

## CLIL IN PARTNER COUNTRIES

### **POLAND**

Teaching - Bilingual lessons have been offered in Poland since the school year 1991/1992. At the

moment, there are bilingual classes at general state gymnasiums (sixth form junior high schools) and at lyceums (compulsory secondary education) as a result of the 1999 School Reform.

Bilingual teaching takes place in English, German, French, Spanish, Italian and Russian.

Overview: number of schools in 2003/04 offering bilingual lessons taught in Polish and one of the following languages

school type/ second language	English	German	French	Spanish	Italian	Russian	Total
primary school (years 1-6)	2	3	—	—	—	—	5
Gymnasium (years 7-9)	9	9	7	—	—	—	25
Lyceum (years 10- 12)	29	24	8	5	1	1	68
Total	40	36	15	5	1	1	98

The legal grounds for the organisation of bilingual classes were set in decrees and laws by the Minister of Education in the 1990s, with the latest dating from 21st May 2001, which regulates, among other things, the new A-level examination due to come into effect in 2005.

A-level examinations for pupils in French and Spanish bilingual classes were regulated in 1997 by bilateral agreements between the Polish Ministry of Education and the French Embassy (1997-2001) and the Spanish Ministry of Education and Culture.

The decrees of the Ministry of Education define CLIL as the teaching of at least 2 or 3 subjects in both Polish and a foreign language. The subjects in question are, most commonly, Mathematics, Physics with Astronomy, Chemistry, Biology with Hygiene and Conservation, Elements of General History and Geography, and Computer Science.

Pupils can take their A-levels in these subjects in the respective target language. Subjects that cannot be taught bilingually are Polish, History and Geography of Poland and Modern Foreign Languages.

Bilingual classes at general secondary schools (lyceums, years 10-12) cover three years if appropriate linguistic ability in the target language has been proven, or four years if the lyceum offers a preliminary class. Pupils are admitted to this preliminary class on the basis of

a diagnostic test assessing their linguistic talent, but not their actual command of the language. The preliminary year is dedicated solely to language acquisition.

At the moment, bilingual teaching is only offered at general lyceums, at gymnasiums (obligatory comprehensive junior high schools, years 7-9) and at some primary schools. Vocational schools have not been included in CLIL as yet.

The curriculum for the three-year bilingual course at the general lyceum (years 10-12) includes six hours of foreign language lessons (in the target language of the bilingually taught subjects).<sup>1</sup>

At gymnasium, the curriculum for bilingual classes includes 18 hours of foreign language lessons covering the whole period of years 7 to 9.<sup>2</sup>

The bilingual curriculum aims at the acquisition of high linguistic competence both in the mother tongue and in the target language. In addition, pupils are meant to extend their general knowledge of the respective historical, social and cultural aspects.

What has to be acknowledged here is the great involvement of international partners who have given immense support to their Polish colleagues. Native speakers of French, German, Spanish and Russian have been sent to teach at Polish schools by their respective home institutions.

Depending on the bilateral agreements, lessons at bilingual schools with French and Spanish as the target languages are organised differently to lessons at schools offering German and English.

A-level students with French as the target language take an examination that has been prepared by a joint, Polish-French commission. By contrast, A-level exams in Spanish are prepared by the Spanish partner. The students who successfully pass their A-level examination receive, apart from their Polish certificate, an official French or Spanish certificate. These documents are equivalent to the exam certificates from these countries, which means that students are exempted from taking language tests if they want to study in these countries.

There are opportunities for pupils from Polish-German bilingual lyceums. The German partner allows the pupils to take part in the language test “Deutsches Sprachdiplom Level II” (set by the German Conference of the Ministries of Culture), which opens the doors for studying in Germany. The two countries have mutually recognised their certificates since 1997.

The pupils’ high level of achievement at bilingual lyceums with English as the target language

was proven by the fact that they passed the International Baccalaureate with very good results. At the moment, this programme is offered at 10 gymnasiums in Poland.

The success of bilingual teaching and learning can be attributed to the teachers’ professional commitment and to their initial and ongoing linguistic and specialised training.

The cooperation of the CODN with both French and Spanish language advisors and with the German Coordinators of the Central Agency for Schools Abroad at the National Office of Administration (Zentralstelle für Auslandsschulwesen/Bundesverwaltungsamt) has also been a great support.

