

Hey Keith! We were wondering, is there a main platform for CLIL material (for History, Geography, Maths, Art and Early Childhood Education)?

No, there isn't. Sorry to be blunt, but while there have been many 'projects' set up to this end, they haven't come up with a platform product as such of any substance. Now, there are sites out there with some good resources. I worked on <http://www.onestopenglish.com/clil/> and you will find many lessons related to Geography, Biology, Chemistry, Physics, History, and a number of other resources such as academic word lists for these subjects, but it's hardly comprehensive. As promised, I've put a document on my site homepage called Resources and Networks

(<https://www.factworld.info/en/Austria-SprachenForum5-3399>)

where you will find a range of links for different subjects. I keep adding to this. Please do let me know your 'go to' sites to share.

There are also books you might look for. OUP has a series which is subtitled 'Content and Language Support' and they have secondary course books for Science, Geography, not sure about History.

We found a link on the CEBS homepage for (some) material but it would be nice if it was sorted by subjects. Thanks! Is there another source?

As above, no. <https://www.factworld.info/en/Links> take a look here, I try and update this from time to time. There's a bunch of PPTs if that's what you need here: <http://www.worldofteaching.com/>

How many CLIL lessons would you recommend for seeing an effect on the pupils?

How long is a piece of string? I don't mean to sound flippant, but the only answer is of course that the more your students have classes in English, the more chance there is for developing their language.

I own a school in Bulgaria and we have all manner of visitors. Some come only for two visits of two hours per week, others come everyday for four hours per day, others still come everyday for the whole day.

Needless to say that those learners who attend daily very quickly develop a functional fluency in English. In fact, what this means is that they very quickly can be immersed in English, understand ALL the instructions in English.

Productive success, so being able to express themselves effectively in spoken and/or written English, takes longer. The best advice I can give is, and assuming that you have the resources for it, to offer as much as you can through the medium of English, and offer it as early as possible.

Don't wait till grade 3 (d.h. III. Jahrgang BMHS - Anm. v. A. Bärnthaler), if possible, start with curriculum content in English from grade 1.

Could you give some easy to use tool-examples for using CLIL in a lecture-like situation, where we have to move big portions of information to the class.

It's a challenge, isn't it? It really is a challenge to get across a lot of dense content knowledge, often quite abstract content too, in a restricted time to a group of students.

The first thing to ask yourself is this. Is the teacher talking to the class the most efficient and effective way of getting that information across? There may be other media the teacher could use.

Once you put everything in a PPT slideshow, it can easily become time consuming to get through all the slides.

I worked recently on professional development in a School of Commerce in Switzerland and the teachers of 'Environnement et Technique' (so Environmental Sciences and Data Handling) had an efficient way of 'getting content across to students'.

They had 'cheat sheets'. The teachers had prepared Word documents with key content as handouts for each lesson. The content of the handouts could easily be described as 'You have to know this to pass your exam'. The 'telecopiers' as they are known in Geneva were given out in the lesson and the teacher wrote up the 'Operatoren' or curriculum objectives the lesson aimed to meet on the board.

You know, the most immediate effect of doing this, of giving the students a text and images document with all they had to learn for the exam was quite impressive. It then meant that the teachers could allow the lesson to go off in other directions.

They were no longer obliged to lecture through the essential content. Believe me it was heavy theoretical stuff they were doing as well. It wasn't a question of leave all the 'hard stuff' for the handout.

This may not be for everyone.

My preference is for teachers to look closely at the essence of the content that they are asked to teach and then make informed logistical decisions about how to deliver the content.

What this means is that teachers need to know the shape and size of the content they need to get across to students and consider how they can provide students with structures which match that shape and size.

Giving students content/knowledge organizers which facilitate listening to teacher talk does two things. Firstly, it helps students SEE the main ideas in a diagram.

Secondly, it allows the teacher to make language available which students will later need when asked to reproduce in their own words some of the content being learned.

20 pages of hand-written notes from a pharmacology lecture which can be condensed into a single tree diagram is a good example. Give the students the organizing structure BEFORE the talk and make use of this structure to engage your students in your talk.

I'll try and dig out some more concrete examples and add them to the 'news' item I've already uploaded to www.factworld.info about the Sprachenforum5 discussion. Go take a look after a week or so.

Andreas and I did talk at length about this question and to recap we agreed that a 'language focus' of some kind in the lesson is a good thing.

Make some space, flipchart, board space, post-it notes on a felt board and have your students and yourself 'collect' language during the lesson. Anything new which comes up can be added to the language space and as

long as you dedicate 5 minutes to your language focus at some point in the lesson, (the end?), you can talk through words (and grammar!!!) with the whole class.

If, on the other hand, it's a term that you can't do without, do stop the lesson and have someone Google it, but add this essential word to your space and move on. Don't do it with non-essential words. Don't let it interrupt too much. Use German if it is absolutely essential and cannot be dealt with easily in English.

