

Education for Empowerment and Employability – and a Roadmap called CLIL

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2. Österreichische BMHS CLIL-Konferenz



PRIVATE
PÄDAGOGISCHE HOCHSCHULE
DER DIÖZESE LINZ



BMB
Bundesministerium
für Bildung

A journey and three signposts

“The priority of all priorities is employability and employment.”

(Pierre Mairesse)

“Using language is
doing things with words.”

(John Austin)

action-oriented

“Every teacher is
a language teacher.”

(Common sense)

interdisciplinary

“On n’habite pas un pays,
on habite ses langues.”

(Christine Albanel)

aware of languages and self

(Language)
Education
for
Empowerment

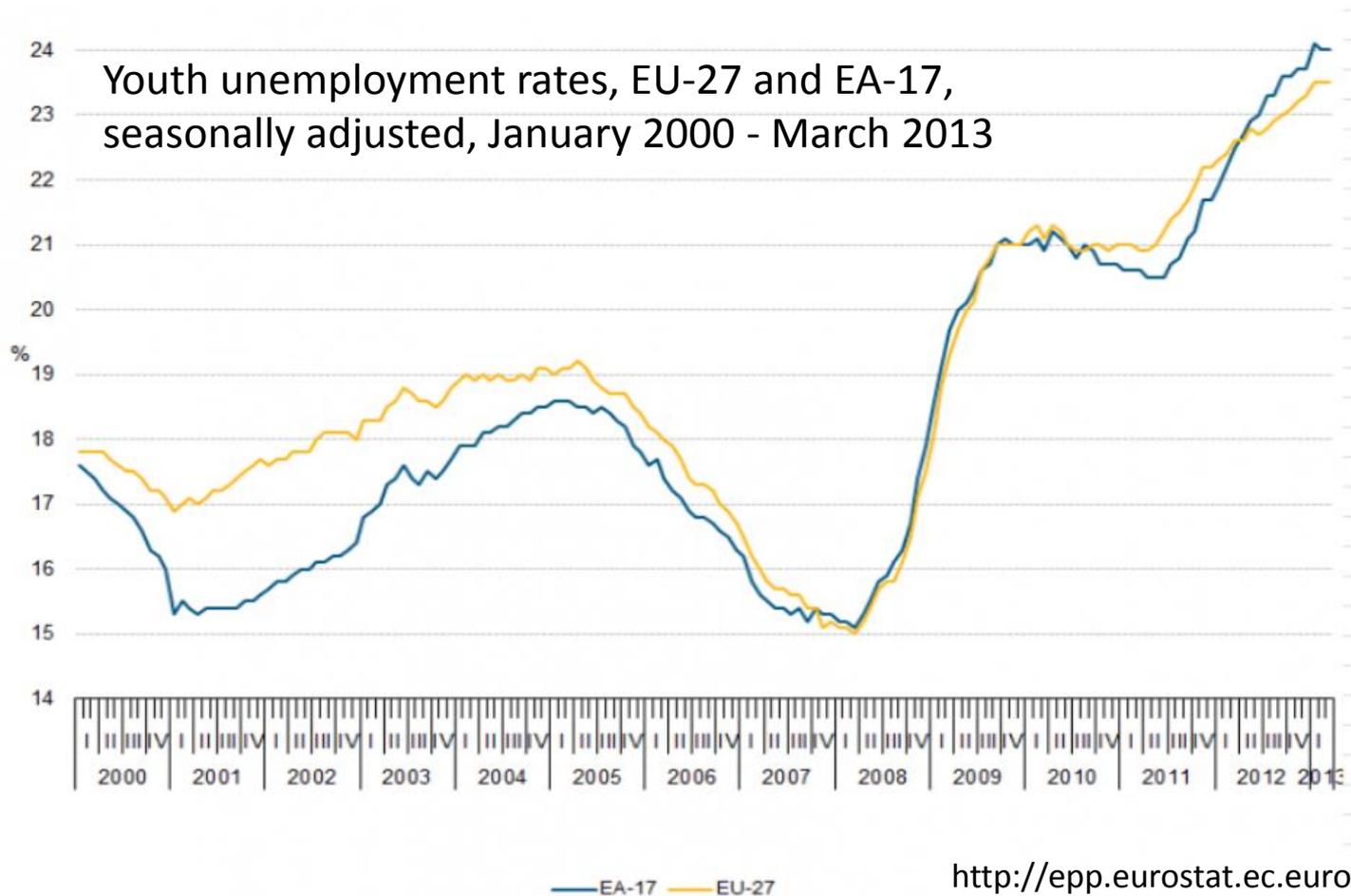
A different set of signposts ...

empowerment

to empower:
to give power, to enable



More signposts - facts, pure facts ...