<sup>1</sup> Law gazette no. 61, 21st May 2001, position 626, enclosure no. 10.

<sup>2</sup> Law gazette no. 61, 21st May 2001, position 626, enclosure no. 8.

Teacher Training - In Poland, teachers are trained in one subject only, which is why it is difficult to find content subject teachers with sufficient language skills. One exception is English as it the most popular language.

Specialised subject teachers at bilingual schools with the target languages French, German and Spanish can take part in regular training courses in the respective countries.

A decree by the Ministry of Education has been regulating the linguistic prerequisites of content subject teachers since autumn 2002. By 2005, anyone teaching a bilingual subject has to provide evidence that he/she has the required command of the language.

For a few years, some universities (Gdansk, Katowice, Warszawa and Wroclaw) have been working on offering integrated teacher training in the form of an additional course of studies. Also, for primary and secondary teachers of German an additional qualification in Geography and History is being considered.

Since October 2003, all pupils who want to become teachers have had to study two subjects and must have proven language abilities in one foreign language (level B2 of the “Common European Frame of Languages”). In addition, every student has to show a certain level of IT literacy. These changes will hopefully contribute to producing sufficient numbers of teachers who can be appointed to posts in bilingual teaching.

The bilingual schools with French have had a well-functioning network for a long time, which is coordinated by the CODN. The network of bilingual schools with German has only existed since 2003. Each year, a conference is organised over 2 to 3 days for all Polish bilingual schools where questions of curriculum as well as methodology are discussed and decided upon.

#### Appendix: CLIL in Poland

The legal grounds for the organisation of bilingual classes are:

- Decree of the Ministry of Education, 21st May 2001, on the framework of state kindergartens and schools, enclosure no. 3 (law gazette no. 61, position 624)
- Decree of the Minister of Education, 21st May 2001, on the programme for nursery schools, general education at individual school types, as well as education at specialised lyceums, enclosure no. 4 (law gazette no. 61, position 625)
- Decree of the Minister of Education, 21st May 2001, on the curriculum of state schools, enclosures no. 8 and no. 15 (law gazette no. 61, position 626)
- Decree of the Minister of Education, 21st May 2001, on the conditions of marking, classification and support of pupils and state school examinations, on the basis of article 22 of law 2, position 4 of 7th September 1991 on the system of education (law gazette no. 61, position 626)

Module einer b i l i n g u a l e n D i d a k t i k und Methodik des S a c h f a c h u n t e r r i c h t s

SitBilUntPL-UK.pdf deutsch english français polski 4/4  
no. 67, position 329 and no. 106, position 496, of 1997 no. 28, position 153 and no. 141, position 943, of 1998 no. 117, position 759 and no. 162, position 1126, and of 2000 no. 12, position 136, no. 19, position 239, no. 48, position 550, no. 104, position 1104, no. 120, position 1268 and no. 122, position 1320)

– Law, 21st December 2000, on the amendment of the education system (law gazette no. 122, position 1320 of 31st December 2000).

Bilateral Agreements on A-levels examinations in bilingual classes, target languages French and Spanish:

- Agreement between the Ministry of Education of the Republic of Poland and the French Embassy in Poland on the regulation of the organisation of A-level examinations for pupils of bilingual classes with French at Polish general lyceums in 1997/98 and 1998/99 and on the certification conditions of pupils’ knowledge of French who have passed the examinations regulated on 12th January 1998 with the amendment of 9th December 1999 (extending the validity for 1999/2000 and 2000/2001)

– Agreement between the Ministry of Education of the Republic of Poland and the Spanish Ministry of Education and Culture on the formation and realisation of bilingual classes with Spanish at general lyceums, on the organisation of the A-level examinations for pupils of these classes as well as the definition of the necessary conditions for the awarding of “Titulo de Bachiller” by the Spanish Ministry of Education and Culture of 6th May 1997.

## ITALY

The reform of the higher secondary school, enacted in 2010, fixes the CLIL organization which, until now, had only experimental character.

In 1992/93 the “Liceo Linguistico Europeo” (European High School of Languages) was created. In its last three classes, one or more curricular subjects were taught in a European language other than Italian.

In the same year, the Ministry of Education initiated the “Liceo Classico Europeo” (European High School of Humanities), an experiment that involved 17 high schools, most of them private ones, all over the country. In this kind of school, starting from the second class, one curricular subject was taught in a foreign language. At this first step, its choice depended on the linguistic competence of the teaching staff more than on a top down planning.

