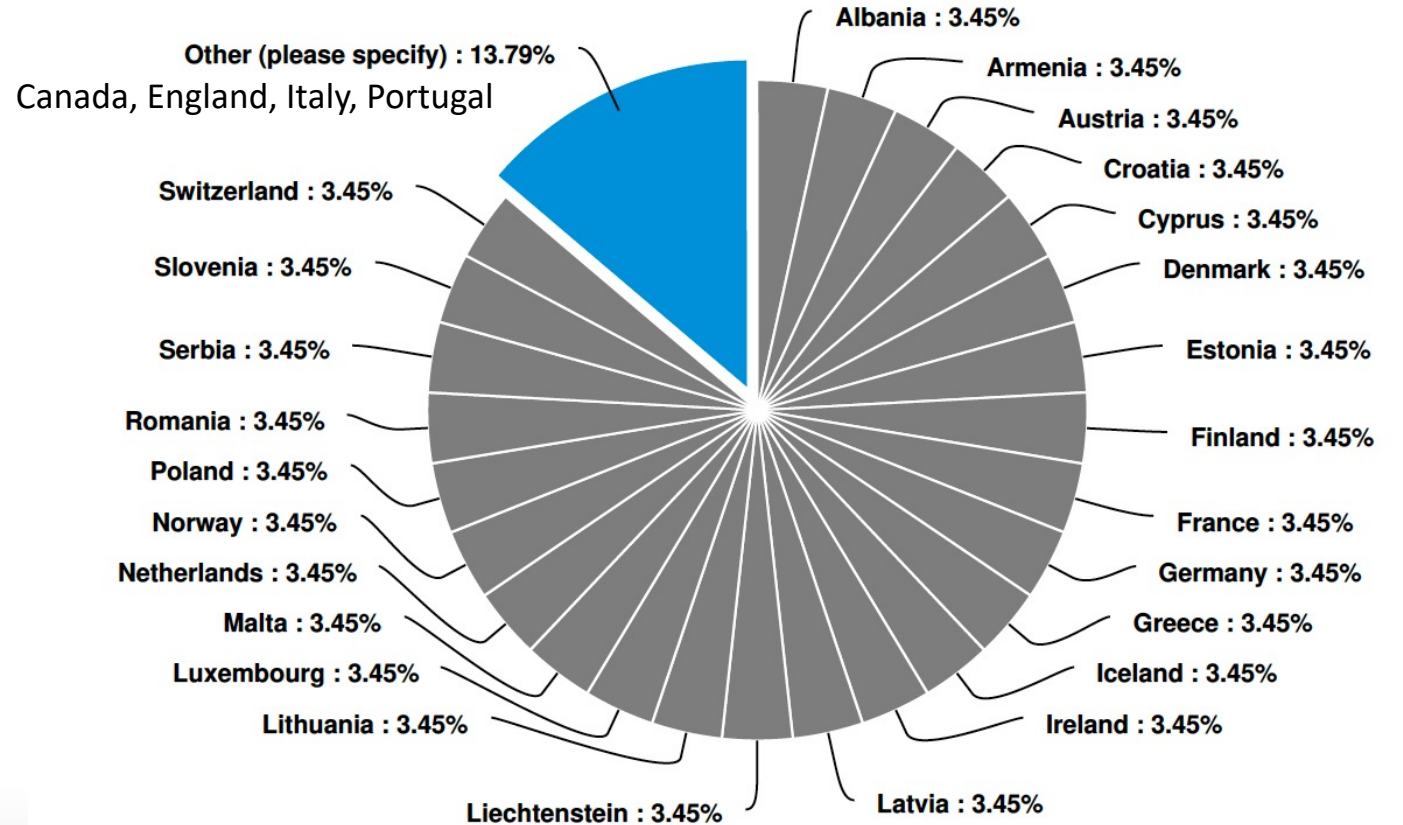
Total responses: 38

6 countries: several answers

The respondent with the highest respondent time was chosen.

29 countries

Average Time: 34 min.



The survey's structure

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.

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.

Section 3: TRANSITIONS IN CLIL LOTE

Section 4: CLIL LOTE AND PLURALISTIC APPROACHES

Section 5: CLIL LOTE NETWORKS



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?

Answer	Count	Percent	20%	40%
To a great extent	2	6.9%	<div style="width: 6.9%;"></div>	
To a moderate extent	3	10.34%	<div style="width: 10.34%;"></div>	
To a small extent	11	37.93%	<div style="width: 37.93%;"></div>	
To a very small extent	12	41.38%	<div style="width: 41.38%;"></div>	
Not at all	1	3.45%	<div style="width: 3.45%;"></div>	
I don't know.	0	0%	<div style="width: 0%;"></div>	
Total	29	100%		

In the language classroom

Answer	Count	Percent	20%	40%
To a great extent	2	6.9%	<div style="width: 6.9%;"></div>	
To a moderate extent	4	13.79%	<div style="width: 13.79%;"></div>	
To a small extent	8	27.59%	<div style="width: 27.59%;"></div>	
To a very small extent	12	41.38%	<div style="width: 41.38%;"></div>	
Not at all	3	10.34%	<div style="width: 10.34%;"></div>	
I don't know.	0	0%	<div style="width: 0%;"></div>	
Total	29	100%		

In other subjects



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

Answer	Count	Percent	20%	40%
CLIL LOTE is provided as part of mainstream education.	5	11.9%	<div style="width: 11.9%;"></div>	
CLIL LOTE is provided by some teachers in mainstream education (schools/universities).	16	38.1%	<div style="width: 38.1%;"></div>	
CLIL LOTE is provided in some private schools/universities.	10	23.81%	<div style="width: 23.81%;"></div>	
CLIL LOTE is provided within pilot projects .	6	14.29%	<div style="width: 14.29%;"></div>	
No CLIL LOTE provision	2	4.76%	<div style="width: 4.76%;"></div>	
I don't know.	3	7.14%	<div style="width: 7.14%;"></div>	
Total	42	100%		

In the language classroom

Answer	Count	Percent	20%	40%
CLIL LOTE is provided as part of mainstream education.	4	11.43%	<div style="width: 11.43%;"></div>	
CLIL LOTE is provided by some teachers in mainstream education (schools/universities).	13	37.14%	<div style="width: 37.14%;"></div>	
CLIL LOTE is provided in some private schools/universities.	8	22.86%	<div style="width: 22.86%;"></div>	
CLIL LOTE is provided within pilot projects .	7	20%	<div style="width: 20%;"></div>	
No CLIL LOTE provision	2	5.71%	<div style="width: 5.71%;"></div>	
I don't know.	1	2.86%	<div style="width: 2.86%;"></div>	
Total	35	100%		

In other subjects



Comments:

- CLIL LOTE is provided as part of mainstream education:

[112586748] *“At primary level CLIL classes are mostly through medium of Irish. Schools where language of instruction is Irish are popular at primary & secondary level. Here students study all subjects through Irish. At secondary level CLIL lessons are the exception and almost exclusively take place in the language classroom.”*

[112822487] *“Die Schweiz hat ein sehr kompliziertes Bildungssystem, da die Kantone die Bildungshöhe haben. Das führt zu einem Mosaik in der Bildungslandschaft. Je näher die Kantone an Sprachgrenzen sind, desto eher gibt es Chancen und Möglichkeiten CLIL-LOTE-Projekte durchzuführen und zu institutionalisieren. Dies passiert jedoch hauptsächlich im Matura-Bereich, d.h. nach der allgemeinbildenden Schule“*

- CLIL LOTE is provided by some teachers in mainstream education (schools/universities):

[112294858] *“Iceland is one of the few countries in Europe in which there are no CLIL provisions at all. The few CLIL experiences in education in Iceland are due to the personal interest and commitment of so me teachers.”*

[112398451] *“Il s’agit de tentatives individuelles des enseignants ou de tentatives organisées par les coordinateurs d’éducation dans le cadre d’événements dédiés aux langues (journée européenne des langues, le jour de l’Europe etc.) ou dans le cadre de formations organisées par les directions générales de l’enseignement primaire ou secondaire.”*

