

1st CLIL Conference for Austrian BMHS

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University of Education, Vienna

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Conference Proceedings

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Introduction

CLIL(Content and Language Integrated Learning) is a central issue of the language policy of the European Commission.

Action plan of the European Commission 2004-2006:

Content and Language Integrated Learning (CLIL), in which pupils learn a subject through the medium of a foreign language, has a major contribution to make to the Union's language learning goals. It can provide effective opportunities for pupils to use their new language skills now, rather than learn them now for use later. It opens doors on languages for a broader range of learners, nurturing self-confidence in young learners and those who have not responded well to formal language instruction in general education. It provides exposure to the language without requiring extra time in the curriculum

http://europa.eu.int/comm/dgs/education_culture

In accordance with the language policy of the European Commission CLIL has become an integral part in the Austrian education system. It has been introduced into the new curricula of Austrian HTLs (technical colleges), where CLIL has to be executed in technical subjects for 72 hours during the third, fourth and fifth form each; Austrian HAKs (business colleges) are to focus on CLIL throughout their courses. Since CLIL demands special methodology to be efficient and successful, it became necessary to organize in-service training for CLIL teachers. Special CLIL courses have been offered by the University of Education, Vienna, for several years now, focusing on technical subjects and economics. Participants have repeatedly emphasized the need for exchange and networking with colleagues of the same subjects, not only within Austria, but also from other European countries, since there is a common lack of CLIL materials for technical subjects and economics. This demand led to the organization of the first CLIL Conference for Austrian BMHS (vocational colleges) by the University of Education, Vienna. It was held at the University of Education, Vienna from April 3rd to April 4th. There were 120 participants, about 20 from other European countries.

The first day started with words of welcome by Dr. Thomas Greller, Vice Dean of the University of Education, Vienna, Dr. Susanne Brandsteidl, head of the Board of Education in Vienna, and Mag. Andreas Bärnthaler, head of CEBS (Center für Berufsbezogene Sprachen) Austria. They emphasized the importance of English as a key competence in our global knowledge society and the necessity to prepare students to meet these challenges. Keith Kelly, an internationally acclaimed CLIL specialist, elaborated on „A Rationale of CLIL“ in his key-note speech, which was followed by two slots of four parallel workshops each.

The second day began with an information input by the Bundes ARGE (Arbeitsgemeinschaft) CLIL. The next three hours were dedicated to workshops for ten different subjects, which were led by CLIL teachers who have already gathered experience in CLIL teaching and learning. They presented good-practice CLIL subject materials in the first part and collected ideas for networking and possible support in the second part.

Descriptions of all workshops can be found in the conference proceedings.

The event concluded with words of good-bye by Stuart Simpson, the founder of Vienna's CLIL programme "Vienna Bilingual Schooling".

The event was sponsored by the British Council, the Chamber of Labour, and the publishers Veritas, MacMillan and Helbing.

Eva Poisel

Key note speech:

A Rationale for CLIL

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Giving a rationale to any educational initiative needs to take into consideration the factor of 'context' in which initiatives is being undertaken. The Austrian context within the wider European context is a busy and dramatic one for CLIL to develop. Austrian CLIL is happening at a time of ongoing economic crisis in Europe, where young people are increasingly victims of high unemployment and where the same young people are expected to develop skills needed quickly for mobility in answer to the difficult situations they live in. Young people, Austrians included, are expected to be mobile. Young people need to cope with migration in their search for work opportunities. They need mobility (immigration) within their own country context as jobs move them from one part of their homeland to another. Young people need inmobility too. Within large companies young professionals are expected to be able to move around from department to department, sometimes between different countries, but also frequently between cities. The current situation in Austria has 25% of its unskilled workforce coming from abroad, recent data (Jan 2014) has youth unemployment among Austrians creeping up to 10.5%. Austria is weathering the economic and employment storm very well compared to other countries. Spain has over 50% youth unemployment. Clearly, a major factor in Austria's successful employment of its young people is their professional training through schools like the HTLs and others. What then, does CLIL offer these young Austrians? The European Union is, at the time of writing, promoting an education in Europe for 'Employability, mobility and growth'. The key competences which the European Union has laid out as a challenge for educational systems around Europe to deliver are effectively delivered using a CLIL approach. What CLIL does for education and hence those studying the curriculum in this context, is bring competences to the foreground. HTLs around Austria are now obliged by law to offer a proportion of their curriculum through the medium of English and hundreds of practising teachers are undergoing continuous professional development in CLIL methods and practice through institutions like the PH in Wien. Teachers on the HTL CLIL course are challenged to take a new look at their approach to teaching and

learning. It is not simply a question of moving from German into English. CLIL is first and foremost all about identifying competences young people need, secondly, identifying the communicative skills that accompany these competences and thirdly making decisions about classroom practice in order best to give young people the chance to gain experience of these skills and acquire them in meaningful, curriculum-led activities. The curriculum may specify that students will 'analyse', or 'synthesize', or 'differentiate', in a given subject. CLIL requires that teachers 'translate' this statement of objective into 'language' and 'task' so that the now explicit competences are met and practised in class. Recent curriculum reforms in Austria which have competences clearly stated for all teachers should be seen as a perfect opportunity. The new curriculum offers teachers the chance to turn theoretical documentation about competences into classroom reality by engaging a CLIL approach to the teaching and learning process (teachers frequently share with me that this applies also to teaching through the mother tongue German language not just to English as a foreign language). One of the greatest challenges for young people everywhere in education is the hidden curriculum and the 'language of learning'. This 'hidden curriculum' and language of learning includes academic vocabulary, cross-curricular general academic language, it involves knowledge of academic genre as well as academic language skills and academic study skills. The challenge is that this area of education is frequently not dealt with explicitly, and there is an assumption that our youngsters 'absorb' this vast area of 'knowledge' by being exposed to it in school. The wonderful thing is that much of the EU Transversal Competences (communication in mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship, cultural awareness and expression) and a CLIL approach to teaching and learning overlap. CLIL makes the 'hidden curriculum' explicit and it does it for the simple reason that you cannot hypothesize in a foreign language without some explicit effort invested in learning it. CLIL brings language and communication to the front in a way which embraces 'initiative' and 'learning to learn' as well as much of the higher order thinking that lies at the heart of the competence-led education the EU is promoting. Implementing CLIL does carry a price. It may demand a sacrifice in terms of some of the pure curriculum content. Working through a second language can be more time consuming! Nevertheless, there is no question that CLIL brings with it advantages for language and communication and there is evidence which shows that where it is done well, CLIL can bring results on a par with mother tongue peers. CLIL in Austria is an instrument contributing to a competence-led education; it has developed a pedagogy which makes competences, language and thinking explicit in the classroom; CLIL contributes to ongoing Austrian growth, young employability and mobility.

Workshops

'Ingredients for successful CLIL'

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Successful CLIL depends on a variety of factors. This paper discusses four factors relevant to successful implementation of CLIL. Firstly, we will look at questions of *managing* and supporting the CLIL implementation process. Secondly, we will look at the roles and behaviours of *teachers* in the delivery of CLIL. Thirdly, we will examine the issue of *resourcing* CLIL in schools. Lastly, but by no means least importantly, we will consider factors to do with the *learners* in CLIL education.