Destination “CUTTING EDGE”

Today's graduates will ...

- ... change jobs seven times and careers three times during their actual working life (Maund, 2001),
- ... see that the share of jobs held by the highly-qualified will increase from 29 to 35% at the expense of those held by low-qualified workers (CEDEFOP 2010).

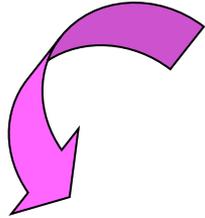


Education targeted at
THE CUTTING EDGE

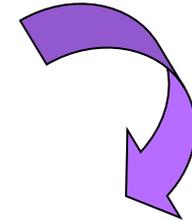
THE CUTTING EDGE ??

*cutting edge (here):
set of features (state-of-the-art, dynamic, up and coming) that give you an advantage*

Cutting edge: AWARE, ACTIVE, RESPONSIBLE



citizenship & employability



“Skills of enquiry, communication, participation and responsible action based on self-confidence, socially and morally responsible behaviour, community involvement and political literacy.”

(DFES, National Curriculum)



Memorandum on Lifelong Learning
Brussels, 30.10.2000
SEC(2000) 1832, section 2

“A set of achievements – skills, understanding and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.”

(Mantz Yorke 2006)

Cutting edge: LEARNING – (in) more than one language

LEARNING TO LEARN



LEARNING TO MANAGE CHANGE

“Excellent skills in English are more and more important but, at the same time, they are less and less sufficient.”

(Leonard Orban)

“Languages are at the centre of PROJECT EUROPE. They open and reflect its complexity, variety and very nature. They are the key to its heart and to its potential.”

(Kristina Cunningham)

“The only person who is educated is the one who has learned how to learn and change.”

(Carl Rogers)

Cutting edge: WHAT THE BIG GUYS SAY ...

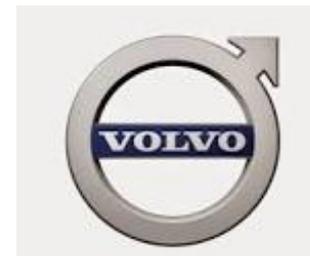
We live diversity. Our employees are open to learning; they never stop being curious; they work in multicultural environments and are able to communicate in at least three different languages.

We are always looking for people who want to make a difference – to society and their own future. ... You should be curious ... and be able to use English as a working language. You should also feel comfortable working in a multicultural environment.

The culture of our company is described by a set of five carefully chosen values. ...

- *Customer success*
- *Trust*
- *Passion*
- *Change*
- *Performance*

We see diversity as everything that makes an employee who they are. ... We want all employees to be comfortable bringing their entire selves to work every day. Because we believe in our individual backgrounds, perspectives, and passions.

The logo for L'ORÉAL, featuring the brand name in a bold, black, sans-serif font.The logo for SIEMENS, featuring the brand name in a bold, teal, sans-serif font.

Cutting edge: WHAT THE BIG GUYS SAY ...

*live diversity
open to
never
stop being curious*

*multicultural
environments
communicate
in at least three
different languages*

*people who want
to make a difference –*

*you
should be curious ...
and be able to use
English as a working
language*

*in a
multicultural
environment.*

*culture of our
company*

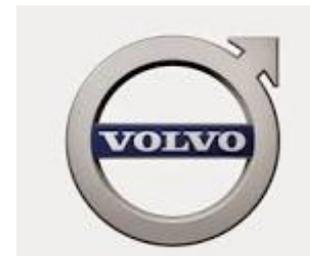
values

- *Customer success*
- *Trust*
- *Passion*
- *Change*
- *Performance*

diversity

*comfortable bringing
entire selves to
work*

*individual
backgrounds,
perspectives, and
passions*

The logo for L'ORÉAL, featuring the brand name in a bold, black, sans-serif font on a light gray rectangular background.The logo for SIEMENS, featuring the brand name in a bold, teal, sans-serif font.