In 1992 also the “international sections” were created - within the “Liceo Scientifico” (High School of Sciences) – which gave the opportunity to study a part of the programme of history and geography in a foreign language, with the support of a mother tongue teacher.

In 1998, in some “Istituti magistrali” (High School specializing in education) begun the experiment of the “Liceo della Comunicazione” (High School of Communication), which offered, in its three last classes, the CLIL.

The section 4 of the DPR 275/99 provides a regulatory framework and increases the opportunities for all schools to offer CLIL, as they can plan educational paths “that involve more subjects and activities as well as linguistic learning”. As a consequence, also technical and vocational schools as well as primary and lower secondary schools initiated new CLIL paths, funded by the law 440/97, which launched the “Progetto Lingue 2000” (Language Project 2000), namely 20 hours for CLIL projects in German, English, French and Spanish.

The monitoring at the end of this project, in 2003, showed the following types of actions:

- projects developed and run by single schools, especially in Sicily, Puglia, Marche, Lazio, Emilia Romagna, Liguria, Piemonte, Lombardia, Veneto e Friuli Venezia-Giulia
- development of network that organize teacher training course and dissemination activities
- projects developed by local branches and agencies of the Ministry of Educations (especially in Lombardia, Veneto, Emilia Romagna, Piemonte).

The section 2 of the DLgs 226/2005 initiated in the “Liceo Linguistico”, beside the learning of a curricular subject in L2 starting from the 3rd class, also that of another subject in L3 starting from the 4<sup>th</sup> class. In the last class of all general high schools (Licei) it provides the learning of a curricular subject, chosen by the pupil, in English. This regulation conflicted with the shortage of trained teachers and the choice of the curricular subject, so that it hasn't been implemented until now.

The new regulation of the high schools provides CLIL only in the last year of general and technical education. As far as the Liceo Linguistico is concerned, it confirms the previous regulation, namely 1 CLIL from the 3<sup>rd</sup> year (in English) and one more in L3 from the 4<sup>th</sup> year.

The Liceo della Comunicazione as well as the International Sections have been cancelled. Primary, lower secondary and vocational schools have been excluded from CLIL, maybe because of budget restrictions.

In December 2010, the Ministry of Education launched a national survey in order to acquire the linguistic competence and the availability of the teacher staff interested in undertaking a CLIL training. This survey foreshadows a national training plan aiming at implementing the regulation within 2013, in the Licei Linguistici, and 2014 in the rest of the schools. Only teacher having a B1 level in one of the four European languages – English, German, French and Spanish- will be admitted in the training courses.

### **Link to CLIL modules and projects**

*Fascismo e nazismo: due totalitarismi a confronto* – 5th class Liceo Linguistico or Technical School (German / Italian)

<http://www.progettolingue.net/aliclil/wp-content/uploads/2008/11/moduloted0304.pdf>

*Project for learning history in French and in German – USR Lombardia*

<http://www.progettolingue.net/aliclil/wp-content/uploads/2008/04/progetto-storia-in-fr-eted1.pdf>

## **GERMANY**

### **NorthRhin Westfalia**

Bilingual offers at gymnasiums in Northrhine-Westfalia exist since 1970. The schools usually have one bilingual class per age-group. The pupils enter the program because of an application by their parents which is accompanied by some advice from school. English is the most common offer, followed by French, Italian, Spanish, Dutch and New Greek.

The bilingual „Content-integrated learning“ is a concept in which the subjects: history, geography and politics are taught in a foreign language.

Pupils who continue the bilingual classes in the second phase of the secondary school have one bilingual subject as a basic class till their general qualification for university entrance. They need to pass an oral or written qualification test. The foreign language is continued as an advanced course.

At several gymnasiums in NRW, it is possible to gain both the general qualification for university entrance and the "Baccalauréat". This offer is a part of the bilingual German-French division, but it also shows some specialties, for example two content-integrated learning subjects and an obligatory oral test in the foreign language - French during the general qualification for university entrance.

### **Bavaria**

Grammar schools - The latest regulations concerning bilingual subject teaching at grammar schools in Bavaria can be found in the letter from the ministry of cultural and educational affairs from 29.05.2007 VI.6 5 § 5402-6.40 766.