Management factors

CLIL, like any other current educational reform, can be a victim of the whims of political parties and ministries of education and the time frames within which they work. Moving from teaching a national curriculum area in the mother tongue to a foreign language should not be undertaken lightly. Cummins (2000) states that it can take anything up to 7 years for minority language speakers receiving their education through a majority language to reach the academic language level of their majority language speaking peers. Cummins, it should be added, is describing minority language speakers living and learning within a language majority community, for example Hispanics in California for whom English is a 'second language'. This means that the environment within which this community is living and learning is by and large the community of the majority language speakers. CLIL learners, on the other hand, tend to be monolingual groups (or bilingual groups within a bilingual community) learning through English as a foreign language. The environment in which the CLIL group lives and learns is not an English language speaking community. If they are lucky, the school environment will be an English-medium one, but even this is not common. Time scales which are based on anything shorter than 7 years, then, take risks in the provision of the language development necessary for minority groups to have a good chance at schooling. Indeed, assuming an implementation process incorporates the years 1 to 12 of an average school life of a child, and we imagine that an implementation process will develop as the child goes through school, the CLIL curriculum is hardly likely to halt after Cummins' 7 years of developing academic language and will continue till graduation. In short we are looking at a CLIL curriculum which spans the entire age and

content range of 12 years, roughly 2 to 3 terms of office for any sitting governmental ministry of education. Add to this the need to review and develop the curriculum to improve provision, it is quite likely that a fluid working model of CLIL in schools, to take at least one or two extra years, probably more for a review of each curriculum year to work its way through to year 12. So, we're talking about 15 years and 3 to 4 terms of office just to have a whole-school workable model in place which has been tested and updated.

Having described the picture above to set the scene, I'd like you now to suspend this reality for a while and think of the four variables (management, teachers, resources, learners) as independent items which we can scale in terms of 'more' or 'less' favourable for CLIL. This is impossible to do in reality of course, hence the suspension of reality which I'm asking you to commit to. The reality is that (deep intake of breath here) if you have a brilliant and driven subject teacher with good English, with time to prepare, probably single and no children, and young enough to have the energy to work late into the night, working with talented learners at school, resourced well and with curriculum and time freedom to experiment, moving on with a class from year to year, paid enough not to get demotivated too soon (take another breath), then CLIL has a chance when the other variables are missing or measure low on our scale. As I said, suspend your idea of reality for me for a moment.

Government aims and support

In recent years, it's been quite common to find governments with motivation for CLIL. It's less common to find motivated governments who think seriously in the longer term about CLIL implementation and all that entails, though there are some significant exceptions. The Austrian government, for example, has recently passed legislation which obliges Higher Technical Schools to offer 72 hours of their year 3 curriculum through the medium of English for *all* students in year 3. The plan is for this cohort to go on receiving English-medium education thereafter from year to year. At the same time as introducing this legislation the government has been funding in-service training programmes in CLIL for practising teachers. The programme comprises 12 full days of training over a period of 18 months. At the University of Education in Vienna at the time of writing, 7 groups and over 200 teachers have already undergone the programme of CLIL training over the past 4 years. Additionally, the schools have identified senior staff to be responsible for the CLIL initiative, a group of these senior teachers has got together to write guidelines for other schools beginning to implement CLIL and they have set up a [national portal](#) (accessed 05.02.14) for CLIL to gather information and resources to share among CLIL in HTLs nationally. There is also a national electronic network growing which now has over 150 CLIL teachers in it and supports their communication about their work. The Austrian CLIL project hosted its first national CLIL conference in April 2014 at the University of Education in Vienna to bring together those experienced in and those who are newcomers to CLIL to develop the network further. All of the 'ingredients' above are strategic factors in the success of the Austrian HTL CLIL project, and we haven't even started to look at the question of teachers, resources, or learners.

A whole-school policy

A major challenge to management of a CLIL initiative is creating a 'whole-school' ownership of the CLIL project. Language teachers can feel that CLIL threatens their role in the school. Subject teachers can feel anxious about their language abilities. Parents can worry about content achievement in a foreign language. It's important right from the start that school managers work to bringing everyone together, creating 'one voice' for CLIL. In practice this can be as simple as making sure everyone is aware of what the aims and objectives are. What does CLIL hope to achieve? If a school is teaching through English as a foreign language, what effect is this having on content grades? There is research which suggests (Genessee 2006, Dobson, Perez Murillo, [Johnstone](#) 2010, Jaepinen 2005) that CLIL / immersion students do not achieve less well in terms of content than their monolingual counterparts. It is important that everyone knows this and that they are able to air their concerns and have them heard and responded to in an informed manner. Schools should be encouraged to

carry out their own investigations into student achievement during CLIL courses and publish their findings.

Time

Are managers and department heads working to provide time in the curriculum for their CLIL teacher colleagues? Teachers in CLIL need time to prepare. Let me say this once again. CLIL teachers need extra time to prepare. Managers need to make the curriculum fit with this need for time (see 'Teacher Collaboration').

Clearly, then, the *management* factor is important. All of the top-down factors are instrumental in supporting bottom-up initiatives from teachers and the classroom. But, it is no good on its own. For CLIL to work, there also needs to be success in the three factors to come: teachers, resources, learners.

Teacher factors

What is the ideal CLIL teacher? Let's deal with the native speaker question first. It's a myth that native speakers make better CLIL teachers than non-native speakers. A British (American, Australian, Canadian, or other) accent is a quaint educational aim, but shouldn't be a factor in teacher selection. In many ways native speakers have challenges to teaching CLIL which non-native speakers do not. In most CLIL classrooms the teacher speaks the same mother tongue language as the children. This can be a huge advantage and it can be an equally large disadvantage if the teacher doesn't know the language the children speak at home. Strategic use of the mother tongue should be encouraged in the CLIL classroom if it supports learners in developing the foreign language. Whatever the background of the teacher, they need to be able to moderate their language so that it is at the right input level for the learners they work with. A native speaker speaking at full speed, using colloquialisms, slang, and cultural referencing can cause a lot of difficulties for CLIL learners.

Minimum level of teacher language

Some countries do have benchmarks for the level of language of teachers working through the medium of a foreign language. Perhaps at the top of the pile is Holland, where schools looking for accreditation as a 'bilingual school', need to be visited, inspected, and tested before they are given official bilingual status. Teachers are expected to reach Cambridge Proficiency level in the English language. This is high, but, well, that's the Dutch, isn't it. What about the rest of us? I would advocate a level of foreign language which is functionally adequate for working in the subject in the classroom. Subject teachers aren't expected to be language teachers, they are expected to teach their subject through English and use strategies for supporting learners working in English. This is somewhere between B1 (also recently identified as the minimum language requirement by the Home Office for settlement in the UK!) and B2, in my opinion. If you're a CLIL teacher, you should be able to do everything you ask the students to do in your subject in English as a foreign language. If you feel that you aren't able to do this, join a class, improve your English.

Some British Council offices in the past have been involved in teaching teachers English in order to equip them with the language they need to teach through the English language. Qatar is one example of a system which has had targeted language training, as well as CLIL methodology training for teachers being asked to work through English. I visited the Didzdvario Gymnasium (www.dg.su.lt) in Latvia Siauliai in 2006 where the language teachers taught the subject teachers English in order to get them to this functioning level of English for CLIL. The school had just begun to implement the IB programme through the English language. In other contexts, language teachers, or native speaker assistants work hand-in-hand with local subject teachers and provide a language focus to the otherwise mother-tongue lesson.

Teacher preparation and classroom methodology

As important as the question of level of language, if you ask me, is the question of what methodology is being used in the classroom. In short CLIL classroom methodology needs to be communicative, making use of a lot of visuals to embed the content in a form that learners can easily understand, it needs to have learners collaborating as much as possible, it needs to be challenging cognitively, it also needs to be sequenced in a way that moves learners from a cognitively less demanding and context-embedded position, through personal talk over the ideas, on to more cognitively challenging, less context-embedded public talk, and then on to writing.