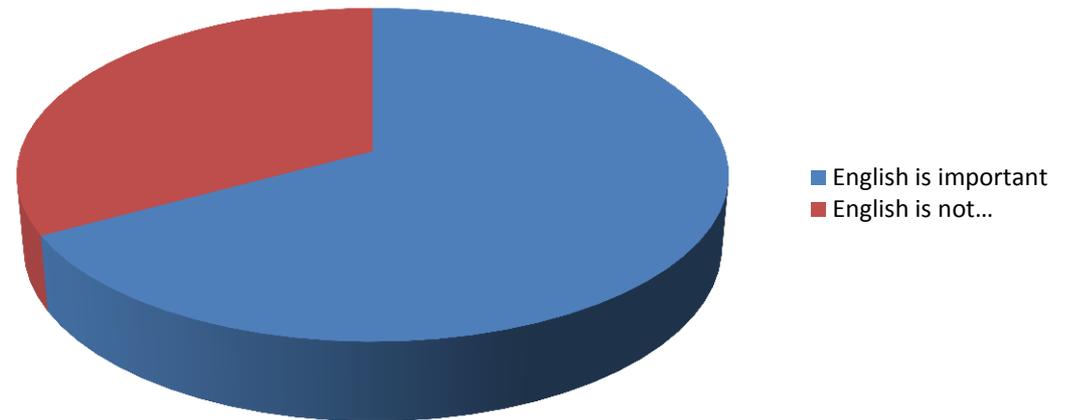
Cutting edge: WHAT THE RESEARCHERS SAY ...



English is immensely important wherever you are in the world.

In countries where English is not a native or official language, over two thirds of employers say that English is important for their business.

How important are English language skills?



Cambridge English: English at Work:
1st global cross-industry analysis of language skills in the workplace (September 2016)
data from 5,373 employers in 38 countries
<http://www.cambridgeenglish.org/english-at-work>

Cutting edge: WHAT THE RESEARCHERS SAY ...



The most important English language skills

Employers say it is important to have proficiency in all four language skills (reading, writing, speaking and listening).

However, the *most* important language skill is reading (in 11 industries), followed by speaking (in nine industries).



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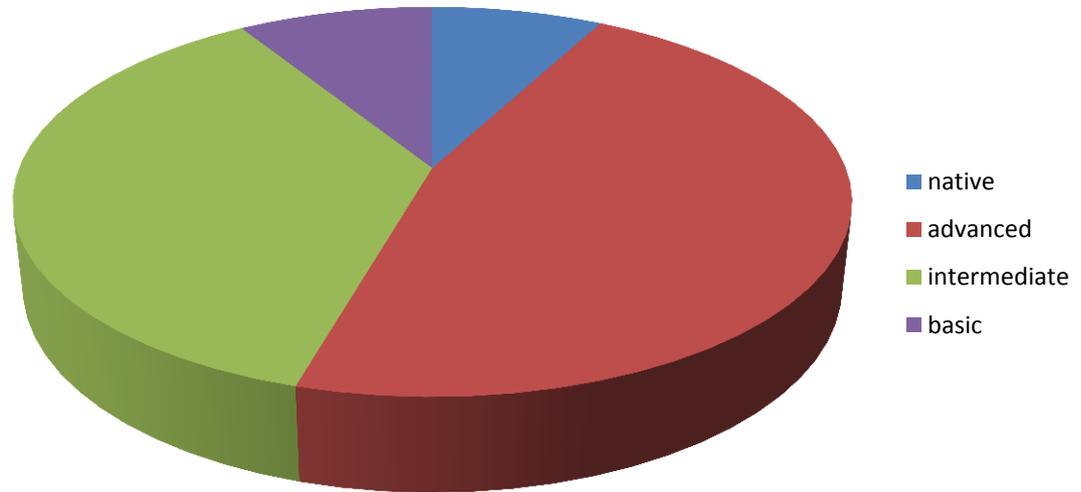
Cutting edge: WHAT THE RESEARCHERS SAY ...