- Very restricted CLIL LOTE provision:

[113392911] *“Derzeit geringe - eher sinkende - Verbreitung von CLIL LOTE v.a. in anderen Fächern an den Schulen. „Als Teil des allgemeinen Angebots“ insofern angekreuzt, als die Möglichkeit strukturell in den meisten Bundesländern besteht.“*

[112377544] *„CLIL LOTE Angebote werden im Litauen sehr gering / fast nicht wahrgenommen.“*

[112294858] *“Iceland is one of the few countries in Europe in which there are no CLIL provisions at all. The few CLIL experiences in education in Iceland are due to the personal interest and commitment of so me teachers.”*

- Regional differences:

[112229022] *“A survey from 2018 shows that English is by far the most popular CLIL language, followed by Swedish and German. Then there are only a few municipalities that offer CLIL e.g. in French, Russian and Spain. I’m under the impression, that CLIL mostly takes place in other subjects than language education, and formal language education mostly follows textbooks and traditional language teaching. However, since the beginning of 2021, everyone starts to study a foreign language already in the 1st grade (most often English) and the idea is that the language teaching in the first grades would resemble CLIL methods.”*

[112094205] *“Allgemeine Bemerkung zu CLIL in Slowenien, nicht nur zu CLIL LOTE. CLIL im Sprachenunterricht (Soft CLIL in verschiedenen Sprachen, in der Realität vor allem Eng., teilweise auch Dt.) steht im Curriculum für FS1 (1.-3. Klasse der Grundschule) und im Curriculum für FS2 (4.-9. Klasse der Grundschule) als der Ansatz, der zu anwenden ist. Die Realität zeigt, dass dem nicht so ist. Gängige Lehrwerke unterstützen das nicht (oder nur scheinbar) und die Lehrkräfte sind vorwiegend FS Lehrkräfte, die entweder wenig Erfahrungen mit CLIL haben oder ihre Lehransätze nicht bereit sind zu ändern. Hart CLIL gibt es regelmäßig seit vielen Jahrzehnten an vier Grundschulen (alle Grundschulen in Slowenien sind neunjährig, Mittelschulen vierjährig) und einer Mittelschule in der zweisprachigen Region an der Grenze zu Ungarn (Slow./Ung.). Daten zu CLIL (Key data on Languages) beziehen sich auf diese Schulen. Sonst ist Hart CLIL in Slowenien nicht erlaubt, weil das Gesetz zum Gebrauch des Slowenischen vorschreibt, dass alle Fächer (mit Ausnahme von FS und Minderheitenregionen) auf Slowenisch zu unterrichten sind. Noch eine Information zu der Minderheitenregion an der Küste: Hier gibt es italienische Schulen, kein CLIL, Slowenisch wird als Fach unterrichtet.“*

[112522220] *“Dans la Vallée d’Aoste, l’enseignement des autres matières en français est obligatoire à tous les niveaux scolaire depuis la maternelle, jusqu’au lycée. Dans le communes de la communauté germanophone des Walser, l’enseignement des autres matières se fait en allemand aussi à l’école élémentaire et au collège.”*



3. To your knowledge, at which levels of education is CLIL LOTE offered in your country? **CLIL LOTE is implemented at all levels**

Answer	Count	Percent	20%
Pre-primary education	2	2.86%	<div style="width: 2.86%;"></div>
Primary education	13	18.57%	<div style="width: 18.57%;"></div>
Lower secondary education	18	25.71%	<div style="width: 25.71%;"></div>
Upper secondary education	20	28.57%	<div style="width: 28.57%; background-color: #0070C0;"></div>
Tertiary education	14	20%	<div style="width: 20%;"></div>
No CLIL LOTE provision	0	0%	<div style="width: 0%;"></div>
I don't know.	3	4.29%	<div style="width: 4.29%;"></div>
Total	70	100%	

In the language classroom

Answer	Count	Percent	20%
Pre-primary education	6	8.11%	<div style="width: 8.11%;"></div>
Primary education	14	18.92%	<div style="width: 18.92%;"></div>
Lower secondary education	17	22.97%	<div style="width: 22.97%;"></div>
Upper secondary education	21	28.38%	<div style="width: 28.38%; background-color: #0070C0;"></div>
Tertiary education	14	18.92%	<div style="width: 18.92%;"></div>
No CLIL LOTE provision	2	2.7%	<div style="width: 2.7%;"></div>
I don't know.	0	0%	<div style="width: 0%;"></div>
Total	74	100%	

In other subjects

(multiple answers are possible)



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

Answer	Count	Percent	20%
Socio-economic aims	9	10.98%	<div style="width: 10.98%;"></div>
Socio-cultural aims	13	15.85%	<div style="width: 15.85%;"></div>
General educational aims: learning ability, motivation, transversal competences	16	19.51%	<div style="width: 19.51%;"></div>
Language-related aims: language proficiency in one target language	17	20.73%	<div style="width: 20.73%; background-color: #0070C0;"></div>
Language-related aims: language awareness, plurilingualism	14	17.07%	<div style="width: 17.07%;"></div>
Content-related aims	9	10.98%	<div style="width: 10.98%;"></div>
No CLIL LOTE provision	2	2.44%	<div style="width: 2.44%;"></div>
I don't know.	2	2.44%	<div style="width: 2.44%;"></div>
Total	82	100%	

In the language classroom

Answer	Count	Percent	20%
Socio-economic aims	12	13.19%	<div style="width: 13.19%;"></div>
Socio-cultural aims	13	14.29%	<div style="width: 14.29%;"></div>
General educational aims: learning ability, motivation, transversal competences	16	17.58%	<div style="width: 17.58%;"></div>
Language-related aims: language proficiency in one target language	18	19.78%	<div style="width: 19.78%; background-color: #0070C0;"></div>
Language-related aims: language awareness, plurilingualism	14	15.38%	<div style="width: 15.38%;"></div>
Content-related aims	13	14.29%	<div style="width: 14.29%;"></div>
No CLIL LOTE provision	4	4.4%	<div style="width: 4.4%;"></div>
I don't know.	1	1.1%	<div style="width: 1.1%;"></div>
Total	91	100%	

In other subjects



Comments:

- Socio-economic aims:

[112822487] „In der mehrsprachigen Schweiz bieten gute Kenntnisse der Landessprachen eindeutig einen ökonomischen Vorteil werden auf dem Arbeitsmarkt gesucht. Selbst im frühen Fremdsprachenunterricht werden diese Argumente bereits verwendet, um bildungspolitische Anliegen durchzusetzen.“

- General educational aims: learning ability, motivation, transversal competences:

[112377544] „CLIL Lote Angebote bereichern das Unterrichtsmaterial und Didaktik in mehreren Sprachunterrichtszielen.“

[112013248] “CLIL tends to be seen in language classrooms. There are a few instances of adoption for some learners by individual schools in curriculum subjects. Motivation and progression tend to be higher where CLIL teaching is effective. Answers for England rather than UK, which is a more complex picture.”

- Language-related aims: language proficiency in one target language:

[112586748] “In 2017 Department of Education issued “Languages Connect: Ireland's Strategy for Foreign Languages in Education 2017-2026”. It includes a strategy goal (1.E.3) that seeks to explore the benefits of CLIL in order to “support and reinforce language learning” and “to improve language proficiency by creating a more engaging learning environment”.

[112377544] „CLIL Lote Angebote bereichern das Unterrichtsmaterial und Didaktik in mehreren Sprachunterrichtszielen.“

- Other

[112398451] “Les objectifs liés au plurilinguisme sont visés surtout dans le cadre de l'EMILE dans d'autres langues que l'anglais à l'école primaire et à la première classe du collège. Les objectifs socio-économiques, socioculturels, éducatifs généraux et liés à la langue sont visés dans le cadre de l'EMILE dans d'autres langues que l'anglais dans les Instituts de la Formation Professionnelle (ΔIEK et IEK) privés et publics ainsi que dans le cadre de l'enseignement professionnelle (lycées professionnels).”