It goes without saying that any CLIL teacher training needs to follow these principles. I have many conversations with teachers who attend my training sessions along the lines of:

T 'I thought I'd be getting help with Chemistry (insert any subject you like here) content in English'.

K 'No, I'm sorry, you won't get any specialist help with your subject. What you will get is an awareness of the language of your subject, and ideas for things you can do to help students access and use that language.'

T 'Oh'.

Specialist subject teachers, by and large are already specialists in their subjects, they don't need a refresher course, or if they do, they should find one, not necessarily attend a CLIL course for subject refreshment. What subject teachers working in CLIL do need, and need a lot of, is an awareness of how language works in their subject, that is what the language of their subject is, and how it behaves. They also need a repertoire of activities and techniques for helping students develop the language they need to perform in their subject in English. Any training should be crammed full of this stuff.

Teacher collaboration

In some ways teacher collaboration depends on management decisions, school management making time available for teachers to collaborate. If a department head is given the role of coordinating CLIL in the subject, this goes some way to promoting collaboration among subject teachers more generally. Equally important, but more of a question of language, is the question of subject teacher and language teacher collaboration. In some settings where there are no subject teachers with the level of language needed to teach through English, some schools have both a language teacher and a subject teacher working together. As mentioned above, some schools are fortunate to have visiting teacher assistants from English-speaking countries. These teacher assistants can be a real treasure for non-native subject teachers working through English for offering another model of the language, for in-class small group work and others. On a broader scale, teachers should be encouraged to collaborate beyond the school. There are plenty of teacher organizations and networks for CLIL teachers to join. If there is a subject teacher organization in the country where a teacher is working it goes without saying that it is valuable to get involved in this organization, to join a community of like-minded teachers, to share, to build a common voice. There may not be one of these organizations, but there are international associations of teachers of CLIL. The Forum for Across the Curriculum Teaching ([FACTWorld](#)) is one such network. At the time of writing, FACTWorld has over 3500 teachers around the world in its [network](#), teachers who are all interested in CLIL. Colleagues need to get involved in these networks, if for nothing else, to avoid reinventing the wheel every time they prepare a new lesson in English!

Resource factors

While the European Union is advocating education for mobility, employability and growth, which by default suggests education based on competences, we live in a world where young people are still

delivered facts to consume, where much of learning is passive, where teachers talk and learners listen. What is the state of education in your country? How often do learners discuss in groups in order to solve a problem, for example? Educational literature today is full of appeals for learners to be given the opportunity to collaborate, to critically think over questions in groups, and I have to say here that this kind of student-focused perspective on learning, is essential for CLIL. If we want learners to be able to speak in English, we have to create opportunity for them to practise speaking in English.

The curriculum

Is your learners' curriculum densely packed with factual abstract knowledge? Or, does it have learning skills and thinking skills explicitly listed, exemplified and accompanied with activity types for teachers to use as models for work in their own classrooms? A CLIL curriculum needs to have this *and* go a step further. It needs to include samples of language that skills and thinking demand of learners, so that teachers can both make sure that these functions of language are practised but also so that teachers can listen out for them and moderate teaching to make sure any difficulties and gaps are remedied in later learning. See Macmillan's [Your CLIL](#) for a collection of functions for Science and Geography, the language that goes with these functions, and accompanying lessons.

Teaching resources

What CLIL resources do you have available to you? In the vast majority of contexts I've worked and visited, schools *import* native speaker textbooks, usually British or from the US. While the quality can usually be guaranteed with these books, they are always going to be a challenge for CLIL learners on a number of levels. The language demands of native speaker textbooks will be very high, not just the subject-specific language, but also the general academic language, the 'hidden' language of learning. This invariably means that for CLIL classes with imported books to be effective, the teacher will need to do a lot of adaptation, which itself is very time and energy consuming. Even with adaptation, there may still be culture specificity in the books which causes extra challenges to local learners of content in English. Some contexts prefer to *translate* local textbooks and while this can avoid the culture challenges and linguistic problems of native speaker books, translation carries challenges of its own. Translated textbooks may still be linguistically at too high a level for learners as, unless the language is moderated down to reach the learners' level, it will have language which is sophisticated in the native language, but simply expressed in English as a foreign language. Translated textbooks can also exhibit other problems, they can be produced without any pictures or illustrations, presenting, quite literally, a textbook which is a 'book of text'. Translated textbooks can also lack one other major element – activity! CLIL textbooks need to be written around a skills-based curriculum. These skills will involve practice in all areas of language, listening, speaking, reading and writing. They will also need to be highly dynamic in activity demanding that learners be involved in individual, pair, small group, and large group activity, as well as presentation work amongst many, many other things. Some fortunate contexts have resources which are 'custom-made' for CLIL. The Ikastolas network of schools in the Basque country, for example, have invested heavily in publishing not only English-medium content textbooks which are written specifically to meet the language and activity needs of Basque learners, but they also produced and published English language textbooks for courses to be taught alongside the content classes, which provide learners with a deeper understanding of the language they meet in the content lessons, practice the general academic language from these classes, and practice cross-curricular skills needed for surviving and thriving in an educational environment in a language other than the home language/s. Few countries are lucky enough to have such resources, nevertheless, it does provide us with a benchmark, a standard by which to work and to aim towards.

The lesson is simply this: CLIL is easier and more effective if you have 'custom-made' resources and activities and can be much harder and less effective without them. What follows is a sample activity

picked from the HTL CLIL teacher training course which was carried out with participants of the workshop being described.

Example of a one-lesson CLIL activity – Aliens

The CLIL activity Aliens, which was used in the workshop, is an example of a CLIL writing activity that involves extensive learner interaction in small groups. The main objective is for learners to produce a paragraph of text relating to the subject topic. The activity also provides learners with practice in organising ideas into paragraph structure.

This source of this activity as described below is 'CLIL Activities: A Resource for Subject and Language Teachers', Liz Dale and Rosie Tanner, Cambridge University Press, 2012. The topic chosen for the workshop was Piano.

Summary

Outline	Learners brainstorm and organise ideas using sticky labels as preparation for writing
Thinking skills	Remembering, ordering
Language focus	Linking words for ordering, describing
Language skills	Writing
Time	40 minutes
Level	A2 or above
Preparation	Decide on your topic in advance. You will need 10 sticky labels or cards per learner, 5-10 A3 posters and tape for sticking the posters up

Procedure

1. Show learners a picture of an alien. Explain to your class that they are going to write a clear, short description of something related to your subject for this alien who is visiting earth for the very first time. They will also learn how to organise information into paragraphs.
2. Tell the learners the topic and hand out five sticky labels to each learner. ON each lable they write one piece of information about the topic. (eg. Has keys, plays 7 octaves, can be upright or grand etc.)
3. When all learners have five points, they work in groups of four to organise their 20 pieces of information into a maximum of five categories.
4. Write the categories the groups have made on the board and write each one on a poster on the wall.
5. Learners place each sticky label on a poster under the relevant category.
6. Each group now gets a poster and writes one paragraph on that topic. Remind learners that their description is for an alien and therefore needs to be very clear and complete. Encourage them to think aobut (i) words which link idease, such as because, so and however, and (ii) 'organising' words, such as firstly, secondly, thirdly, lastly/finally.
7. If necessary, show the learners how to do this first, by writing one paragraph together as a model on the board.

8. When each group has finished, ask them to read their paragraph aloud to the other groups, who are the aliens. They must imagine they are the aliens reading about this topic for the first time and should ask questions for clarification.