... in countries where English is not a native or official language,

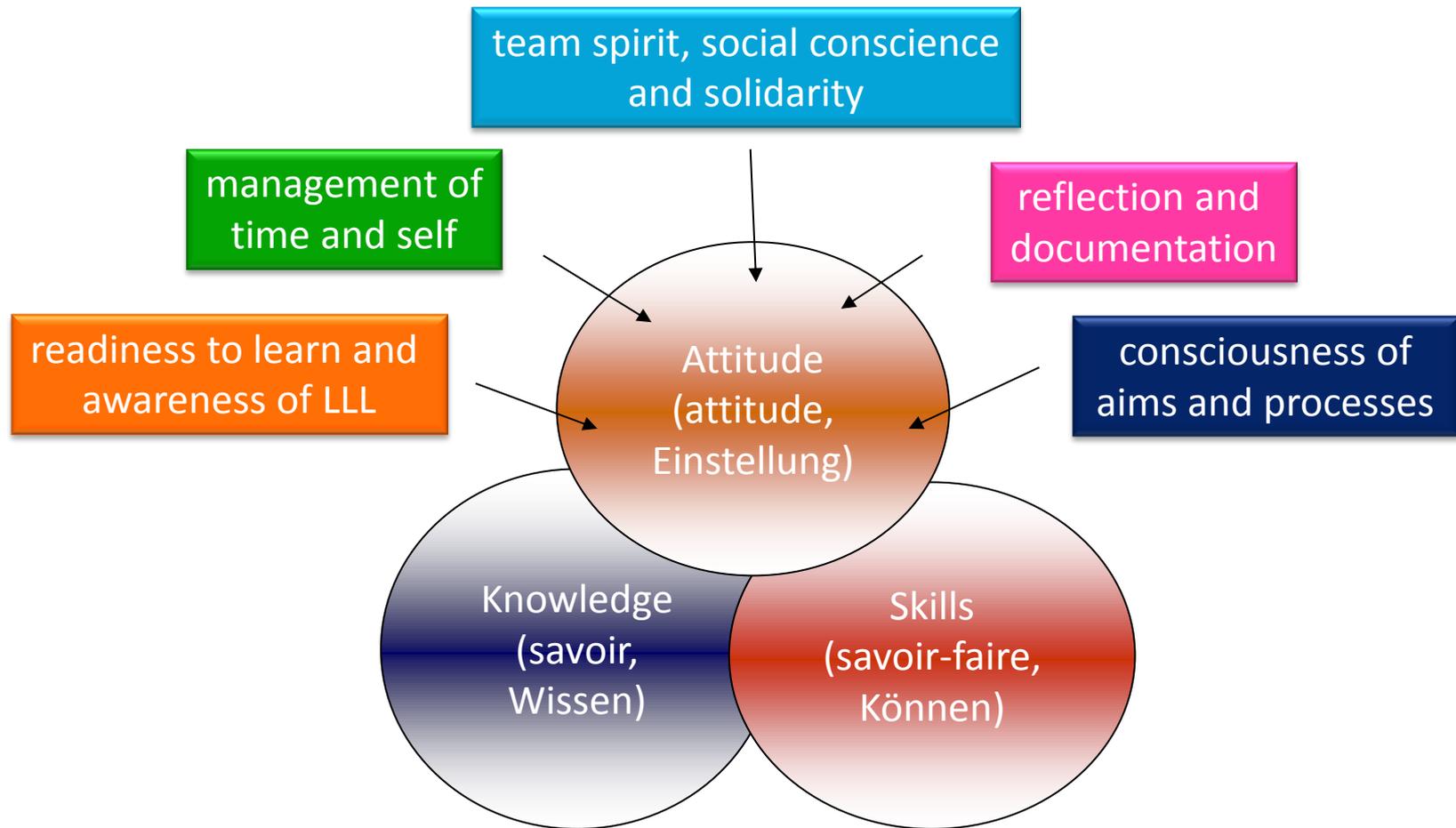
- 7% of job tasks require native-level English,
- 42% require advanced English,
- 33% require intermediate English and
- 8% require basic English.