[112094205] „Allgemeine Bemerkung zu CLIL in Slowenien, nicht nur zu CLIL LOTE. Weil wir nicht genau wissen, im welchen Ausmaß Soft CLIL (FS1, FS2, neunjährige Grundschule) wirklich praktiziert wird, sind die Markierungen nur eine Abschätzung. Aufgrund des vorher erwähnten Gesetzes zum Gebrauch des Slowenischen kennt man alle Soft CLIL Formen gar nicht - manche Mittelschulen führen bestimmte Formen ein, die nicht bekannt sind. Man findet in einem kleineren Umfang sogar Hart CLIL (gegen das Gesetz) in Form von einzelnen Modulen, aber auch da haben wir keinen Überblick, was passiert.“

[112229022] “I am not too comfortable with using the term CLIL to refer to tertiary level. I think most of our foreign language programmes at tertiary are English-medium, but I wouldn't label them CLIL but EMI.”

[112074357] “As I mentioned previously, I have only few sources for my opinion, therefore I could not generalize about whole country.”



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

Answer	Count	Percent	20%
Restrictive legislation	2	2.17%	■
Lack of interest (schools/universities or students/parents)	9	9.78%	■
Teaching traditions (i.e. teaching languages in isolation)	18	19.57%	■
Shortage of appropriately qualified teachers/CLIL is not a part of teacher education	19	20.65%	■
Lack of appropriate teaching materials or information on how to establish a CLIL LOTE programme	16	17.39%	■
Lack of time (prep time, teaching time)	8	8.7%	■
High costs	2	2.17%	■
Lack of examination/evaluation/certification	5	5.43%	■
Challenges with transitions to the next level of education	7	7.61%	■
No CLIL LOTE provision	4	4.35%	■
I don't know.	2	2.17%	■
Total	92	100%	

In the language classroom

Answer	Count	Percent	20%
Restrictive legislation	2	1.98%	■
Lack of interest (schools/universities or students/parents)	12	11.88%	■
Teaching traditions (i.e. teaching languages in isolation)	18	17.82%	■
Shortage of appropriately qualified teachers/CLIL is not a part of teacher education	22	21.78%	■
Lack of appropriate teaching materials or information on how to establish a CLIL LOTE programme	16	15.84%	■
Lack of time (prep time, teaching time)	11	10.89%	■
High costs	2	1.98%	■
Lack of examination/evaluation/certification	6	5.94%	■
Challenges with transitions to the next level of education	7	6.93%	■
No CLIL LOTE provision	4	3.96%	■
I don't know.	1	0.99%	■
Total	101	100%	

In other subjects



Comments:

- Restrictive legislation

[112398451] *“La législation restrictive est le facteur primordial qui entrave la mise en oeuvre de l’approche EMILE dans d’autres langues que l’anglais.”*

[112013248] *“Lack of all-party national policy for languages; accountability, pressure on schools, limits regarding innovation are the underlying issues.”*

- Lack of interest

[112287793] *“There is some CLIL LOTE provision in tertiary education, viz in vocational education: one course for opticians is in German. The main reason there aren't more is the relative unpopularity of German (and French).”*

- Teaching traditions (i.e. teaching languages in isolation)

[113392911] *“Ad Sprachenunterricht: Abkehr von Inhalten im Rahmen der Kompetenzorientierung, derzeit Rückbesinnung auf Inhalte und "Inhaltsorientierung" als Schlagwort.”*

- Shortage of appropriately qualified teachers/CLIL is not a part of teacher education

[112586748] *“The main obstacle to CLIL-LOTE is shortage of qualified teachers; CLIL is a relatively new concept in Ireland, apart from the case of schools where language of instruction is Irish.”*

[112094205] *“Allgemeine Bemerkung zu CLIL in Slowenien, nicht nur zu CLIL LOTE. CLIL (alle Formen) ist immer noch zu wenig bekannt und wird in der Öffentlichkeit immer wieder von einigen prominenten Psychologen und Slowenien als eine Gefahr für das Entwickeln von Kompetenzen im Slowenisch-Unterricht dargestellt. Slowenien ist leider ein sprachpuristisches Land und das Slowenische ist heilig. Wie erwähnt, fehlt es an Lehrwerken und an der Ausbildung von Lehrkräften. Nur ein Programm für die Weiterbildung und Ausbildung der Lehrkräfte bildet für Soft CLIL aus (Programm ZGUCAN an der Universität Maribor), in anderen Programmen wird CLIL erwähnt oder auch das nicht.”*

[112128334] *“Je voudrais spécifier que je me base ici sur mes connaissances en ce qui concerne l'enseignement local du français en français dans l'ouest du Canada. Chaque province fonctionnant de manière autonome, de même que le fait que les écoles sont aussi largement autonomes, fait que ce questionnaire dans son ensemble reste difficile à remplir de manière adéquate. Nous n'avons pas non plus dans les formations d'enseignants de contenus spécifiques concernant EMILE mais plutôt des formations sur comment enseigner une discipline en français, langue seconde au Canada. Ce qui se passe dans d'autres langues d'héritage fonctionne de manière très différente et je ne connais pas ces environnements.”*



Comments:

- Lack of information on how to establish a CLIL LOTE programme, training for teachers or appropriate teaching materials

[112377544] “Zu wenig bekannt.”

[112094205] “Allgemeine Bemerkung zu CLIL in Slowenien, nicht nur zu CLIL LOTE. CLIL (alle Formen) ist immer noch zu wenig bekannt und wird in der Öffentlichkeit immer wieder von einigen prominenten Psychologen und Slowenien als eine Gefahr für das Entwickeln von Kompetenzen im Slowenisch-Unterricht dargestellt. Slowenien ist leider ein sprachpuristisches Land und das Slowenische ist heilig. Wie erwähnt, fehlt es an Lehrwerken und an der Ausbildung von Lehrkräften. Nur ein Programm für die Weiterbildung und Ausbildung der Lehrkräfte bildet für Soft CLIL aus (Programm ZGUCAN an der Universität Maribor), in anderen Programmen wird CLIL erwähnt oder auch das nicht.”

- Lack of examination/evaluation/certification

[112348811] “Public Universities often mistakenly compare CLIL with language sections and do not make the appropriate assessment of subject knowledge gained in other languages.”

- Challenges with transitions to the next level of education and CLIL LOTE implementation

[112822487] “Das Schweizer Mosaik im Bildungssystem. Selbst nach der Vereinheitlichung der Sekundarstufen 1 bleibt die Motivation eines Kantons, CLIL-LOTE-Angebote zu machen, sehr von seiner geographischen Lage abhängig. Englisch ist auch in der mehrsprachigen Schweiz einfacher als CLIL-Sprache durchzusetzen als Deutsch oder Französisch oder Italienisch.”

- Focus on the national language

[112294858] “In Iceland the national language issue is at the heart of the discussions. Policy makers, educators and teachers are afraid that national language (Icelandic) could suffer from the intensive teaching of/in another language.”

[112094205] “Allgemeine Bemerkung zu CLIL in Slowenien, nicht nur zu CLIL LOTE. CLIL (alle Formen) ist immer noch zu wenig bekannt und wird in der Öffentlichkeit immer wieder von einigen prominenten Psychologen und Slowenien als eine Gefahr für das Entwickeln von Kompetenzen im Slowenisch-Unterricht dargestellt. Slowenien ist leider ein sprachpuristisches Land und das Slowenische ist heilig. Wie erwähnt, fehlt es an Lehrwerken und an der Ausbildung von Lehrkräften. Nur ein Programm für die Weiterbildung und Ausbildung der Lehrkräfte bildet für Soft CLIL aus (Programm ZGUCAN an der Universität Maribor), in anderen Programmen wird CLIL erwähnt oder auch das nicht.”





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.



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6., 7., 8. To your knowledge, how is the transition between primary, secondary and tertiary education presented in curricula in your country?

