



# CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL)

## AT SCHOOL IN EUROPE

### LITHUANIA

NATIONAL DESCRIPTION – 2004/05

The national contributions formed the basis for the comparative study on Content and Language Integrated Learning (CLIL) at School in Europe. Each contribution has the same structure with six main sections entitled as follows:

- 1) National terminology associated with the concept of CLIL
- 2) Organisation and status of CLIL provision
- 3) The qualifications and specialised training of teachers involved in CLIL
- 4) Debate and ongoing reform
- 5) Statistical data (optional)
- 6) References (optional)

Contributions are available in English and, in the case of some countries, in French.



## 1. NATIONAL TERMINOLOGY ASSOCIATED WITH THE CONCEPT OF CLIL

In Lithuania, content and language integrated learning (CLIL) is not part of mainstream education. However, the following two types of CLIL type pilot projects exist.

The first pilot project was launched in 2001 and deals with bilingual education (*dvikalbis ugdymas*). It is piloted in 24 schools where the language of instruction is not Lithuanian (in this case Russian). The aim of the project is to introduce the teaching of some subjects in Lithuanian, which is the official state language, to promote better integration of national minorities into society. Thus, the languages used for teaching are the official state language and the language of any national minority.

The second type of CLIL (*užsienio kalbos ir dalyko integruotas mokymas*) is being piloted in 35 schools where the languages of instruction can either be the official state language or the language of a national minority and a foreign language, e.g. Lithuanian-English, Lithuanian-French, Lithuanian-German or Russian-Lithuanian-English.

## 2. ORGANISATION AND STATUS OF CLIL PROVISION

### 2.1. CLIL provision within a pilot project combining use of the official state language with a minority language

The pilot project on bilingual education (*dvikalbis ugdymas*) was started in 2001 with 24 schools as part of educational reform in Lithuania. Its general aim is to improve the Lithuanian language competencies of pupils from national (Russian) minority groups to better integrate them into society. The project will be evaluated in 2005. The experience and outcomes of the project will be used by other schools wishing to introduce bilingual education.

The statistical data available at present refer only to the number and types of schools taking part in the project, i.e. 4 lower secondary schools and 20 upper secondary schools. Data on the subjects taught, numbers of students involved and teacher qualifications are not yet available.

#### Aims, objectives and participants

Specific aims of the project:

- to improve the communicative competencies of pupils from national minority groups;
- to improve pupils' Lithuanian language competencies;
- to satisfy the educational needs of pupils from national minority groups;
- to improve the teaching/learning process;
- to improve teacher qualifications.

Objectives of the project:

- to identify and form project working groups;
- to research the education needs of national minority pupils;
- to create better learning conditions for pupils from national minority groups;
- to decide on the curriculum areas for bilingual education;
- to create a more language-friendly classroom;
- to improve teacher qualifications.

Project participants:

- the project initiators are the Ministry of Education and Science, the Education Development Centre and the Teacher Development Centre;

- the project organiser is the project group established by the Ministry of Education and Science;
- the project is implemented by the 24 participating school communities;
- the project partners are education divisions of local municipalities.

### **Project implementation, expected outcomes and recommendations**

Preparatory phase, 2001:

- gathering information about schools' intentions to participate in the project;
- preparation for participation in the project.

Project implementation phase, 2001-2004:

- working group prepared bilingual models;
- pilot schools chose bilingual models and started piloting;
- working group organised seminars, monitored piloting and researched the possibilities and effectiveness of bilingual education in pilot schools.

Expected outcomes:

- recommendations on how to include bilingual education in mainstream education;
- flyer to parents on bilingual education;
- criteria for the choice of learning materials.

Bilingual models recommended for choice by schools:

- model for primary classes;
- model for mixed-type schools;
- model A for general education schools offering subjects taught both in Lithuanian and Russian (this model may cover primary, lower secondary and upper secondary education);
- model B for general education schools offering some subjects to be taught in Lithuanian and others in Russian (this model may also cover primary, lower secondary and upper secondary education);
- model created by any individual school.

Schools are autonomous in deciding which of the above models to choose. They can also create their own model. The only existing limit is the 'student's basket' (*mokinio krepšelis*), which refers to the amount of money available to cover the education expenses of each student.