What about assessing a student when speaking! He/she constantly uses the wrong 3rd form of "go". Shall we correct him, or is this counterproductive when it comes to learning a language by using it?

If fluency is the key, don't interrupt free speaking, as the main aim is most likely to be to speak, not be accurate. Also, I think in most of these classrooms the focus is on the content and the language is a tool. My advice for any attempts at assessment, use assessment formatively and so to inform further teaching and learning. So, if your students repeatedly misuse '3rd person S', note it somewhere, and then add it to your 'language space' visible in the room and later dedicate 5 minutes to discussing just this point to the whole class.

It can be counterproductive to stop a learning sequence to focus on accuracy when the aim of the sequence is doing something else, not focusing on being accurate.

Gibt es Weiterbildungsangebote für CLIL-interessierte Lehrer, um ihre Englischkenntnisse zu verbessern?

I know that the PH Wien offers language improvement classes for teachers on Wednesday evenings. There may be similar offered through educational institutions in other parts of Austria. If not, try to organize them in your own school, ask your management to make this happen, and it may be a good way to involve the English department. Additionally, there may be opportunities through Erasmus + mobility programmes for teachers to attend language and methodology courses in other countries. Find out if your school

has a 'Training Plan' aimed at making use of Erasmus + funds for teaching staff. Come to Bulgaria, we will be running just such a CLIL course in June 2018 at one of the city Universities.

Where can we get Information for our respective subjects? How many teachers of the respective subjects teach CLIL and how can we get into contact (Upper Austria and all over Austria).

Are there any meetings for CLIL teachers or are there workshops? If yes, where are the meetings and how can we get enrolled in CLIL courses?

Can we have a look into Mr. Kelly's tool kit - is there a written version available, if yes, where?

Where can we get Information for our respective subjects?

KK - you need to network with similar subject teachers first in Austria, and also in other countries. See next.

How many teachers of the respective subjects teach CLIL and how can we get into contact (Upper Austria and all over Austria)

www.factworld.info has a yahoogroup with over 3500 teachers all over the world, all interested in CLIL. You can find the link on my homepage, or write to me and I'll add you (keithpkelly@yahoo.co.uk).

HTL-CLIL@googlegroups.com is an Austria specific group just for teachers interested in CLIL in Austria, there are nearly 400 teachers in this network now. Send me an email and I'll add you to the group.

What about your subject specialism in Austria, are there conferences and meetings for teachers?

Can you start your own? I'd be glad to participate. Invite me to speak, I'll come and it will be a pleasure to work with teachers in one subject area. We could achieve a lot in a short space of time.

Are there any meetings for CLIL teachers or are there workshops?

If yes, where are the meetings and how can we get enrolled in CLIL courses?

Yes, PH Wien offers trainings. There are trainings offered also through CEBS (Auf der CEBS-Homepage veröffentlichen wir unter "CLIL Training" die uns bekannten Fortbildungsangebote <https://www.cebs.at/index.php?id=157> – Anm. v. A. Bärnthaler)

Again, arrange meetings in your schools, your schools will have small budgets for this kind of SCHILF (I think that's the term). Invite me :)

Lastly, there have been 2 national conferences for CLIL in Austria over the last 4 years, I believe there is another in the pipeline for late 2019. You should be there.

Can we have a look into Mr. Kelly's tool kit- is there a written version available, if yes, where?

I have to write it. :) I will. Just keep nudging me, please.

For now, you can look at the chapters I wrote in Oxford University Press's Putting CLIL into Practice, Ch4 - Principles and Practice of Language in CLIL, Ch5 - Guiding Input, Ch6 - Supporting Output and Ch7 - Designing Materials for CLIL. These chapters cover most of the important aspects of the instruments I would put in the 'CLIL Tool Kit'.

Which subjects are most suitable for CLIL lessons in HLW/HUM? Are there any subjects which are not suitable at all? (e.g. maths, religion,...)

Which level of English do students and teachers need for CLIL?

Which subjects?

The jury is out on this question.

Maths teachers, for example, disagree with each other. Some feel Maths is too abstract, while others feel that Maths is perfect exactly because the language is very formulaic and with little redundant language.

It wouldn't make sense to teach curriculum material which is specific to Austria in another language, so Austrian Law makes sense in German. On the other hand, the opposite is true.

Anywhere you have content with a focus on the English speaking world offers the opportunity for learning through English.



On a different aspect of this question, I would advise colleagues to use caution where subjects are heavy in theoretical abstract content with little need for communication.

There is a level at which both teachers and students can manage with such content, but the level of learning needs to be high, and the level of language. Maths is part of this discussion.

My feeling is it depends whether or not you want your students to 'talk' Maths in English, if so, you need a CLIL approach. If you want them only to 'think' Maths and solve problems, perhaps not.

Level of English? For teachers - Do an online self-test in English. Find out roughly where you are. Are you a Lower B2? If so, I suspect you can manage and function in your class in English. Having said that, you probably don't want to be a lower B2 in a class full of students who are all C1!