Follow-up

Regroup the learners so that each new group is composed of learners who all wrote a different paragraph in step 6. The new groups now work together to write a complete webpage on the topic, aimed at learners who are two years younger than them.

Learner factors

Last but not least, we come to the learners in our discussion of the ingredients of successful CLIL. If the conditions are as good as they can be, *all* learners are able to achieve their best. I certainly do not believe that there are some learners suited better than others to CLIL. CLIL is valid for all 'types' of learners and should not be the domain of the selected elite. Sadly, the reality of the situation in most contexts is that CLIL is the domain of the educational elite. There are signs that this is beginning to change by force of demand and population size. Holland has recently announced moves to bring its bilingual system down into the primary sector. Certainly, the Kazakh ambition of achieving trilingualism will eventually, we assume, include all learners in the country beyond the [Nazarbayev Intellectual Schools](#). The foreign language medium grammar schools of Bulgaria with their model of preparatory class followed by the curriculum in the foreign language of choice, is being copied by other less prestigious schools in Bulgaria. The Italian government has recently decided to implement legislation which will spread the English language as a medium of education. Countries need to set up conditions so that CLIL can be available to all learners, not just the elite.

What then is the ideal number of hours per week? How long is a piece of string? After the 18 hours of English per week in the prep class, Bulgarian teenagers then go on to study 1 or 2 hours per week of other subjects (Geography, History, Sciences) through English in the second year as well as continuing English language classes, 6 classes per week. The Austrian HTL project demands a minimum of 72 hours over one school year, which could be two lessons per week. Austrian schools though have the freedom to batch classes together and give learners a more intensive experience with 6 or more classes per week for 12 weeks. And, of course, there is nothing to stop HTLs from teaching more than 72 hours in the year. What we do know is that more is better. However many hours students get, learners need to have continuity, of both language and content and that this is planned carefully so that concepts are contextually embedded and language is sequenced and recycled. The curriculum needs also to be coordinated so that what a History teacher is doing complements what the Maths teacher is doing, and what the English language teacher is doing. If these ingredients are in place, the learner factor can achieve its best in CLIL.

Post script

As part of the workshop to colleagues in at the CLIL Conference at PH Vienna, a questionnaire was handed out to participants entitled - *How CLIL ready are you and your school?*

The questionnaire handout is appended here, as well as the results with tendencies highlighted.

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(i) Original questionnaire

How CLIL ready are you and your school?

(Score yourself for your school context for CLIL from 1 to 5)

		less - more				
CLIL issues	Questions	1	2	3	4	5
Management						
	Does the government support CLIL? (funding, legislation, curriculum reform)					
	Is there whole-school agreement on CLIL?					
	Is time allocated for teachers to work on CLIL preparation?					
Teachers						
	Is there a minimum level of English among teachers expected to teach CLIL (B1)?					
	Is methodology modern? (learner-centred, communicative, competence-led)					
	Are teachers collaborating with each other in CLIL?					
Resources						
	Is the subject curriculum full of dense and abstract factual content?					
	Are there resources available for CLIL?:					
	- Are these resources imported native-speaker textbooks? (and / or internet resources)					
	- Are these resources translated local books?					
	- Are the resources custom-made for CLIL?					
Learners						

	Is assessment more summative than formative?					
	Are there many hours of CLIL per week?					
	Is there CLIL continuity through grades 1 to 12?					
	Are study skills built across the curriculum?					
	Are students selected for CLIL?					

(ii) Survey scores

How CLIL ready are you and your school?

(Score yourself for your school context for CLIL from 1 to 5)

		less - more				
CLIL issues	Questions	1	2	3	4	5
Management						
	Does the government support CLIL? (funding, legislation, curriculum reform)	2	5	9	3	7
	Is there whole-school agreement on CLIL?	5	4	8	7	2
	Is time allocated for teachers to work on CLIL preparation?	14	7	3	2	-
Teachers						
	Is there a minimum level of English among teachers expected to teach CLIL (B1)?	1	4	8	6	6
	Is methodology modern? (learner-centred, communicative, competence-led)	1	1	13	6	4
	Are teachers collaborating with each other in CLIL?	4	7	8	3	4
Resources						
	Is the subject curriculum full of dense and abstract factual content?	2	2	8	8	4
	Are there resources available for CLIL?:					
	- Are these resources imported native-speaker textbooks? (and / or internet resources)	5	7	6	7	1
	- Are these resources translated local books?	7	10	6	3	1
	- Are the resources custom-made for CLIL?	4	6	6	6	3
Learners						
	Is assessment more summative than formative?	5	4	10	5	1
	Are there many hours of CLIL per week?	7	7	8	2	1
	Is there CLIL continuity through grades 1 to 12?	12	4	8	3	-
	Are study skills built across the curriculum?	5	6	13	1	2
	Are students selected for CLIL?	19	-	2	2	1

CLIL to GO

Mag. Brigitte Fraundorfer and Mag. Petra Pargfrieder

HTL1 Bau und Design, Linz



In the first part of our workshop we tried to get a representative picture of the mood and experience among our participants concerning the implementation of CLIL in their lessons. Another focus of our workshop was to provide a suitable definition and possible ways for the implementation of CLIL in all different subject areas according to the new curriculum and its guidelines. In a second part of our rather practical workshop we introduced a lot of different CLIL methods to the participants which should help CLIL-teachers to successfully design their own CLIL tasks for their subjects. The major aim of our workshop was to motivate CLIL teachers to implement CLIL in their content subjects and to provide them with a set of different methods on how to use CLIL appropriately and correctly. We also tried to show them ways on how to prepare these CLIL tasks as time-efficiently as possible. Major concerns of the participants mainly referred to issues such as extra payment for CLIL teachers, long preparation times, and lack of English skills of CLIL teachers as well as uncertainties regarding the topic of *assessment* in CLIL in their lessons.

Finally, we can conclude that we had the impression that most CLIL teachers are highly motivated to implement CLIL in their lessons but that there are still some issues to be solved (such as CLIL guidelines, payment, assessment, work load,...) by the Ministry of Education and also by the schools themselves.

Step by step ... how to implement CLIL and more.

Mag. Andreas Bärnthaler

CEBS (Center für berufsbezogene Sprachen), BundesARGE CLIL an HTLs



CLILing aims

Promoting the language skills of students, anticipating job lives in a globalized economy and fostering employability and active citizenship are commonly seen as the prime aims of Austrian CLIL policies, particularly in vocational education and training (VET).

CLILing guidelines

The basic laws for using a foreign language as a working language (or medium of instruction) apply to all levels within the Austrian educational system. In 2011 additional regulations for CLIL in upper-level secondary technical and vocational colleges (HTLs) have been introduced. English is by far the most widely used foreign language in CLIL lessons, some vocational colleges use Italian, Spanish and/or French too, especially in training firms (or corporate training) of commercial colleges. Basically, students in secondary schools and colleges can opt for taking (written and/or oral) exams in those CLIL languages. A general agreement between students and their teachers is necessary though. Still, it is the content that is being assessed here, never the language as such.

CLILing colleges

Many CLIL programmes are run following the initiatives of head teachers and staff but national programmes have not been in operation. In the above mentioned technical colleges (HTLs) which are seen as one of the flagships of Austrian VET, they have implemented CLIL as obligatory components in their teaching and learning by introducing a new generation of national curricula in 2011. Since the implementation of CLIL in these national curricula a minimum of 2 hours/week has been taught through CLIL in grades 3-5, i.e. for 16-19 year old students. All the other grades follow more flexible and/or individual concepts. In many secondary academic schools the most popular CLIL subjects are History, Geography and some Science, based on the double qualification required for Austrian teachers. In technical colleges these subjects are complemented by further job- and employability-related subjects preferably in the fields of science and engineering, in both theoretical and practical lessons.