Employers' English language requirements



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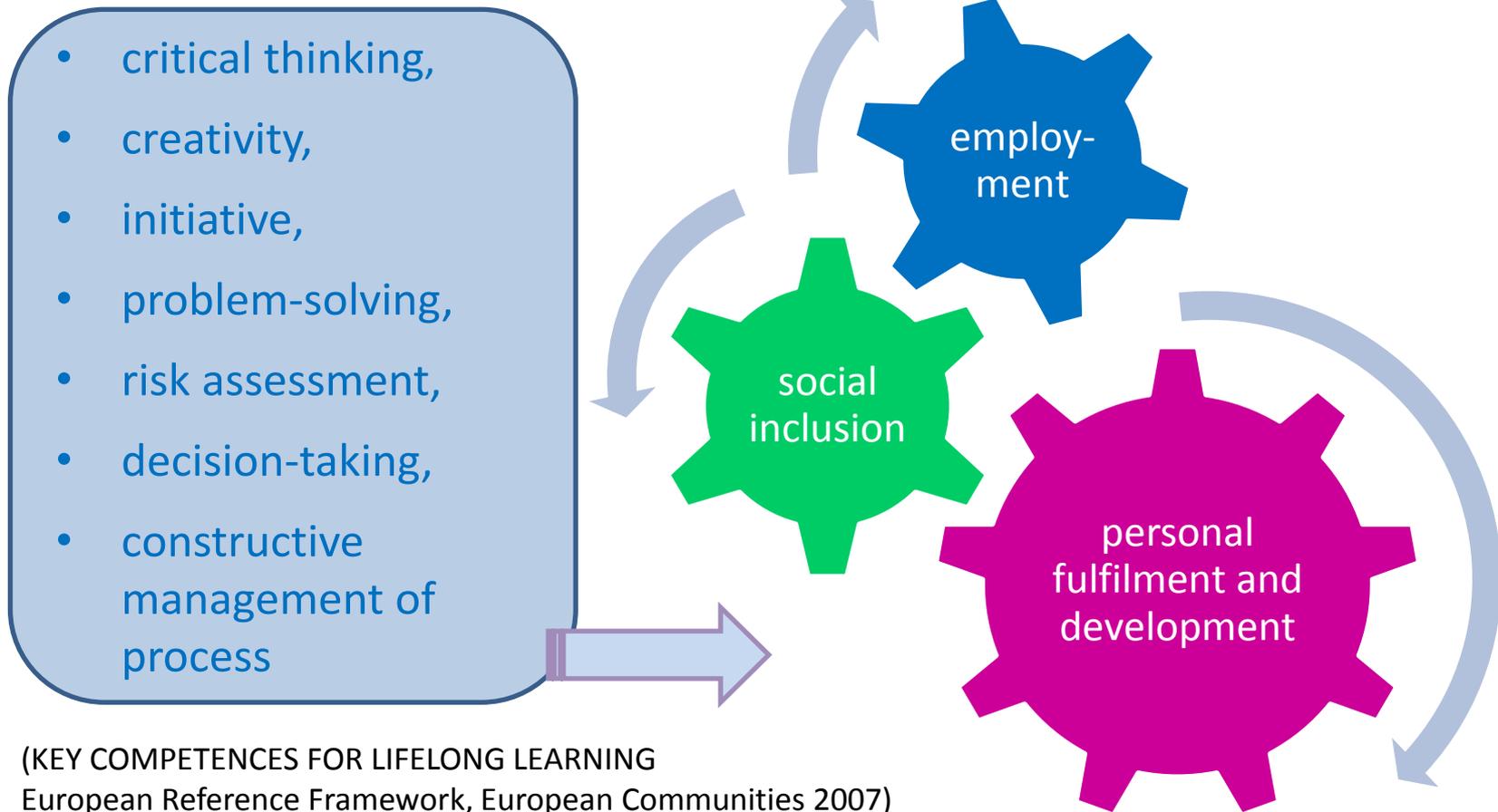
Cutting edge: COMPETENCE



YOU WON'T GET A GRADE IN ATTITUDE,
BUT YOU WON'T GET ANYWHERE WITHOUT IT

YOU CAN'T TEACH ATTITUDE,
YOU MUST SHOW IT

Destination “Competence”



Destination “CLIL”

- critical thinking,
- creativity,
- initiative,
- problem-solving,
- risk assessment,
- decision-taking,
- constructive management of process



where
content and language
meet learning



Learners need

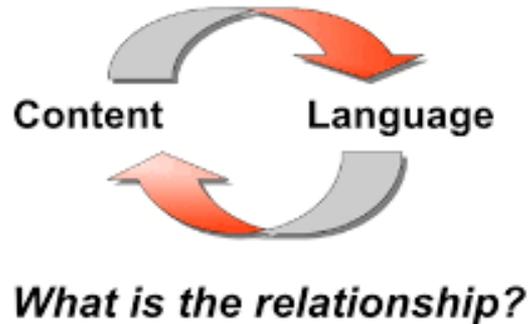
content

to learn

language through which

(KEY COMPETENCES FOR LIFELONG LEARNING
European Reference Framework, European Communities 2007)

30 years ago ...