Answer	Count	Percent	20%	40%
Very specific guidelines are provided.	8	27.59%	<div style="width: 20%;"></div>	<div style="width: 40%;"></div>
Some guidelines are provided.	13	44.83%	<div style="width: 20%;"></div>	<div style="width: 40%;"></div>
There is no reference to transitions.	7	24.14%	<div style="width: 20%;"></div>	<div style="width: 40%;"></div>
I don't know.	1	3.45%	<div style="width: 20%;"></div>	<div style="width: 40%;"></div>
Total	29	100%		

Transition between primary and secondary education

Answer	Count	Percent	20%	40%
Very specific guidelines are provided.	4	13.79%	<div style="width: 20%;"></div>	<div style="width: 40%;"></div>
Some guidelines are provided.	9	31.03%	<div style="width: 20%;"></div>	<div style="width: 40%;"></div>
There is no reference to transition.	11	37.93%	<div style="width: 20%;"></div>	<div style="width: 40%;"></div>
I don't know.	5	17.24%	<div style="width: 20%;"></div>	<div style="width: 40%;"></div>
Total	29	100%		

Transition between secondary and tertiary education

Comments on questions in Section 2

- There is no reference to transitions

[112398451] *“La question de transition est complètement absente de programmes analytiques. Il existe un certain nombre de tentatives de la part de formateurs des enseignants concernant les transitions entre l'école maternelle et l'école primaire et entre les deux dernières classes de l'école primaire et la première classe du collège.”*

[112377544] *“Der Übergang wird zu wenig /nicht ausreichend thematisiert.“*

[112348811] *“Universities do not consider properly the knowledge gained in science or other subjects through another language and treat the students achievements in other subjects just as language proficiency.”*

- Some guidelines are provided

[113392911] *“ad 6-8: meiner Einschätzung angemessen wäre eine Zwischenkategorie zwischen weiß nicht und vereinzelt Richtlinien / nicht erwähnt: "Meines Wissens werden Übergänge in allen drei Fällen in den Richtlinien vereinzelt erwähnt.,“*

[112229022] *“Finland has a joint curriculum for primary and lower secondary with a lot of explicit references to the transitions from primary to lower secondary. For the transitions between lower secondary and upper secondary as well as between upper secondary and tertiary level, in turn, the curricula includes only a few vague references. But it asked the local education provides (i.e. municipalities) to specify there in their curricula.”*

- Other

[112094205] *“Erwähnt wird im Allgemeinen, dass man die Sprachkompetenzen aufbauen soll. In der Realität passiert Folgendes. In der neunjährigen Grundschule ist die FS2 kein Pflichtfach, sondern nur ein Wahlfach! Aber die meisten (Wünsche der Eltern) lernen als FS2 Deutsch, einige auch Französisch, Italienisch. Wenn man alle Angebote ausnutzt, sind das 6 Jahre (4.-9. Klasse). Das bedeutet, am Anfang der Mittelschule (10. Jahr) hat man in der Klasse Lernende mit ganz unterschiedlichen Kompetenzen. Viele von Lernenden melden sich zu dem Niveau A1 an, weil die FS (LOTE) kein großes Prestige haben und man möchte lieber ein wenig wiederholen, ein wenig dazu lernen und eine gute Note haben. So beendet man leider heutzutage das Gymnasium mit Deutsch auf dem Niveau A2. Vor einigen Jahren war das noch da Niveau B2. Ausnahmen sind Grundschulen mit dem Status einer Schule mit zwei FS1 (Eng., Dt.), davon gibt aber nur einige im Osten Sloweniens. Hier haben die Eltern (zusammen mit FS-Lehrern und Schuldirektoren) durchgesetzt, dass man Deutsch als Pflichtfach lernt. Im Allgemeinen herrscht eine Art Chaos, was die Übergänge angeht.”*



CLIL in languages other than English – Successful transitions across educational stages
EMILE dans des langues autres que l'anglais – Transitions réussies entre les différents niveaux d'enseignement

Section 3: TRANSITIONS IN CLIL LOTE

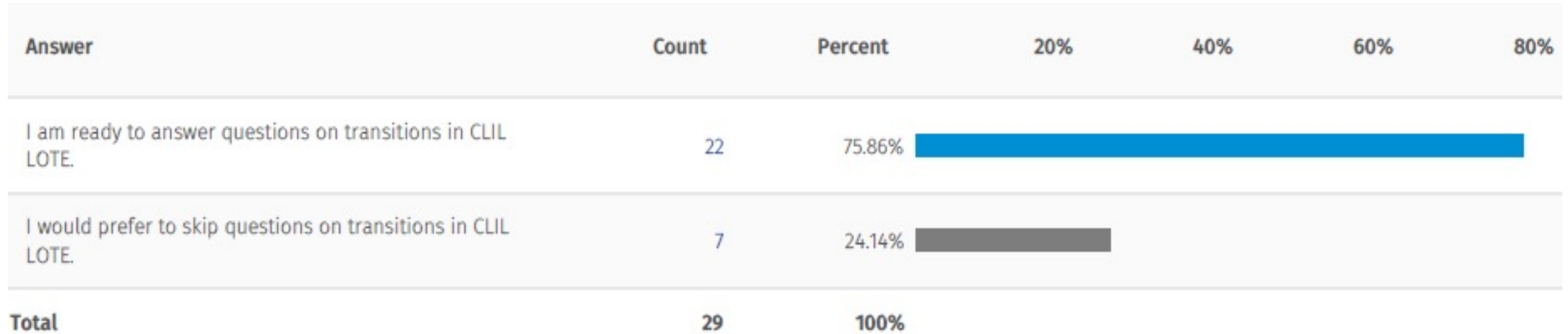


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9. Our project focuses on how transitions in CLIL LOTE can be supported from primary to secondary, from secondary to tertiary, and finally to the labour market.



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

Answer	Count	Percent	20%
Through specific guidelines in the curriculum	2	3.7%	<div style="width: 3.7%;"></div>
Through some guidelines in the curriculum	5	9.26%	<div style="width: 9.26%;"></div>
Through cooperation between institutions of different educational levels	10	18.52%	<div style="width: 18.52%;"></div>
Through cooperation between teachers of different educational levels	7	12.96%	<div style="width: 12.96%;"></div>
Through cooperation between students of different educational levels	2	3.7%	<div style="width: 3.7%;"></div>
Through the connection to the Common European Framework of Reference for Languages (CEFR)	8	14.81%	<div style="width: 14.81%;"></div>
Through portfolios	4	7.41%	<div style="width: 7.41%;"></div>
Through focus on the transition to the labour market	2	3.7%	<div style="width: 3.7%;"></div>
Through specific initial and/or in-service teacher education	5	9.26%	<div style="width: 9.26%;"></div>
Transitions are not supported.	8	14.81%	<div style="width: 14.81%;"></div>
I don't know.	1	1.85%	<div style="width: 1.85%;"></div>
Total	54	100%	

Answer	Count	Percent	20%
Through specific guidelines in the curriculum	3	5.77%	<div style="width: 5.77%;"></div>
Through some guidelines in the curriculum	4	7.69%	<div style="width: 7.69%;"></div>
Through cooperation between institutions of different educational levels	9	17.31%	<div style="width: 17.31%;"></div>
Through cooperation between teachers of different educational levels	7	13.46%	<div style="width: 13.46%;"></div>
Through cooperation between students of different educational levels	3	5.77%	<div style="width: 5.77%;"></div>
Through the connection to the Common European Framework of Reference for Languages (CEFR)	5	9.62%	<div style="width: 9.62%;"></div>
Through portfolios	4	7.69%	<div style="width: 7.69%;"></div>
Through focus on the transition to the labour market	5	9.62%	<div style="width: 9.62%;"></div>
Through specific initial and/or in-service teacher education	4	7.69%	<div style="width: 7.69%;"></div>
Transitions are not supported.	7	13.46%	<div style="width: 13.46%;"></div>
I don't know.	1	1.92%	<div style="width: 1.92%;"></div>
Total	52	100%	