CLILing support

The Ministry of Education and Women's Affairs has initiated a thoroughly planned and designed training programme for teachers at technical colleges which is currently run by four Universities of Education nationwide. This programme is supplemented by numerous INSET training schemes run in individual colleges with a focus on the specific needs on site. The national training programme lasts 12 days and is complemented by online modules for lesson planning and materials design, the INSET schemes are set according to the specific needs of schools. For newly employed teachers short-term training programmes are offered in various university courses. Linguistic training is included in all CLIL training programmes as such and constantly adapted according to the specific needs on site. Official requirements for language levels have not been set so far, most teachers regard B2+/C1 levels as appropriate. All the CLIL training programmes run closed communities, often based on Moodle, for networking and the exchange of experiences as well as materials etc. The Ministry of Education's official website for CLIL at technical colleges serves as a rich source of information on various aspects. A specific CLIL logo for technical colleges serves as a sign of quality and approval for all official publications, be it in print or online. Pre-fabricated teaching materials for subjects of general education are widely available. Most of the materials being used in technical colleges are self-made but customized and preferably based on technical literature from English-speaking countries.

CLILing obstacles

A lack of fully qualified and/or trained CLIL teachers as well as a certain reluctance to make the extra effort without additional pay and/or time given have been the main obstacles in the implementation process so far. Many teachers of science and engineering are sceptical about the reduction in content they have to give in to when introducing CLIL components in their teaching, some language teachers are still sceptical about students' language development generally praised by the promoters of CLIL. While the general benefits for language learning have been widely acknowledged though, benefits like intensified negotiation of meaning when learning and teaching content through CLIL still have to be fully proven in many engineering and science classrooms. However, it is students and teachers alike who see CLIL both as an invaluable element of student empowerment.

Verbal participation in CLIL: generating student enthusiasm

Dr. Scot Wallace

FH Wien der WKW, TGM HTL



There were 20+ participants who came to the two sessions. Participants were from all types of schools and some were from international venues.

In both groups I did the same lesson.

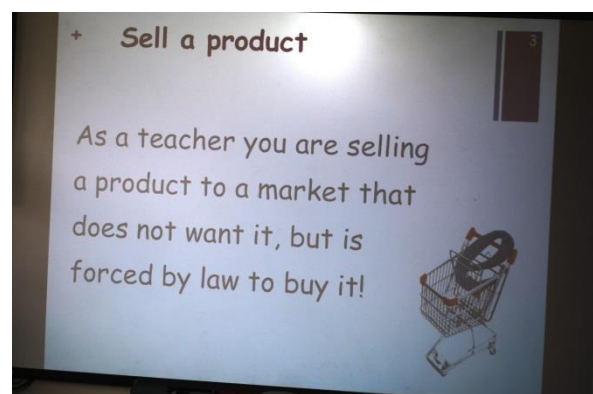
At first I introduced myself and asked the participants to be active in their discussions.

I began the content session with very generalized statements that included student retention problems, student attention problems, student motivation problems, and student participation problems. The consensus in the room was that these are certainly very disturbing issues that are in the classroom today.

We began to carefully dissect these problems, and my hypothesis was that our teaching methods today are far too lenient toward mechanical problem-solving and not enough analytical problem-solving. I gave several examples of textbooks and textbook problems that clearly showed emphasis being put on a formula and a step-by-step process rather than requiring the students to think.

In order to solve the lack of analytical thinking in our classrooms, I put forth a very practical, straightforward list of suggestions. They were mostly based on getting all students on the same page by asking real world problems and real world phenomena, and requiring the students to ask questions in order to solve these. I challenged the teachers to ask short questions, real world questions, and to give as little help as possible.

The session came across as very positive, and the discussion was very good.



Subject-specific workshops:

English: Recommendations / Issues for language teachers in CLIL contexts

Keith Kelly

1 Time tabling

We recommend that clearly defined time slots be reserved for the collaboration of both teachers e.g. regular discussions (CLIL "Stammtisch"). Timetabling would allow them opportunity for information sharing and exchange, keeping up to date on cross-curricular topics.

2 Roles and responsibilities

We recommend that the role of the English language in the CLIL classroom be seen as a lingua franca, giving students effective communication skills for their professional life. As such the subject teacher holds the responsibility for quality and classroom management, subject content and methodology in CLIL lessons. Therefore, the English teacher's role is not that of a provider of translation services, correction work (abstracts of Diplomarbeiten) or the didactic or methodical concept in CLIL lesson planning. Materials should be prepared by the subject teacher. Compilation of authentic or simplified material or proof reading is exclusively the responsibility of the subject teacher.

In English lessons students apply the technical knowledge, study and soft skills learned in the CLIL lesson (content) and in the CLIL lesson they apply the language and presentation skills acquired in the English classroom. Here the focus should be on real-life situations and authentic, job-oriented settings.

Collaboration between both English and subject teacher should exist by default as a true partnership.

3 Informing and sharing

We recommend forming networks to share information about CLIL lessons, e.g. a CLIL time table for each form, the subjects that are going to be tackled, exchanging teaching experiences and materials, useful literature and links.

4 Getting two teachers together in the same class

We recommend that CLIL teachers and English teachers should at least join each other's lessons once to make students aware about what CLIL is actually about and to put emphasis on their cooperation and to show them that CLIL is meant to improve their English skills on a broader basis.

5 Materials and preparation

We recommend that the English teachers keep their traditional role, of teaching the four skills. The language taught already supports the subject teacher's classes. However, recent Matura reforms have restricted the flexibility of the English lessons to teaching to the test. There should be more room for English language teachers to be flexible in order to support more the subject teachers' lessons. A necessary precondition is time for subject teachers and language teachers to discuss materials and preparation together, which demands Head of Department support. It is a good idea to record examples of successful school collaboration for sharing with other schools.

We recommend that a 'year plan' of functions of language should be created and shared with subject teachers as a guide to guarantee a coordinated approach to language development throughout the year. The final aim is to provide students with a wide range of skills necessary for future employability and mobility and European citizenship.

6 The language level of subject teachers

We recommend that subject teachers should be encouraged to teach in English, and they should feel confident enough to do their CLIL lessons even if they are not perfect at the language. The subject teachers should feel confident not only in their subject in English, but also in the wider context of classroom management language. Team teaching can contribute to building language confidence.

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SCHILF funding should be used for offering language classes to subject teachers where they are needed.

Names and emails

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Mechanical engineering/Mechatronics

DI Walter Holzer

HTL St. Pölten

1 Examples of CLIL-material:

- DI Dr. Leeb: "The Gas Turbine"
- W. Holzer: "Fundamentals of Pneumatics"

2 Discussion of the experiences with CLIL:

- It is possible to encourage students to listen, read and discuss topics in English.
- It is necessary to hand out contents presented in English in written form.
- During the first three to six months it is very helpful to hand out the topics in English as well as in German.
- About 50% of the students can be encouraged to do repetitions in English.
- Tablebooks for the "Konstruktionsübungen" can be provided in English. The Tabellenbuch Metall for example is available in English.
- The "CAD-Programm" can be set to English.