Subjects - Bilingual subject teaching is possible in every non-foreign language subject. Every foreign language taught at school can become the lesson's official language.

Forms of bilingual lessons - a) Bilingual module: bilingual modules are bilingually taught units during the course of the regular subject teaching. They can be performed in every



academic year, preparatory courses are not necessary. Extending the lessons is not obligatory but possible, especially in combination with an intensification period. b) Bilingual Features: Bilingual features can be taught on the basis of the 1st, 2nd or 3rd foreign language with or without preparatory courses beforehand. They will function as an extended teaching of a foreign language form and can be performed in one or more subjects until the Abitur. Two hours will be added to the regular class time per year. c) Other forms: bilingual subject teaching can also be provided as a optional course, as a consortium or a project. Furthermore it is an option of interdisciplinary teaching in the form of a seminar held in the sixth form of grammar schools.

Staff qualifications - The establishment of bilingual teaching requires the availability of at least one full-time teacher meeting the following requirements :

- Teacher of the subject which is to be taught bilingually having good command of the foreign language that will function as language of instruction.
- Teacher of a subject who is also awarded a foreign language degree under simplified conditions.

(compare LPO I §110a / or §127 LPO I new version)

- Teacher with extraordinary knowledge in the subject language. This is only possible with permission of the headteacher.
- Teacher of a subject who is also able to prove knowledge of the target language on level C1 within the scope of the regulations of the European conference or with an appropriate language certificate.

## FRANCE

In France European and oriental sections have existed for many years. Both of them are open to students aged from 11 to 18, attending lower and higher secondary school, without distinction between general, technical and vocational education.

These sections aim at fostering the proficiency in a foreign language as well as a positive approach and interest toward other cultures, both European and extra – European ones.

As general rule, pupils enrol a European section at the beginning of the last year of the lower secondary school (14), but some schools offer the opportunity to enter at 11. The CLIL methodology is proposed only in the higher secondary school, whereas in the lower secondary the foreign language is reinforced (2 hours per week more than in a “normal” section).

The curricular subjects taught in a foreign language can be more than one. The most common ones are history and geography, mathematics and sciences.

In the general course of study, pupils can choose among several languages - German, Spanish, English, Italian, Dutch, Portuguese and Russian, whereas, in vocational school, Russian is not offered.

If the pupil passes the final language test, in his high school leaving qualifications certificate it is mentioned “English / German/...European section”. Moreover, attending a European section helps to join the bi-national sections that enable pupils to obtain a double high school leaving qualification certificate, both national and of another European country, according to the bilateral agreements signed with Germany (the ABIBAC), Italy (the ESABAC) and Spain (BACHIBAC).

B.O. n°33 3rd September 1992

[Texte fondateur des sections européennes](#)

[Les sections européennes au lycée professionnel](#)

B.O. n°34 21st September 2006

[Indication "Section européenne" au baccalauréat professionnel](#)

B.O. n°42 13rd November 2003

[Indication "Section européenne ou section de langues orientales" au baccalauréat général et technologique](#)

*Web-Site of the French Ministry of Education which proposes pedagogical resources for CLIL.*

<http://www.emilangues.education.fr/ressources-pedagogiques/sitographies/histoire-et-geographie>

*Web-Site of the local branch of the Ministry of Education in Nantes, which gives information regarding CLIL implementation and projects in the region (Loire Atlantique, Maine et Loire, Mayenne, Sarthe e Vendée)*

[http://www.ac-nantes.fr/85435210/0/fiche\\_pagelibre/&RH=1258713323781&RF=1259224645071](http://www.ac-nantes.fr/85435210/0/fiche_pagelibre/&RH=1258713323781&RF=1259224645071)

## SPAIN

*This presentation quotes the recent publication CLIL IN SPAIN. IMPLEMENTATION, RESULTS AND TEACHER TRAINING by D. Lasagabaster and J. Ruiz de Zarobe, 2010 Cambridge Scholars publ., Newcastle upon Tyne*