In the language classroom

In other subjects



Comments:

- Through some guidelines in the curriculum

[112229022] *“Once again, the national curriculum only mentions that the transitions have to be considered and that teachers from different school levels should carefully plan this together”*

- Through cooperation between institutions of different educational levels

[112377544] *“Universitäten qua Zusammenarbeit mit den Schulen unterstützen die Übergänge in den Schulen mit CLIL LOTE”*

- Through specific initial and/or in-service teacher education

[112348811] *“There are training opportunities through which teachers gain specific in-service teacher education”*

- Depending on regional variability

[112822487] *“Ich denke, das ist extrem davon abhängig, wie sehr sich die bildungspolitischen Institutionen für CLIL-LOTE einsetzen - auch hier ist die Situation in den zweisprachigen oder grenznahen Kantonen (Wallis, Fribourg, Neuchâtel, Basel, Tessin, ...) besser abgestützt als in anderen Kantonen. In denen sind es oft einzelne Personen, die sich an einer Institution stark machen für CLIL-LOTE - denke ich.”*

- Very restricted knowledge about CLIL

[112294858] *“There is (almost) 0 knowledge about CLIL. Many people involved in education do not even know what the CEFR is.”*



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

Answer	Count	Percent
Through specific guidelines in the curriculum	14	12.73%
Through some guidelines in the curriculum	5	4.55%
Through cooperation between institutions of different educational levels	15	13.64%
Through cooperation between teachers of different educational levels	16	14.55%
Through cooperation between students of different educational levels	8	7.27%
Through the connection to the Common European Framework of Reference for Languages (CEFR)	14	12.73%
Through portfolios	11	10%
Through focus on the transition to the labour market	12	10.91%
Through specific initial and/or in-service teacher education	13	11.82%
Transitions should not be supported.	1	0.91%
I don't know.	1	0.91%
Total	110	100%

In the language classroom

Answer	Count	Percent
Through specific guidelines in the curriculum	15	13.04%
Through some guidelines in the curriculum	6	5.22%
Through cooperation between institutions of different educational levels	16	13.91%
Through cooperation between teachers of different educational levels	18	15.65%
Through cooperation between students of different educational levels	9	7.83%
Through the connection to the Common European Framework of Reference for Languages (CEFR)	13	11.3%
Through portfolios	11	9.57%
Through focus on the transition to the labour market	12	10.43%
Through specific initial and/or in-service teacher education	14	12.17%
Transitions should not be supported.	1	0.87%
I don't know.	0	0%
Total	115	100%

In other subjects





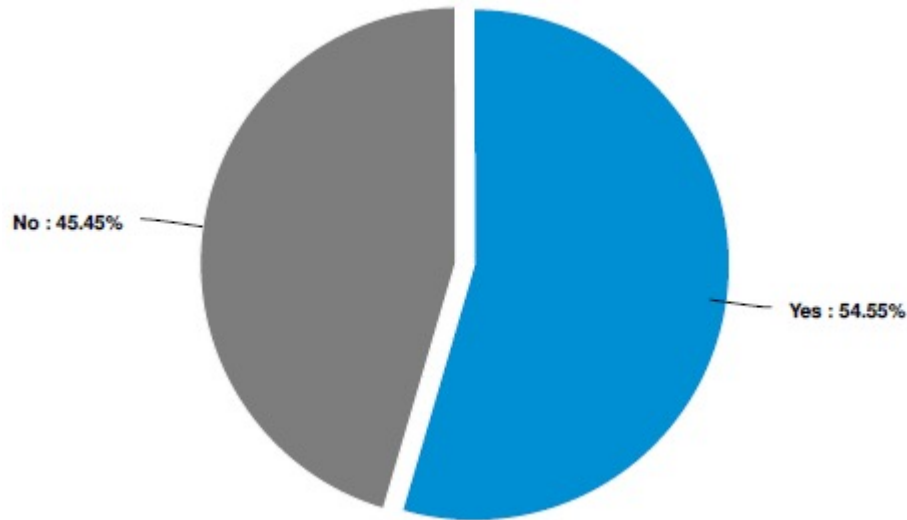
Comments:

[112377544] *“Verschiedene Wege sind möglich und auch notwendig.”*

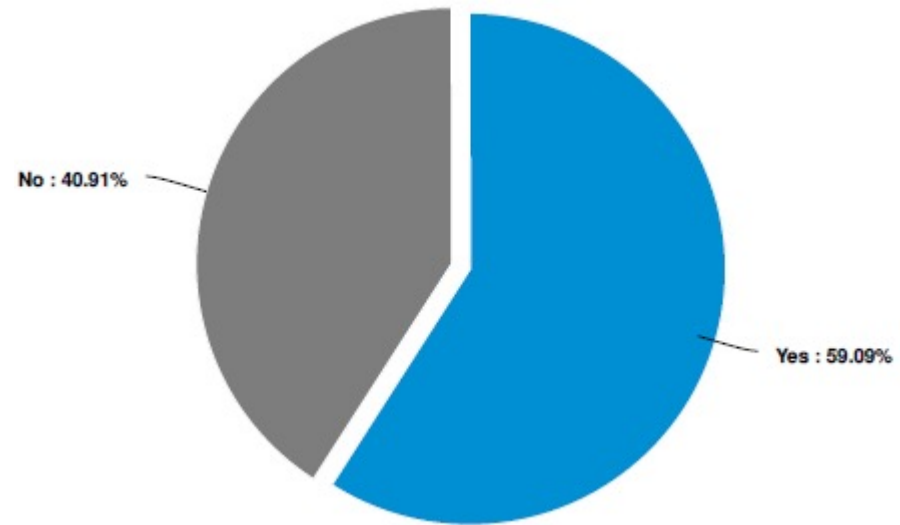
[112348811] *“It is a challenge for our system that universities in the programs for teacher education include CLIL.”*



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



In the language classroom



In other subjects

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

Answer	Count	Percent	20%	40%
Public institutions	6	37.5%	<div style="width: 37.5%;"></div>	
Private institutions	6	37.5%	<div style="width: 37.5%;"></div>	
Pilot projects	4	25%	<div style="width: 25%;"></div>	
Total	16	100%		

In the language classroom

Answer	Count	Percent	20%	40%
Public institutions	7	38.89%	<div style="width: 38.89%;"></div>	
Private institutions	7	38.89%	<div style="width: 38.89%;"></div>	
Pilot projects	4	22.22%	<div style="width: 22.22%;"></div>	
Total	18	100%		

In other subjects



Please specify the educational levels (multiple answers are possible)

Answer	Count	Percent	20%
Pre-primary education – primary education	4	14.81%	<div style="width: 14.81%;"></div>
Primary education – lower secondary education	9	33.33%	<div style="width: 33.33%;"></div>
Lower secondary education – upper secondary education	6	22.22%	<div style="width: 22.22%;"></div>
Upper secondary education – tertiary education	7	25.93%	<div style="width: 25.93%;"></div>
I don't know.	1	3.7%	<div style="width: 3.7%;"></div>
Total	27	100%	

In the language classroom

Answer	Count	Percent	20%
Pre-primary education – primary education	4	14.81%	<div style="width: 14.81%;"></div>
Primary education – lower secondary education	8	29.63%	<div style="width: 29.63%;"></div>
Lower secondary education – upper secondary education	5	18.52%	<div style="width: 18.52%;"></div>
Upper secondary education – tertiary education	9	33.33%	<div style="width: 33.33%;"></div>
I don't know.	1	3.7%	<div style="width: 3.7%;"></div>
Total	27	100%	

In other subjects



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

In the language classroom

- Restricted/no CLIL LOTE provision

[113392911] “Grundsätzliche Problematik der geringen Implementierung von CLIL-LOTE (s.o.)”

[112287793] “There are so few examples of CLIL LOTE that meaningful transitions are difficult to establish.”