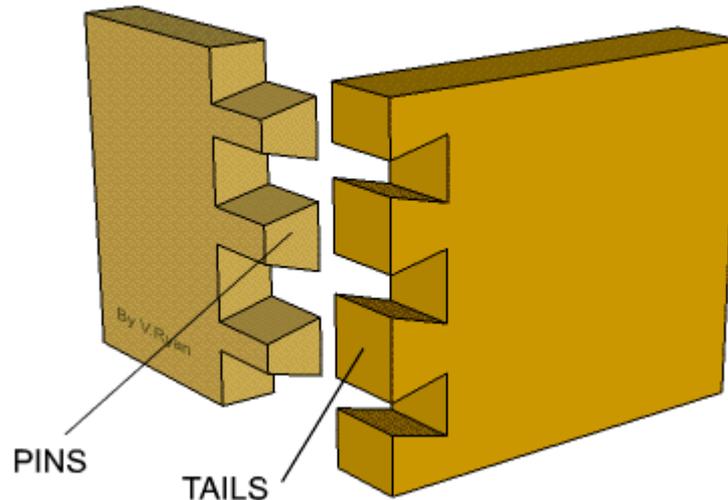
*In subject matter learning
we overlook
the role of language as a
medium of learning,
and in language learning
we overlook
the fact that content is being
communicated.*

Mohan, B.: Language and Content, 1986

CLIL is about dovetailing ...