“In the last decade CLIL has undergone a rapid development in the Spanish scenario. This is the result of a commitment with the European policies aimed at fostering multilingualism and a growing awareness of the need to learn foreign languages. Nevertheless, to understand CLIL in Spain we must first take into account that Spain comprises 17 autonomous regions plus the autonomous cities of Ceuta and Melilla. The legislative frameworks guiding the Spanish education system are the Spanish Constitution (1978), the Organic Act on the Right to Education (LODE, 1978) and the Organic Law of Education 2/2006, 3rd May (Ley Orgánica de Educación LOE 2006) which develop the principles and rights established in Spain. Even though the Organic Law of Education offers the legal framework to provide and assure the right to education at national level, the autonomous communities regulate the adaptation of this Law to their territories. This fact allows them to have the power to administer the educational system within each region although the Organic Act of Education offers the core frame for the whole country. Due to this diversity, there are as many models as regions and no single blueprint exists to take root across the country.

In the Spanish scenario, CLIL programmes are being implemented in mainstream schools quite frequently with direct support from educational authorities. The different models vary significantly from one region to another, but can be divided into two main contexts:

- Monolingual communities, where Spanish is the official language. In these communities, education is partly done in Spanish and also in one or two foreign languages, when CLIL is implemented.

- Bilingual communities, where Spanish is the official language together with another co-official regional language, namely Basque, Catalan, Galician and Valencian, both of which are mandatory at non university levels. In these communities, education is undertaken in both co-official languages, plus in one or two foreign languages, when CLIL comes into force.

At central level, the Spanish Ministry of Education, Culture and Sports and the British Council have signed the ‘MEC/ British Council Agreement’, to implement *the Bilingual and Bicultural Project*, that aims at raising English language levels of children in state schools by

following an official bilingual and bicultural curriculum. The autonomous regions, as far as they're concerned, have implemented the CLIL programmes in different ways.

For example, the regional ministry of the community of La Rioja introduced English as a foreign language in the second cycle of infant education, developed specific official language schools programmes addressing secondary school learners, and funds immersion-based stays abroad by 6th primary school learners. Special attention is paid to the development of two projects: PILC, or Proyectos de Innovación Lingüística en Centros (School Language Innovation Projects) and Bilingual Sections.

In Madrid, in contrast to bilingual regions such as Catalonia or the Basque Country, the teaching of content through a foreign language represents a relatively recent teaching-learning phenomenon, specifically as far as the state school system is concerned. There are two features that make CLIL teaching in Madrid clearly distinctive. First, its large dimension, with over 300 public schools (primary and secondary) offering a vast number of subjects through English as a foreign language. Secondly, its fast implementation rate, especially in the case of the bilingual project, with more than 250 new institutions running the programme only in the last five years.

All the large-scale programmes, both regional and national, have been accompanied by teacher training schemes to provide teachers with the necessary linguistic and methodological skills to implement CLIL. These schemes include language and methodology courses in Spain and periods of study abroad."

Link

[http://www.juntadeandalucia.es/educacion/portal/com/bin/Contenidos/OEE/ordenacion/PLU\\_RILINGUISMO/2007\\_09\\_21\\_instrucciones/1190713589869\\_instrucciones\\_de\\_19\\_de\\_septiembre\\_de\\_2007.pdf](http://www.juntadeandalucia.es/educacion/portal/com/bin/Contenidos/OEE/ordenacion/PLU_RILINGUISMO/2007_09_21_instrucciones/1190713589869_instrucciones_de_19_de_septiembre_de_2007.pdf)

<http://www.c-s-p.org/Flyers/978-1-4438-1857-5-sample.pdf><http://www.c-s-p.org/Flyers/978-1-4438-1857-5-sample.pdf>

## AUSTRIA

(Tyrol)

The inclusion of CLIL in the curriculum of the primary school dates back to 1998. The privileged foreign language was English, and, except for German, all subjects can be taught in English. The bilingual learning covers 4 years of the primary school and it is structured in short phases.

In secondary schools, at the very beginning, it addressed the minority languages. At present it is included in some vocational schools, whereas it is quite diffused in grammar schools located in the provincial capitals.

The CLIL actions and projects, depending on local situations, can be bottom-up or top-down; involve only one class or the whole school; concern one or more subjects; last the time of one lesson or more.

There are three main problems that have to be faced in order to develop CLIL in the higher secondary school: the qualification of the teachers, the assessment of the results, which is now only informal, and the limited number of the curricular subjects involved (sciences, psychology and history-geography).

Both at national and regional levels there are several ongoing collaborations between university, schools and teacher training institutions.