[112094205] “Die schon vorher beschriebene Situation, in der CLIL nur in Curricula für FS1 und 2 für die Grundschule steht, anderswo überhaupt nicht. Dazu kommt nur die chaotische Situation, in der sich der FS2-Unterricht befindet (s. oben).”

- Teaching traditions

[112074357] “Beliefs about success of monoglossic ideologies in general.”

- A great variety of challenges

[112586748] “Perception that CLIL is too challenging for students. Lack of training in CLIL methodology. Lack of time & lack of resources.”

[112522220] “Fournir des lignes directrices spécifiques, des supports pédagogiques et une formation continue généralisée qui permette aux enseignants des différents niveaux scolaires de travailler ensemble (dimension verticale).”

[112229022] “I think CLIL is implemented very differently at different school when it comes to the amount of CLIL and the CLIL practices. Also, each school determines the language objectives for their CLIL programme. Moreover, in primary school CLIL teachers are usually language experts but at secondary level, they are more subject experts and may sometime lack language (pedagogy) skills. Often also CLIL is offered in some language other than English at primary level, but not anymore at secondary level or vice versa.”

In other subjects

- Restricted/no CLIL LOTE provision

[113392911] “Grundsätzliche Problematik der geringen Implementierung von CLIL-LOTE (s.o.)”

[112287793] “There are so few examples of CLIL LOTE that meaningful transitions are difficult to establish.”

- Teaching traditions

[112586748] “Traditionally, subjects are taught in isolation as distinct disciplines.”

- A great variety of challenges

[112348811] “Provision of appropriate infrastructure for better educational activities. Maintenance and improvement of pedagogical capacities in the language subject and other subjects rendered in another language. Strengthening of partnerships for the implementation of concrete projects that serve the quality assurance. Presence of a teacher or teacher assistant in the institution as a professional help for the improvement of language level and gain of new knowledge. Assurance of stability in the number of classes and students in lower secondary and further in the CLIL sections in the upper secondary especially in the capita A better cooperation climate among Albanian teachers and foreign teachers teaching CLIL, parents and school leaders sharing information on every change and new development.”

[112522220] “Fournir des lignes directrices spécifiques, des supports pédagogiques et une formation continue généralisée qui permette aux enseignants des différents niveaux scolaires de travailler ensemble (dimension verticale).”



In the language classroom

- Lack of legislation/guidelines

[112285142] *“Manque de compétences des enseignants, manque du matériel, manque de lignes directrices spécifiques.”*

[112101223] *“Au travers de la formation initiale des enseignants et de lignes directrices spécifiques dans le programme d'études.”*

[112531387] *“Il manque un cadre de référence commun ainsi que des lignes directrices.”*

[112377544] *“Systematisches Implementierungskonzept.”*

[112522220] *“Fournir des lignes directrices spécifiques, des supports pédagogiques et une formation continue généralisée qui permette aux enseignants des différents niveaux scolaires de travailler ensemble (dimension verticale).”*

[112398451] *“Législation adéquate, programme d'études qui prennent en compte les transitions, formation des enseignants, horaires des enseignants, temps alloué à l'EMILE dans d'autres langues que l'anglais dans les programmes analytiques.”*

[112822487] *“Kantonale Unterschiede, [...] mangelnder politischer Willen.”*

- Shortage of appropriately qualified teachers (CLIL is not a part of teacher education) and appropriate teaching materials

[113131594] *„Mangel an qualifizierten Lehrkräften.”*

[112352422] *“Teacher competence in the language classroom. Pupil competence in the language classroom.”*

[112348811] *“Better opportunities for teacher training and updated materials.”*

In other subjects

[112229022] *“I think CLIL is implemented very differently at different school when it comes to the amount of CLIL and the CLIL practices. Also, each school determines the language objectives for their CLIL programme. Moreover, in primary school CLIL teachers are usually language experts but at secondary level, they are more subject experts and may sometime lack language (pedagogy) skills. Often also CLIL is offered in some language other than English at primary level, but not anymore at secondary level or vice versa.”*

- Lack of legislation/guidelines

[112377544] *“Ein Implementierungskonzept”*

[112285142] *“Manque de compétences des enseignants, manque du matériel, manque de lignes directrices spécifiques.”*

[112101223] *“Au travers de la formation initiale des enseignants et de lignes directrices spécifiques dans le programme d'études.”*

[112531387] *“Il manque un cadre de référence commun ainsi que des lignes directrices.”*

[112398451] *“Législation adéquate, programme d'études qui prennent en compte les transitions, formation des enseignants, horaires des enseignants, temps alloué à l'EMILE dans d'autres langues que l'anglais dans les programmes analytiques.”*

[112822487] *“Kantonale Unterschiede, [...] mangelnder politischer Willen.”*

- Lack of collaboration

[112377544] *“Zusammenarbeit der Lehrer [...]; nicht ausreichende Vorbereitung der Fachlehrer.”*

- Lack of information

[112074357] *“Poor knowledge of advantages of using more than one language for deeper understanding content, main concepts, etc.”*



In the language classroom

[112039184] *“Lack of trained specialists and lack of motivation. Also, language barriers should be overcome.”*

[111969030] *“Teachers are not educated to use CLIL, problems with material and lack of mentors. In distance learning it is also difficult.”*

[112822487] *“Humanressourcen”*

- Lack of information on how to establish a CLIL LOTE programme

[112294858] *“The real challenge is to educate policy makers, educators, teachers and everybody involved in the educational system about CLIL and CLIL LOTE and their benefits for the students and the society in which the students live in.”*

[112531387] *“Il manque un cadre de référence commun ainsi que des lignes directrices.”*

- Other

[111974732] *“Plus de motivation.”*

[113452630] *“The influx of foreigners.”*

In other subjects

- Shortage of appropriately qualified teachers (CLIL is not a part of teacher education) and appropriate teaching materials

[112101561] *“Valoriser, lutter contre la hiérarchie entre les langues et intégrer l'EMILE dans les qualifications.”*

[111969030] *“I think the same problems, lack of educated teachers, good material, co-work inside of institution.”*

[112586748] *“Perception that content learning could be compromised. Lack of trained & qualified teachers to deliver lessons.”*

[112039184] *“Lack of teachers who really essence the need of language in their subjects and who are really interested in internalization.”*

[111974732] *“Plus de motivation et enseignants plus qualifiés.”*

[113131594] *„Mangel an qualifizierten Lehrkräften.”*

[112352422] *“Teacher competence in the language classroom. Pupil competence in the language classroom.”*

- Lack of information on how to establish a CLIL LOTE programme

[112294858] *“The real challenge is to educate policy makers, educators, teachers and everybody involved in the educational system about CLIL and CLIL LOTE and their benefits for the students and the society in which the students live in.”*

[112531387] *“Il manque un cadre de référence commun ainsi que des lignes directrices.”*

- Other

[113452630] *“The influx of foreigners.”*



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

In the language classroom

- Specific initial and/or in-service teacher education

[113452630] *“The need of Teacher Training.”*

[112586748] *“More training for teachers is required. Teachers need convincing that CLIL could improve learning outcomes. MFL teachers are currently implementing reforms in teaching MFLs & CLIL could be perceived as additional and unwelcome burden.”*

[112101223] *“Faire valoir la formation globale de l'enseignant du XXIe siècle préparé pour intervenir dans différents pays.”*

[112398451] *“Prévoir les transitions dans les programmes d'études, mettre en place une certification adéquate, former les enseignants.”*

[112348811] *“trained teachers”*

- Specific guidelines in the curriculum

[112377544] *“Nationales Konzept: für Schule, Bezirk und nationale Ebene (Curriculum).”*

[112522220] *“Présence d'une cohérence verticale assurée par un langage commun, des approches théoriques et méthodologiques partagées, une mise en cohérence horizontale et verticale du curriculum.”*

[112285142] *“objectifs liés aux langues et au contenu ”*

In other subjects

- Specific initial and/or in-service teacher education

[112348811] *“Better trained teachers of sciences in other languages both in service and initial one.”*