3 Networking

- The names of the workshop participants were collected, together with their school, email address and teaching subjects. It is available from walter.holzer@ktp-at
- There are some topic related materials available in print version. These topics are related to the subjects "Mechanics", "Automation (Pneumatics)", "Production engineering", ...
- Participants of the workshop are prepared to work out additional topics such as "robot programming", "metrology", "topics related to the subject 'Maschinen und Anlagen'", "instructions for the design software CREO 2.0" and
- Participants agree to share their material in a "as it is status" via a closed internet platform. This platform will be established as a subgroup of the CLIL-Vienna-googlegroup.

4 Helpful material

There is a lack of English school books for technical subjects suitable for HTL level lessons. These books should be available in US and UK.

- A table such books will be worked out and provided on the google platform
- The BundesARGE CLIL an HTLs will be asked to provide a collection of trial copies of the best of these books
- CLIL courses will be available for teachers interested in CLIL
- English Courses (First Certificate) will be available for interested teachers

Social studies- history, geography, political education

Mag. Eva Poisel

Pädagogische Hochschule Wien

1 Examples of CLIL materials:

1.1 History and political education

Eva Poisel: Revolution Theory: Case Study- The French Revolution- causes and trigger, main events, conclusion

Focus on competence orientation following Bloom's Taxonomy

Methods applied:

- Brainstorming with the help of KWL (know-want to learn- learned)
- Storyboards
- Progressive revelation
- Teacher talk supported by pictures in PPP and listening with key statements
- Simulation: Transfer to present revolutions in North Africa

1.2 Geography:

Eva Poisel: Plate tectonics

Focus on CLIL Modus operandi:

- Task for learning with language focus
- Task for consolidating learning with language and content focus
- Task for assessing learning with content focus

Methods applied:

- Identifying correct questions, finding correct answers to questions
- Filling in visuals
- Question loop
- Gapped texts A and B to be completed by mutual questions
- True-false statements
- Comparing and analysing maps
- Describing and carrying out experiments
- Transferring gained knowledge

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2 Sharing CLIL experience:

Generally participants would find a closer cooperation between English and subject teachers helpful. The two English teachers among them, however, stated that it was very difficult to give CLIL space in their lessons with regard to the requirements for the new centralized Matura. They claimed that the main problem was that they could not use subject specific topics for their grading.

3 Networking:

Emailaddresses were shared and Eva Poisel agreed to pass on any news and materials to the group-old fashioned way to spread information, but generally appreciated as feasible.

Graphic Design

Veit Schiffmann

Die Graphische – Höhere Technische Lehr- und Versuchsanstalt Wien 14

Three key points from the CLIL conference

1 We are the " black sheep "!

In a positive sense, because we do not believe (unlike many other HTLs) in written tests in CLIL, because we are not English teachers, nor do we train technical engineers, but instead put much more importance on the ability of the students to present themselves professionally in English. In general we train students in communication design skills.

2 The resources

We have a very well stocked library of English-language literature. Approximately 70% of our books on graphic design and 50% of our books on photography are in English, in addition to many magazines and newspapers in English.

I have created a small German/English pocket dictionary of graphic design technical terms, which can assist us in teaching. We also use the Adobe CS6 software in English in the classroom and are already working on the next version of the CSC. This software purchase was fully funded by the school as no financial support is provided by the Education Ministry!

3 Number of CLIL lessons in relation to capacity

Because we are required to teach 72 CLIL hours per year in each class, that means next year a total of 432 hours should be taught in the Graphic Design department. I believe we will have problems providing the required number of CLIL lessons because we have a lack of trained and motivated teachers (currently only four teachers in the Graphic Design department have completed the CLIL training).

Teacher motivation is currently rather low because preparing CLIL lessons requires great effort, the pay for this extra work is minimal, and also because the CLIL lessons take away classroom time from the required curriculum in German, making it more difficult to complete the necessary work on the correct schedule. This scheduling problem exists even when the CLIL teacher is very committed or, for example, a native speaker, because lessons in a foreign language slow down the students' pace of work and the regular lessons then are behind schedule and cannot proceed as planned.

Another aspect which should be considered: We feel it is important for the students to be

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trained to communicate as effectively as possible in current *International* English as spoken in business contexts, which is not necessarily the same as text-book English. In order to achieve this, it is important for the students to be exposed to as wide a range of teachers as possible (with variations in style of speaking and teaching English), rather than for the entire 72 CLIL hours per class per year to be taught by only 2 or 3 teachers.

Electric engineering and electronics

DI Dr. Wilfried Brugger MSc

HTL Saalfelden

1 Examples of materials:

Sensors and their application in industrial automation system
Analysis and discussion

2 Laboratory work

RC filters and highpass and lowpass of first order
Analysis and discussion

3 Networking

The participants agreed on setting up a platform in order to exchange materials and give each other support by developing materials

4 Feedback

Feedback from all group members was very positive.

Mathematics

Dr. Nina Maderner

TGM- Technisches Gewerbemuseum

Of the eleven participants in the Maths and CLIL workshop, two came from Germany, one from Italy and eight from Austria.

In the first part of the workshop, I introduced a practical teaching example: "How to Discuss a Function." The second part of the workshop was open to discussion.

The first part focused mainly on the difficulty of time management. CLIL consumes time and time is a rare resource in teaching. My point is: it is the other way round. CLIL forces you to slow down in the beginning, which leads to a deeper understanding of the basic ideas on the students' side. Since you have to talk about the language which is used by mathematicians, you have to start by thinking about the very, very basics. Questions are asked which students would not dare to ask in their mother tongue. This deeper understanding reduces the number of necessary revisions and examples. In the end, CLIL wins time. In the teaching example I tried to show how this could work. Our resume was "The Miracle of Teaching": Slow down and you win time!

At the beginning of the second part, I introduced the different ways to become a certificated CLIL-teacher. That is I recommended the CLIL-course which is held by the Pädagogische Hochschule and the courses held in England, which are hopefully still financed by the respective national agencies.

Then we discussed the special situation of combining CLIL and maths. With maths, CLIL is more a method to gain deeper understanding of complicated topics than a language training programme. It is the idea of learning how to talk before trying to talk.

The main point of the second part of the workshop dealt with the conviction that it is necessary to work together and to exchange materials. As a consequence, we founded the EUCLILs – an international group of math and CLIL teachers. We plan to open a moodle platform where it should be possible to exchange materials. Furthermore, we plan to meet once a year in order to develop new materials. The first workshop will take place in Vienna in October 2014 and will last two days. There we will prepare three main topics – functions, vectors and linear systems of equations - in such a way that they are ready to be implemented in our teaching as CLIL lessons.

Science: Physics, chemistry, biology

Andrea Pichler-Wallace

HBLVA Rosensteingasse

There were 10 participants who came to the science workshop; most of the participants teach at a technical college (HTL) but there were also teachers from HAK, “Höhere Lehranstalt für Mode und Wirtschaft” and from BORG. There were also two international participants (Italy and Croatia).

In the first section I was going through a lesson on bacteria that I had successfully used in class. I showed them the handout that includes a student’s and a teacher’s version. The cover for this lesson plan contains information about the activity types, classroom setup, duration and methods used. It also includes content- and language-related learning outcome. The reason for showing the cover page was to encourage the participants to submit their own teaching materials in a similar way to the HTL.at website for sharing purposes.

The lesson starts with a video presentation of a news podcast about bacteria and mobile phones. We talked about how to introduce a new subject. Students always like videos but it is important to keep in mind that the language has to be easily understandable in terms of vocabulary used and pronunciation. To make sure that all the new subject specific words are identified, the students see the video first and then they get a handout with the transcript of the video. On that transcript the students have to circle the correct words that are used in the film. Following the video, the teacher makes sure the text was understood correctly and that all students marked the correct words.