no nails, no screws ... perhaps a little hammering ... to get things fixed

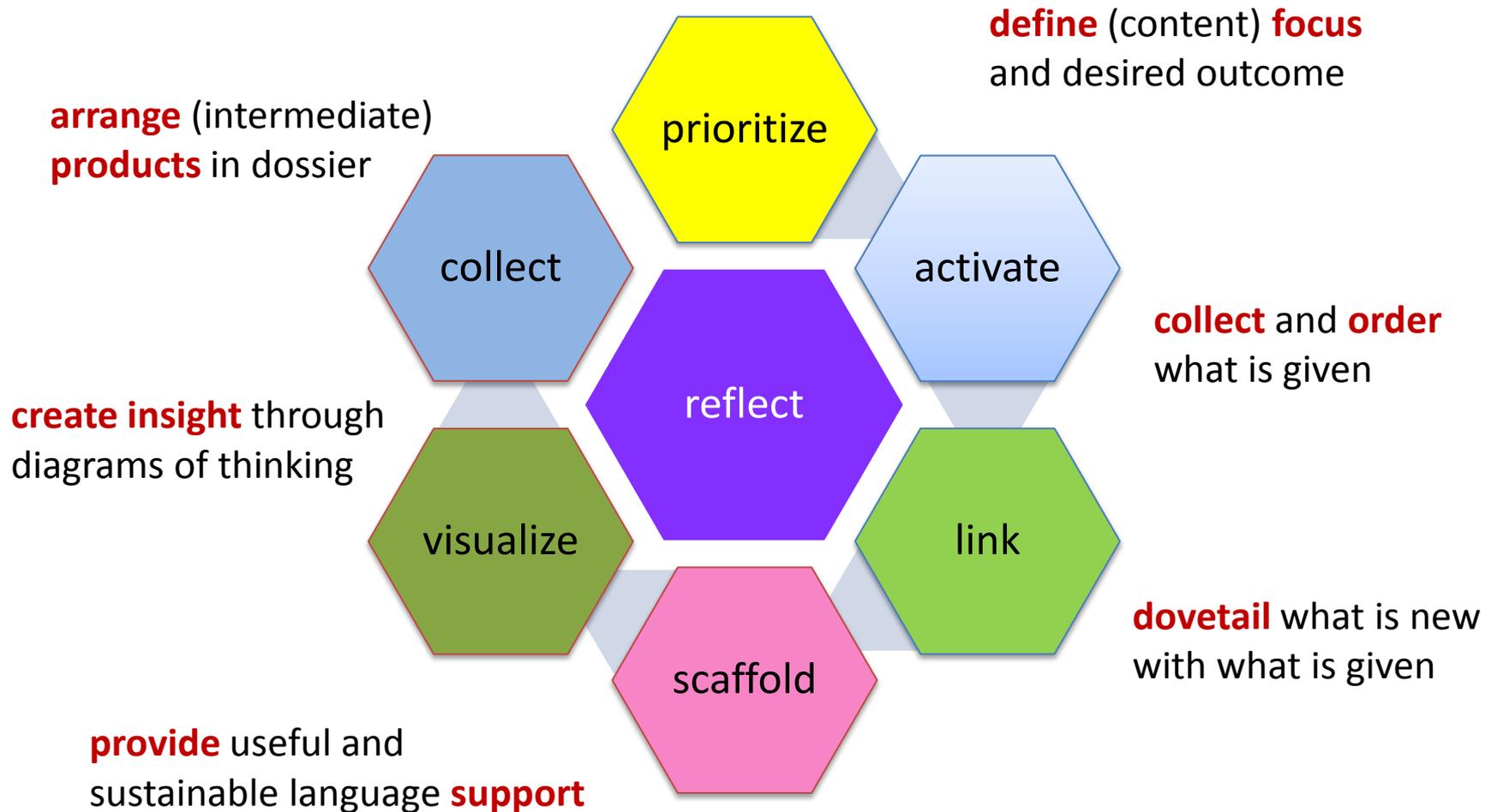
content



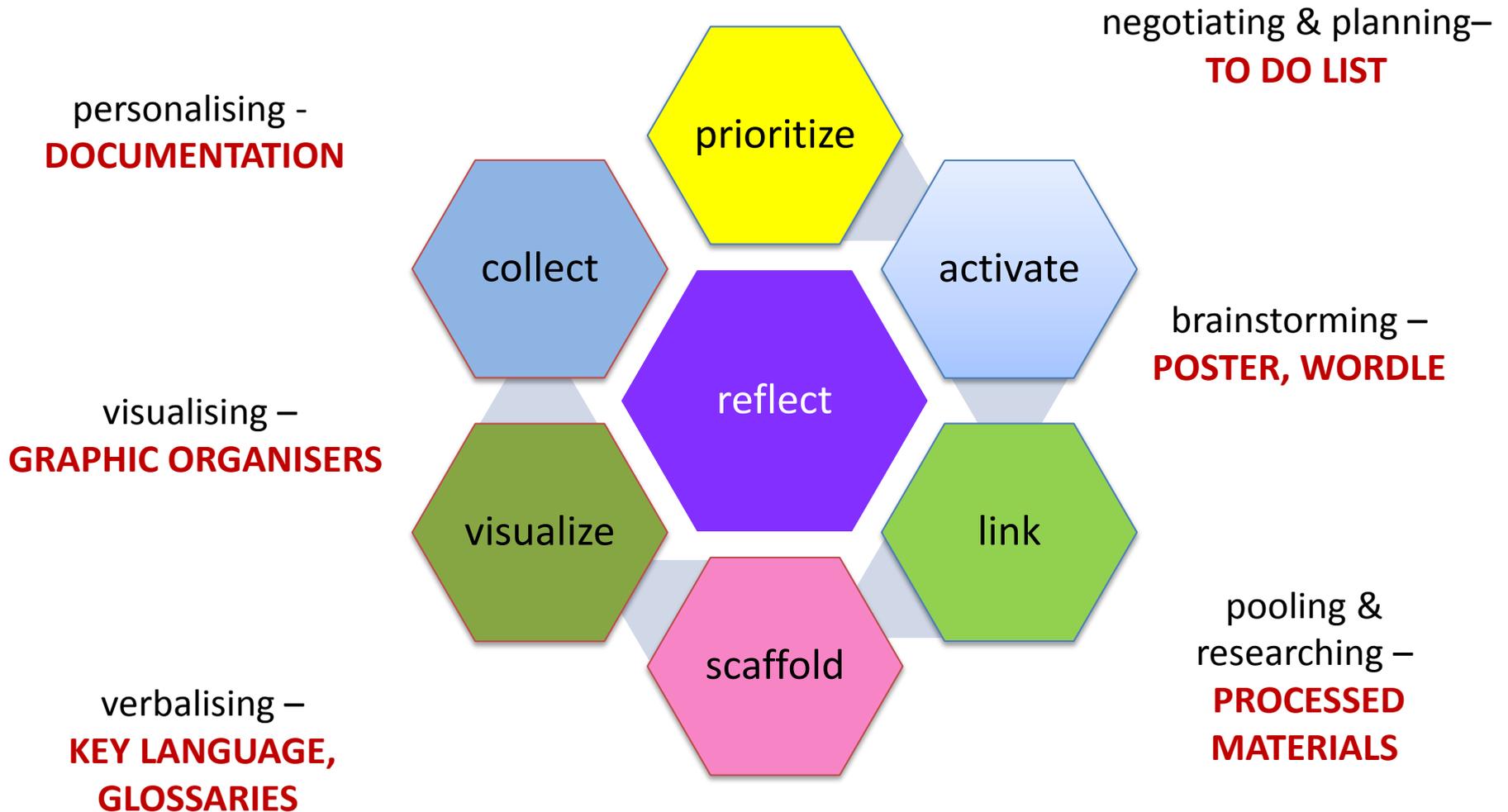
language

“... to fit or cause to fit together neatly, in a pleasing and satisfying way.”
(Merriam-Webster)

CLIL is about doing things ...



CLIL is about producing things ...



Ultimately, CLIL is about ...



communicating

searching & providing



and sharing



cooperating

RESPONSIBILITY

learners
colleagues
community



delivering



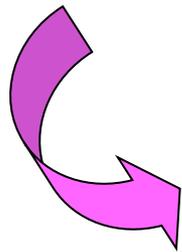
researching

Destination “CLIL”

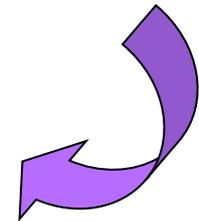
Mehisto, Marsh, Frigols:
Uncovering CLIL

community – content – communication

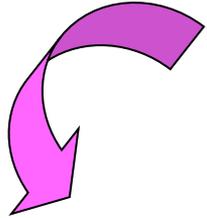
- **membership** in learning community is enriching
- **teambuilding** – balancing personal interests with those of partners
- **self-definition** of role within classroom and local/global context
- content and related skills developed through **experiential** activities
- content is **substantial** without being overwhelming
- cultural content is **integrated** into all subjects
- students actively **participate** in proceedings
- students and teachers **co-construct** and **negotiate** meaning
- students **develop** language/communication skills in all subjects



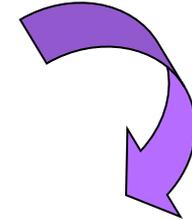
citizenship & employability



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CLIL - scaffolding not for learners only ...



Teachers (!!)
need support
with the design, delivery &
recognition of
CLIL related teaching

- **rethinking** traditional concepts and priorities of language education
- **managing** administrative and organisational frameworks
- **sharing** professional experience, expertise and materials
- **recognising** personal commitment and educational outcome

CLIL - teacher education – some signposts

Never stop
improving as a
learner.



- Be digitally competent.
- Learn to identify, set, communicate and assess priorities.
- Learn and cultivate working in teams.
- Learn and speak at least one other language.
- Learn to develop and recognise thinking skills.
- Learn to use „language“ to consciously explore, exploit and communicate content.
- Learn how to deal effectively with visuals.
- Learn how to teach less in order to allow learning.

ELT Tomorrow; Jun Liu,
Georgia State University,
IATEFL 2013, adapted

Food for thinking ...



- *“We are either part of the problem or part of the solution.”* (Gorbachev)
(How) does this apply to our own role in the processes of transition and change we are involved in?
- If we ourselves have to *“be the change we want to see in the world”* (Gandhi), what are we going to do first thing when the new academic year starts?
- If *“there is nothing permanent except change”* (Heraclitus), how can we ensure that education is predictable, coherent and connected?