[113452630] *“The need of Teacher Training.”*

[112398451] *“Prévoir les transitions dans les programmes d'études, mettre en place une certification adéquate, former les enseignants.”*

- Specific guidelines in the curriculum

[112377544] *“Nationales Konzept: für Schule, Bezirk und nationale Ebene (Curriculum).”*

[112522220] *“Présence d'une cohérence verticale assurée par un langage commun, des approches théoriques et méthodologiques partagées, une mise en cohérence horizontale et verticale du curriculum.”*

- Development of (linguistic and/or content) competences and focus on the transition to the labour market

[112352422] *“Increased linguistic and subject competence when moving to next/higher level, especially in foreign languages. Attractiveness in the labour market both locally and internationally.”*

[112285142] *“Compétences transversales, besoins du marché de travail”*



In the language classroom

- Development of (linguistic and/or content) competences and focus on the transition to the labour market

[112352422] *“Increased linguistic and subject competence when moving to next/higher level, especially in foreign languages. Attractiveness in the labour market both locally and internationally.”*

[112074357] *“Continuity in developing proficiency in additional languages increases pluriliteracy and success in labor market.”*

[112094205] *“Fächerübergreifendes Lernen und die Rolle von LOTE in Slowenien im Alltag, vor allem des Deutschen in der Wirtschaft .”*

[112285142] *“Compétences transversales, besoins du marché de travail”*

- CLIL implementation and support of transitions

[112229022] *“There should be more continuity in CLIL ranging from (pre)primary to secondary. There should be clear language related goals that progress as the students proceed at school.”*

[112294858] *“It is difficult to say, if we do not try to implement CLIL LOTE first.”*

[113131594] *“Erfolgreiche Übergänge erhöhen die Lernermotivation.”*

In other subjects

- Increase of awareness and motivation of teachers regarding CLIL LOTE implementation and potential benefits

[112586748] *“No tradition of linking languages with other subjects. Credible evidence required to convince teachers of potential benefits. Heritage language teachers could play a key role here, but they are under-represented in staff profiles.”*

[112229022] *“Teachers need to be aware of what has been taught through CLIL so they have an understanding of the students' subject specific vocabulary.”*

[111974732] *“Motiver les enseignants d'autres matières, exposer d'autres matières intégrées dans une langue. Par exemple : mise en scène d'une pièce, pièce écrite en serbe et traduite et adaptée en français.”*

[112074357] *“Learning with every educational stage more and deeper content wise subjects in more than one language increases comprehension and cognitive skills. This can be beneficial also for developing transversal skills, like communication, problem solving, creativity, etc. (so important competition in labor market).”*

- CLIL implementation and support of transitions

[112294858] *“It is difficult to say, if we do not try to implement CLIL LOTE first.”*

[113131594] *“Erfolgreiche Übergänge erhöhen die Lernermotivation.”*

- Cooperation between teachers of different educational levels and appropriate teaching materials

[111969030] *“Co-work with content teachers, need of good material, knowledge of the theme.”*

- Enhancement of motivation

[111974732] *“Motiver les enseignants, impliquer plus de différentes matières.”*



In the language classroom

- Cooperation between teachers of different educational levels and appropriate teaching materials

[111969030] *“Co-work with content teachers, need of good material.”*

[112348811] *“updated didactic materials”*

- Enhancement of motivation

[111974732] *“Motiver les enseignants, impliquer plus de différentes matières.”*

- Other

[112531387] *“Orientation de l'élève.”*

[112348811] *“Quality fulfilment of curricula requirements”*

[112039184] *“They say it is time-consuming .”*

In other subjects

- Other

[112822487] *“Besserer Austausch zwischen den Landesteilen, Garant für die Nachhaltigkeit der Projekte, Institutionalisierung einer Unterrichtsform, die in anderen Ländern bereits seit langem üblich ist, Verankerung der Mehrsprachigkeit nicht nur in der Schweizer Verfassung, Verwaltung und Realität, sondern endlich auch in der Bildungslandschaft.”*

[112348811] *“Curricula of sciences in the respective languages and a proper infrastructure like labs, whiteboards etc. to teach the subjects with quality.*

[112039184] *“They say it interferes the content.”*

[112531387] *“Orientation de l'élève.”*





CLIL in languages other than English – Successful transitions across educational stages
EMILE dans des langues autres que l'anglais – Transitions réussies entre les différents niveaux d'enseignement

Section 4: CLIL LOTE AND PLURALISTIC APPROACHES



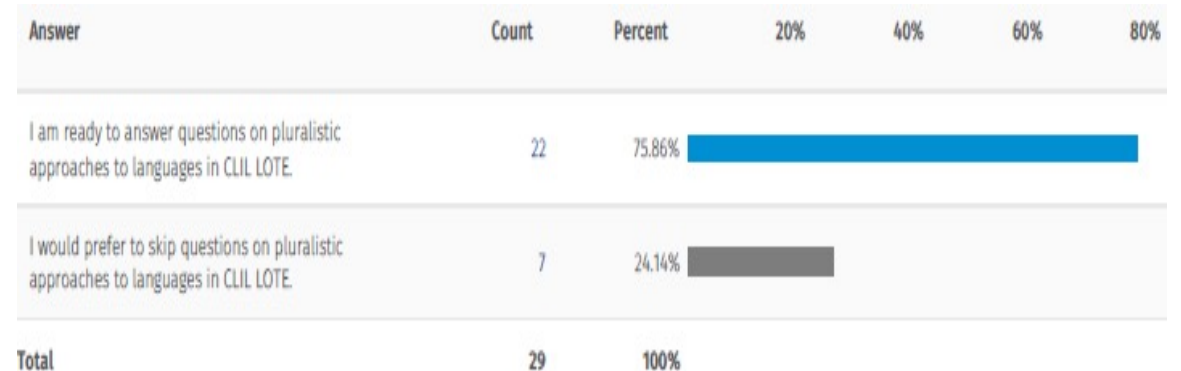
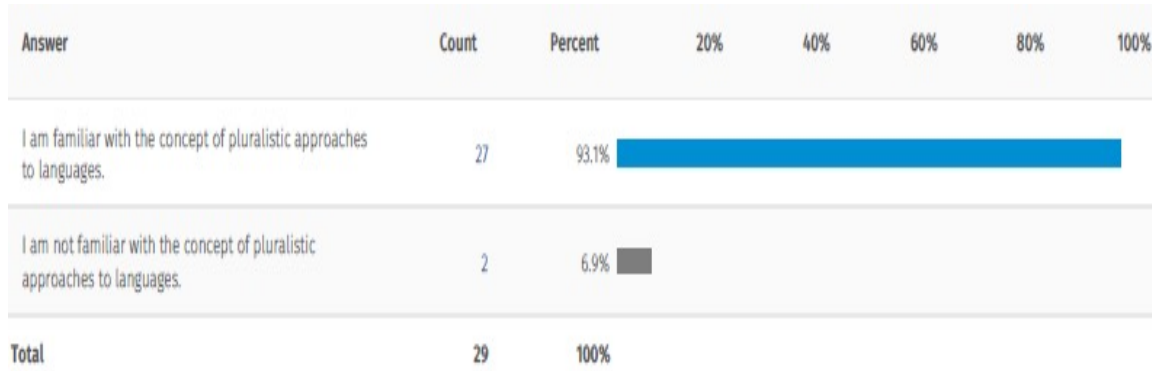
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15. Our project links CLIL to plurilingual education; it promotes language awareness through its focus on LOTE and pluralistic approaches to languages within CLIL.