We did not go through the rest of the bacteria lesson but looked at a way to conclude a subject and consolidate the content. We played “Who Wants to be a Millionaire”, bacteria version.

After this I took them through numerous websites that are very helpful in generating science teaching materials.

We had interesting discussions on what might be helpful for creating the teaching material. All of the participants are afraid to submit their lessons to an online platform like HTL.at. They would like to start with getting their own school more connected and not feel like “every teacher is their own island”. Therefore they suggested having SCHILFs with the English teachers present as well. Only after they have opened up to sharing their materials within the school they would be willing to have

SCHÜLFs with science teachers from other schools. The problem is that everybody would like to be handed the perfect teaching material, but nobody wants to share.

Another aspect of the workshop was the realization what CLIL is. Some people have used “Englisch als Arbeitssprache” and were convinced that it was CLIL until the Conference.

There was also the notion that if there is too much CLIL it will not be fun anymore.

At the end we exchanged email addresses. I was asked to share my teaching material (see above), which I have done.

Overall the participants loved the Conference and are looking forward to the next one.

Informatics and Project Manangement

Walter Unterberger

HTL Wien 10

We started with a demonstration in CLIL for informatics lesson with students from the 3AHET from the HTL Wien 10. The students worked with vocabulary games, question loops and jigsaw examples and the audience participated as well.

The focus then shifted towards the preparation of the CLIL material and where to find links and suitable articles. Although there are many English articles and books for Informatics lessons there is almost no material available one could use for CLIL.

Even if adequate material is found in the internet the problems of copyright and use in the class room are scaring.

There is a lot of concern about the time strain for producing appropriate CLIL lessons. Receipts, examples of good CLIL material and a good internetworking would be appreciated by most of the attendants.

Economics and business

Scot Wallace

FH Wien der WKW, TGM HTL

There were 10+ participants who came to the business workshop. Most participants teach at a HAK with a few from technical HTLs.

In the first part, I went through a lesson on how to teach all three major financial statements: income statement, balance sheet and cash flow statement. At the beginning, I gave all attendees a test. This tested their knowledge both from the financial side as well as from the language side. When the attendees finished the exam, we went through the answers. The attendees were sometimes challenged to come up with the correct international financial terms.

I used the results of the exam to transition into a discussion of the strengths and weaknesses of the high school students that attend my university classes. I took the attendees through a short lesson on the building of a balance sheet. While I presented, I gave the attendees tips on how to teach these subjects, as well as examples of vocabulary. I was sure to integrate Clil techniques into this important business subject.

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The group was very communicative, and seemed to be genuinely interested in the exercise.

After the break, I took the attendees through numerous websites and suggested very good books that are very helpful in generating business-teaching materials.

The attendees were interested in keeping contact with each other, but they would not commit to writing entire CLIL lessons. Instead they were interested in uploading partial lessons and good websites to a dropbox account. The attendees left very enthusiastic, and thanks me and the others in the group for a constructive, thought provoking session.

Civil engineering and architecture

Christian Kropik

HTL Camillo Sitte

In the civil engineering group there were participants from HTL Mödling, HTL Linz and HTL Wien III (Camillo Sitte Lehranstalt). Examples of good practice were presented, covering the topics

- dam construction: The construction of the Challawa Gorge Dam in Nigeria had been carried out by the construction company Julius Berger Nigeria, which also created a film covering the works. This film is used for vocabulary training, listening exercises and some writing.
- Multi-Storey Steel Construction: Several methods of the construction of Multi-Storey Steel Buildings were introduced in the framework of a CLIL session. After learning a quite large number of specific vocabulary by recognizing it on photos, the students had to complete cloze texts. Finally, had to prepare their own presentation concerning their own design, and defend it against the client in a little role play. Originally, the design guides have been prepared under the direction of Arcelor Mittal, Peiner Träger and Corus. The technical content has been prepared by CTICM and SCI, collaborating as the Steel Alliance. Hence, the validity of the used words and phrases is secured.
- colours and their associations: Here, the students find out about the importance of colours, get an understanding that emotions caused by colours are very individual and learn some basics about the impact of colours on creating rooms. In addition, students can describe different moods and emotions, practise giving arguments and can answer input related questions in writing.

The group found that

- it would be reasonable to start content vocabulary training earlier (than in the 3rd form)
- CLIL could be introduced in the subject SOPK in the 1st and 2nd form
- CLIL can serve as a catalyst for the variety of methods
- networking is very important.

In summary the conference was very interesting and a good opportunity to refresh existing contacts and create new ones.

Conference results of subject - specific group discussions at one glance

1 English teachers talking about English teachers in HTLs

info sharing (materials)

language for subject teachers

clear roles and responsibilities

timetabling for collaboration

2 Graphics teachers

Black sheep

Hours / manpower

Resources

3 Maths teachers

K.I.S.S.

EuCLILs

4 Mechanical engineering / Electrical engineering teachers

Closed group 'mechanical engineering' at CLIL.google.group

Share of materials and topic specific literature

5 Social science teachers

CLIL is catalyst for variety of methods

networking very important

Difficult how to assess CLIL

Lack of national guidelines

implementation of guidelines different in each school

But – national curriculum Leitfaden

6 Construction engineering teachers

start vocabulary training earlier (1st, 2nd, 3rd form)

Introduce CLIL in SOPK (years 1 and 2)

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CLIL can improve self-confidence in presentations

7 Science teachers

teachers are their own islands – need to change that

too many different social groups – simplify

use SCHILFs (in-school initiative) for preparing lessons

transport the core of CLIL

SCHULFs (inter-school initiatives) for clusters – combine subjects from different schools with English teacher help

8 Economics teachers

‘specialists from industry who speak English’

CLIL month – single subject, 4 teachers, 100 students

share? – Dropbox to share materials, no formal lessons (links, ideas)

9 IT teachers

‘language meetings’

English teacher – x hours a week for supporting CLIL teachers with $x > 0$!

Information flow from HTL to HAK

Best practises

One platform for Austria (CLIL) - Bundesweite Informationsplattform für CLIL – Interessierte z.B. Form eines (administrierte Forums (mit Anmeldung) – wichtig! Aussendung Bundesweit

Some impressions:





Programme

April 3rd , 2014			
<p>12:00–13:00</p> <p>Registration- Aula</p>			
<p>13:00–14:00- Festsaal</p> <p>Words of welcome by representatives of SSR Wien, PH Wien, AK Wien and CEBS</p> <p>Keynote speech:</p> <p>Keith Kelly: A rationale of CLIL</p>			
14:00–15:30: Parallel workshops			
<p>Keith Kelly, Simon Hibbert: What we need to make CLIL a success story in HTLs</p> <p>4.1.004</p>	<p>Brigitte Fraundorfer, Petra Pargfrieder : CLIL to go</p> <p>4.1.005</p>	<p>Scot Wallace: Verbal participation in CLIL: generating student enthusiasm</p> <p>4.1.007</p>	<p>Andreas Bärnthaler: Step by step... How to implement CLIL and more</p> <p>4.1.011</p>
15:30–16:00: coffee break, marketplace (publishers, ARGE, PH Wien)			
16:00–17:30: Parallel workshops			
<p>Keith Kelly, Simon Hibbert: What we need to make CLIL a success story in HTLs</p> <p>4.1.004</p>	<p>Brigitte Fraundorfer, Petra Pargfrieder: CLIL to go</p> <p>4.1.005</p>	<p>Scot Wallace: Verbal participation in CLIL: generating student enthusiasm</p> <p>4.1.007</p>	<p>Andreas Bärnthaler: Step by step... How to implement CLIL and more</p> <p>4.1.011</p>

April 4th, 2014
9:00–9:30: BundesARGE CLIL an HTLs – networking, services and FAQs- Festsaal
9:30–10:30: Subject-specific workshops Subject-specific aspects of CLIL: resources, material development, networking
10:30–11:00: coffee break and marketplace
11:00–12:30: subject-specific workshops continued
12:30–13:00: Results of workshops and common concerns- Festsaal
13:00–13:30: Stuart Simpson: Words of good-bye and raffle- Festsaal

Key Note Speech

A rationale of CLIL

by Keith Kelly

The speaker will offer a working and workable definition of CLIL which focuses on three dimensions: concepts, procedures and language, a definition which differentiates CLIL from other approaches to teaching and learning, and the speaker will suggest that this is the ideal approach for HTLs implementing the teaching of parts of their curriculum through the English language.