For students - again, the benchmark seems to be (when talking about secondary level) around the upper B1 mark and lower B2 mark as an entry level. However, if you have the luxury of starting with students in Grade 1, you might start with lower levels of students and build them up.

Is there a central CLIL library for mechanical engineering lessons?

No, not as far as I'm aware, but the Schwerpunktportal (Schwerpunktportal CLIL auf www.htl.at - Anm. v. A. Bärnthaler) is a good place to look, and the HTL CLIL Google group is a good place to find similar subject teachers.

We would like to know if there is an Austrian platform for sharing CLIL materials?

Only the Schwerpunktportal. But there was a teacher just last week on the course in Vienna, a teacher of nutrition, who asked me if I thought it was a good idea to set up an archive of resources for sharing, and of course I said yes.

Dear Keith!

Another question would be what are the responsibilities of the so called CLIL co-ordinator?

This is a crucial question. I think at the moment there is no job description for this coordinator's role. I think there should be. At the moment, the truth is probably that each school does this differently, and I think it would be a good idea to standardize the job across schools so that expectations are common. For me, the coordinator should be about supporting the teachers in their work, finding resources, organizing observation of teaching with feedback, finding out about courses, identifying opportunities for sharing materials, meeting with similar subject teachers from other schools, setting up a CLIL resources section in the school, perhaps in the library. I'm more than happy to communicate further on this issue if you wish by email. It's a work in progress.

(Im CLIL-Leitfaden für HTLs bzw. der CLIL-Handreichung für HLFS wird die Aufgabe der CLIL-KoordinatorInnen wie folgt beschrieben: Die Aufgabe der Schulkoordinatoren/innen besteht darin, Informationen zwischen der Bundesarbeitsgemeinschaft CLIL an HTLs bzw. dem Arbeitskreis CLIL an HLFS und der CLIL-Kollegenschaft auszutauschen. Des Weiteren unterstützen sie die Schulleitung bei der Koordination der geforderten CLIL-Unterrichtseinheiten und Fortbildungsmaßnahmen. - Anm. v. A. Bärnthaler)

If only 1-2 teachers should teach CLIL, how many lessons could be managed per subject? Assuming that there are between 2-4 lessons/week/subject.

This is the million dollar question and there is no straight answer. In reality, if you are 2 teachers then you will have at least 36 hours of CLIL per year, so one hour each per week, which sounds manageable. Is it enough? Well, that depends what you want to achieve. It may be enough to build a foundation of CLIL in your school, but it won't teach a curriculum through English. Do as much as you feel able.



How can the English content of the lessons be assessed?

Can you recommend starting a teacher's English course at the school. What is the best format? Do you have any suggestions?

My feeling is that all assessment should be formative in the CLIL course. There are so many variables in your classrooms that having any formal summative assessment of the language would be counterproductive. Your level of language, your students level of language, the resources you use, the varying levels among students all go to suggesting that you need more to gather information about their progress to 'inform' further teaching than anything else.

Punkt 5: Welche "conditions" sind hier gemeint? – Siehe Worksheet/Folie: CLIL future – The way ahead in 10 steps (Anm v. CEBS)

By 'conditions' I was referring to 1) a high level of functioning language of the teacher and of the students, 2) adequate English-medium resources, 3) time and space in the curriculum.

What are the official steps of implementing CLIL at HLWs in Austria in the next few years?

That's a good question. I'm not in contact with your managers, and don't know what the vision is for the future. I would advise substantial 'methodology' professional development input for any teachers being asked to undertake CLIL in their curriculum.

In our school we just have one teacher for Biology, one for Nutrition and one for PE, all the other teachers are not interested in CLIL. We already have a few lessons, would be interested in teaching some more lessons, but the difficulty is the time for preparation is limited (family). Also the preparations as such should not be too time consuming e.g. technical necessities for sharing the own lesson plans and getting new ones.

I do sympathize. It's very time consuming starting from the beginning. But, I would advise taking on only what you can manage. I've seen too many

projects collapse under the weight of taking on too much of the curriculum in English. Also, try and find those other teachers doing your subject in Austria, share your resources with each other, save time this way. Join the HTL CLIL Google group.

Do you think CLIL will be implemented as a compulsory tool for teaching in Austria one day? I know that it is in HTLs - but what about the other school types? Thanks

Another good question. It is already compulsory partially in HTLs (in den III./IV./V. Jahrgängen seit Lehrplan 2011, Anm. v. A. Bärnthaler) It's moving into agricultural colleges (in den III./IV./V. Jahrgängen der HLFS verpflichtend seit Lehrplan 2016, Anm. v. A. Bärnthaler), HAKs and HUMs, so following along this path into the future, it does feel as though more younger teachers will come through the system more able to work in English, and offer more of the curriculum through English. Politics, however, can change all of this good work, who knows?