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

Answer	Count	Percent	20%	40%
To a great extent	2	9.09%	<div style="width: 9.09%;"></div>	
To a moderate extent	3	13.64%	<div style="width: 13.64%;"></div>	
To a small extent	4	18.18%	<div style="width: 18.18%;"></div>	
To a very small extent	8	36.36%	<div style="width: 36.36%;"></div>	
Not at all	4	18.18%	<div style="width: 18.18%;"></div>	
I don't know.	1	4.55%	<div style="width: 4.55%;"></div>	
Total	22	100%		

In the language classroom

Answer	Count	Percent	20%	40%
To a great extent	1	4.55%	<div style="width: 4.55%;"></div>	
To a moderate extent	4	18.18%	<div style="width: 18.18%;"></div>	
To a small extent	3	13.64%	<div style="width: 13.64%;"></div>	
To a very small extent	10	45.45%	<div style="width: 45.45%;"></div>	
Not at all	4	18.18%	<div style="width: 18.18%;"></div>	
I don't know.	0	0%	<div style="width: 0%;"></div>	
Total	22	100%		

In other subjects



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

Answer	Count	Percent	20%
Restrictive legislation	2	2.78%	<div style="width: 2.78%;"></div>
Lack of interest (schools/universities or students/parents)	10	13.89%	<div style="width: 13.89%;"></div>
Teaching traditions (i.e. teaching languages in isolation)	13	18.06%	<div style="width: 18.06%;"></div>
A shortage of appropriately qualified teachers/pluralistic approaches are not a part of teacher education	14	19.44%	<div style="width: 19.44%;"></div>
Lack of appropriate teaching materials or information on how to implement pluralistic approaches in CLIL LOTE	14	19.44%	<div style="width: 19.44%;"></div>
Lack of time (prep time, teaching time)	6	8.33%	<div style="width: 8.33%;"></div>
High costs	1	1.39%	<div style="width: 1.39%;"></div>
Lack of examination/evaluation/certification	2	2.78%	<div style="width: 2.78%;"></div>
Challenges with transitions to the next level of education.	8	11.11%	<div style="width: 11.11%;"></div>
I don't know.	2	2.78%	<div style="width: 2.78%;"></div>
Total	72	100%	

In the language classroom

Answer	Count	Percent	20%
Restrictive legislation	2	2.74%	<div style="width: 2.74%;"></div>
Lack of interest (schools/universities or students/parents)	7	9.59%	<div style="width: 9.59%;"></div>
Teaching traditions (i.e. teaching languages in isolation)	11	15.07%	<div style="width: 15.07%;"></div>
A shortage of appropriately qualified teachers/pluralistic approaches are not a part of teacher education	16	21.92%	<div style="width: 21.92%;"></div>
Lack of appropriate teaching materials or information on how to implement pluralistic approaches in CLIL LOTE	14	19.18%	<div style="width: 19.18%;"></div>
Lack of time (prep time, teaching time)	8	10.96%	<div style="width: 10.96%;"></div>
High costs	2	2.74%	<div style="width: 2.74%;"></div>
Lack of examination/evaluation/certification	4	5.48%	<div style="width: 5.48%;"></div>
Challenges with transitions to the next level of education.	8	10.96%	<div style="width: 10.96%;"></div>
I don't know.	1	1.37%	<div style="width: 1.37%;"></div>
Total	73	100%	

In other subjects



Comments:

- A shortage of appropriately qualified teachers/pluralistic approaches are not a part of teacher education

[112377544] *“Mangel an qualifizierten Lehrkräften und Unterstützung.”*

- Teaching traditions (i.e. teaching languages in isolation):

[112229022] *“I think translanguaging is a phenomenon that starts to be mainstream in theory and research, but it doesn't really show in language teaching in practice nor in CLIL. Also, school materials haven't really supported this thus far. Nowadays the use of L1 in CLIL lessons has started to be more acceptable than before, but I think there is still a big gap to using and exploiting other languages in language teaching/CLIL.”*

- Parents' strategical choices

[112348811] *“Parents are often pragmatic in the choice of the language and career orientation of their children related to the socio-economic situation of our country and the trends in the job market.”*





CLIL in languages other than English – Successful transitions across educational stages
EMILE dans des langues autres que l'anglais – Transitions réussies entre les différents niveaux d'enseignement

Section 5: CLIL LOTE NETWORKS



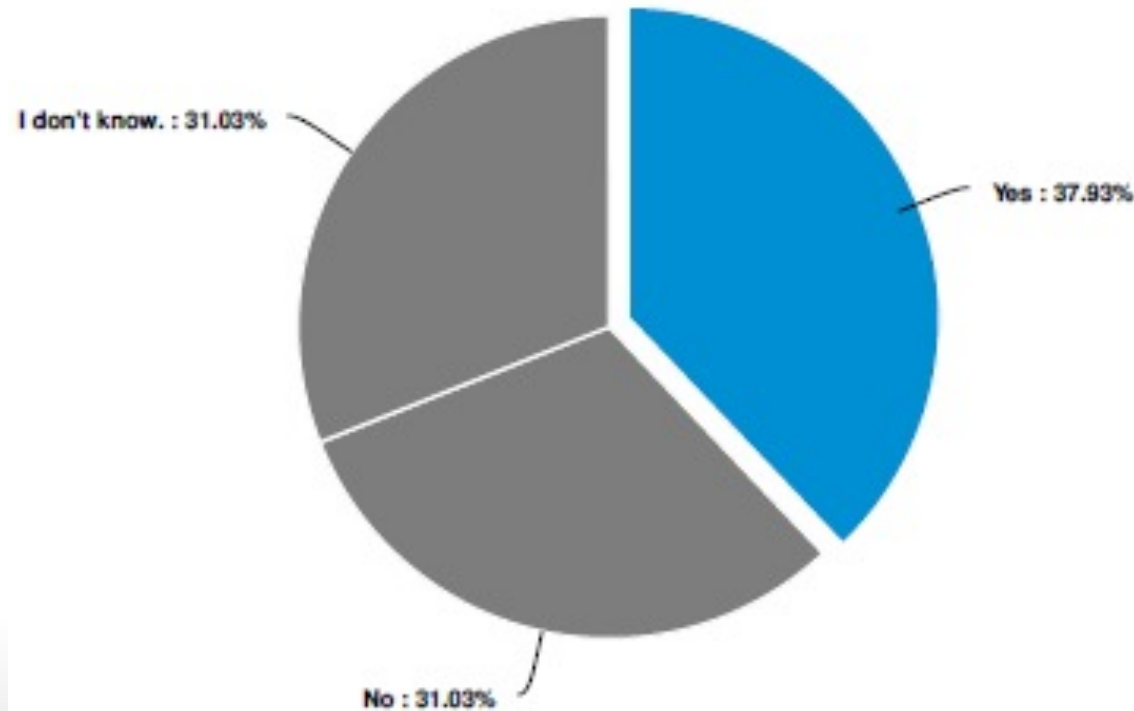
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Inspirer l'innovation dans l'éducation aux langues :
contextes changeants, compétences en évolution

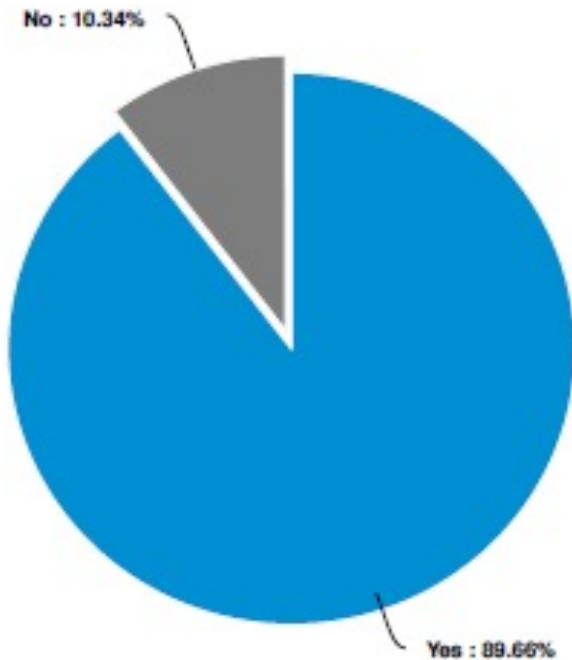
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19. Are there any CLIL LOTE networks in your country?



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



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?