This keynote talk presents arguments in favour of a CLIL approach to teaching the content curriculum through the medium of a foreign language, here English. A range of examples of HTL CLIL course participants' work will be shown to contextualise this discussion. The speaker will argue that only an approach which pays specific attention to key aspects of language during the teaching and learning of a specific content subject through English can offer all HTL teachers and all students a means to progress through their programme of study in the foreign language. Any approach which doesn't focus on language within content learning is totally immersive and carries the risk of alienating students from the content AND the language.

Workshops:

Step by step ... How to implement CLIL and more.

Andreas Bärnthaler

Introducing this new approach carefully, overcoming obstacles bravely and following the rules and regulations critically will open new paths to both teaching and learning. This workshop deals with organizational matters, CLIL policies and teacher competencies and shows how to meet those challenges ahead.

What we need to make CLIL a success story in HTLs

Keith Kelly and Simon Hibbert

This workshop takes participants through a number of destinations on a journey through a discussion on successful implementation of CLIL in HTLs.

Firstly, colleagues will visit two fundamental pillars for implementing CLIL in HTLs, namely the methodology used which focuses on guiding learning input and supporting learning output. Secondly, with the two pillars as a basis, participants will move on to consider how content teachers and language teachers could collaborate. We will take a slight detour to consider the role of school management in this whole process of CLIL implementation. Our journey will take us to recording and disseminating best practice and finally we will arrive at networking and the importance of being connected in the growing HTL world of CLIL and CLIL in the wider world. Participants will be invited to join the HTL CLIL Teachers' Google group so as to share their journey with fellow travellers!

CLIL TO GO

Brigitte Fraundorfer und Petra Pargfrieder

Ziel dieses Seminars ist es, Lehrer/innen an HTLs, die nicht Englisch unterrichten, mit dem Begriff CLIL vertraut zu machen.

In einer weiteren Phase des Seminars werden verschiedenste Unterrichtsmethoden präsentiert, welche sich für den CLIL-Unterricht besonders eignen. Diese Methoden sollen in einer letzten Phase helfen, CLIL-Materialien für den eigenen Unterricht zu entwerfen bzw. herzustellen und diese zu präsentieren.

Verbal participation in CLIL: generating student enthusiasm

Scot Wallace

The goal of this workshop is to introduce and practice methods to embolden students to participate verbally. In CLIL students are often given subject-specific vocabulary in written form. The students are encouraged to use this vocabulary in various exercises. Yet, once the structured exercises are completed, students are often too shy to voluntarily use their new vocabulary verbally. New methods will be introduced and discussed on how to help students derive and willingly use their new subject specific English vocabulary. Participants in the workshop will take home new tools that will enhance their teaching and make those lessons fun for everyone.

Curricula Vitae

Andreas Bärnthaler teaches English and Public Communications, i.e. communication in electronic networks, at a technical college for informatics and electronics. He is head of the CLIL department within CEBS (Center für berufsbezogene Sprachen), the language competence center for vocational schools and colleges in Austria, and co-coordinator of the "BundesARGE CLIL an HTLs" and works as a CLIL coach and consultant.

Brigitte Fraundorfer is the school coordinator for CLIL at the Higher Technical College, Linz Austria, and the representative and coordinator for Upper Austria in the CLIL Coordination Team initiated by the Austrian Ministry of Education. She works as a teacher trainer at the Pädagogische Hochschule Linz, Austria. She is the author of a new series of English language learning books (four volumes – "Best Shots 1 – 4/5") for upper secondary technical and vocational colleges. She additionally works as a self-employed freelancer and trainer of English at the Chamber of Commerce in Linz, teaching

working adults (English Language Courses, English Conversation, preparatory courses for A-level Exams in English)

Keith Kelly is a freelance education consultant based in Bulgaria. He has an undergraduate degree in Modern Languages and a PGCE in French, Russian and German from Bristol University. He then took a Masters degree in English Language Education at Manchester University. He is an experienced teacher and teacher trainer, a team member of Science Across the World, and formerly an Associate Tutor for the Norwich Institute for Language Education (NILE). Keith is also a founder and coordinator of the Forum for Across the Curriculum Teaching (FACT). From 1999-2003 Keith was coordinator of the English Across the Curriculum project for the British Council in Bulgaria where he worked in and with bilingual schools around Bulgaria and the region. Keith, along with John Clegg, is co-author of the CLIL MA Module for NILE and Leeds Metropolitan University. Keith is author of the Macmillan Science and Geography Vocabulary Practice Series and is editor for the 'CLIL Teacher' magazine and consultant to Macmillan's onestopclil website. He is also part of the Voices writing team for the Zurich Educational Publishing House and with John Clegg is co-author of the OUP Geog1 EAL Workbook. Keith was made a Fellow of IUPAC (The International Union of Pure and Applied Chemistry) in January 2008 for his contributions to their education programme. He has been working as a freelance education consultant since August 2003 on education projects mainly focusing on the teaching of content through the medium of a foreign language. In September 2012 Keith opened Anglia School, (www.anglia-school.info) a CLIL language school for pre-school children in his home town, Plovdiv, in Bulgaria. (keithpkelly@yahoo.co.uk)

Petra Pargfrieder is the Coordinator of the English language department at the Hotelbusiness School in Weyer, Austria (from 2004 to 2008) and the Upper Austrian coordinator and representative of English teachers at Higher Technical Colleges in a nationwide working group initiated by the Austrian Ministry of Education (Bundes-ARGE). She is the representative of Higher Technical Colleges in the Austrian Language Committee (ÖSKO) associated by the Austrian Ministry of Education. She works as at teacher trainer at the Pädagogische Hochschule in Linz, Austria. Petra Pargfrieder

is the author of a new series of English language learning books (four volumes: "Best Shots 1 – 4/5") for Upper secondary technical and vocational colleges. Since 2004 she has been teaching working adults and occasionally primary/ secondary teachers at the Chamber of Commerce in Linz and as a self-employed freelancer and trainer of English (e.g. Preparation courses for Cambridge Business Certificates, Business English Courses, Business

Communication courses, FCE, CAE, BEC-Preliminary, BEC-Vantage, BEC-Higher).

Scot Wallace is currently the department head for strategic planning at the Vienna University of applied sciences for communication and management. He graduated in genetics, in which he also wrote his dissertation, at the University of Vienna, and business administration at the University of Missouri. He worked as a business development manager for Sigma Aldrich, USA and as a senior trader for Laclede Energy, USA. From 2010-2011 he was head of business development for Sandoz, Austria. He has been teaching at the University of Applied Science for several years. For two years Scot Wallace has been working as a freelance educator in several CLIL courses at the University of Education, Vienna.