The target languages used are Lithuanian-Russian. The subjects which were recommended to be taught in bilingual education were geography, music, biology, chemistry, history, mathematics, computers, etc., on the decision of the school. The data on the subjects taught during the pilot project are not yet available.

The minimum total amount of time for bilingual education depends on the choice of bilingual model and may vary significantly. The distribution of teaching time between the two languages of instruction also depends on the chosen model.

### **Assessment of pupils**

During this CLIL pilot project, pupils underwent formative assessment but no special certification was foreseen on finishing primary, lower or upper secondary education. The official state language examination in Lithuanian is administered only at the end of upper secondary education. The examination is marked centrally and the results are acknowledged by universities as entrance examinations. Bilingual education helps students from national minority groups to prepare for the national tests which are held in Lithuanian only.

## 2.2. CLIL provision within a pilot project combining use of the official state language with a foreign language

This CLIL-type project (*užsienio kalbos ir dalyko integruotas mokymas*) was started in 2002 following the Detailed Work Programme of the Council of the European Union on the Follow-up of the Objectives of Education and Training Systems in Europe. The general aim of the project is to improve the foreign language competencies (mainly English, French or German) of primary, lower and upper secondary pupils.

The pilot project will be evaluated in 2006. The experience and outcomes of the project will be used to develop recommendations for all schools wishing to introduce this type of CLIL. At present, the only statistical data available refer to the number and types of schools which took part in the pilot project, i.e. 1 primary school, 2 lower secondary schools, 22 upper secondary schools, 9 *gymnasiums*, 1 vocational school. There are no data on the subjects taught, numbers of students involved and teacher qualifications.

A shortage of appropriately qualified teachers is the biggest problem facing pilot projects and the incorporation of CLIL into mainstream education.

### Aims, objectives and participants

Specific aims of the project:

- to create an efficient language learning system in general education;
- to research and use effective methodologies;
- to improve teacher qualifications.

Objectives of the project:

- teachers will get acquainted with the CLIL methodology;
- school communities will cooperate closely in developing CLIL projects and learning materials;
- project schools will pilot and use the possibilities of the National Education Plans to organise CLIL;
- the project group established by the Ministry of Education and Science will support CLIL project implementation, and will analyse and disseminate the best CLIL practices.

Project participants:

- the project initiators are the Ministry of Education and Science, the Education Development Centre and the Teacher Development Centre;
- the project organiser is the project group established by the Ministry of Education and Science;
- the project is implemented by the 35 participating school communities;
- the project partners are the French Cultural Centre, the British Council and local municipalities.

### Project implementation and expected outcomes

Preparatory phase, 2002/2003:

- gathering information about schools' intentions to participate in the project;
- search for partners;
- introductory seminar for project participants and representatives of local municipalities;
- development of school projects.

Project implementation phase, 2004-2005:

- organisation of a consultation seminar;
- organisation of 2-3 seminars for sharing experience on CLIL;
- developing recommendations for CLIL implementation in mainstream education;

- final conference.

Expected outcomes:

- recommendations on how to extend CLIL and include it in mainstream education;
- improvement of teacher qualifications and enhancement of cooperation among schools;
- improvement in the quality of language teaching.

The schools were encouraged to teach subjects or modules of subjects (i.e. parts of subjects of 17 or 34 lessons) in the foreign languages chosen by the school (depending on the availability of teachers). The target languages used were English (in 31 schools), French (in 2 schools) and German (in 2 schools). Data on the subjects taught during the pilot project are not yet available.

The minimum total amount of teaching time in a foreign language and the distribution of teaching time between the languages of instruction will be included in the recommendations, which will be based on the experience of schools participating in the pilot project.

Schools are autonomous in deciding what subjects or parts of subjects should be taught as CLIL. The only existing limit is the 'student's basket' (*mokinio krepšelis*), which refers to the amount of money available to cover the education expenses of each student. The student's basket does not include any additional funding for this type of CLIL (*užsienio kalbos ir dalyko integruotas mokymas*).

### Assessment of pupils

During this CLIL project, pupils underwent formative assessment but no special certification was foreseen on finishing primary, lower or upper secondary education. The national foreign language examinations are administered only at the end of upper secondary education. The examinations are marked centrally and the results are acknowledged by universities as entrance examinations. This is why the language examination syllabus includes only language competencies, whereas subject competencies are tested only in the Lithuanian language.

## 3. THE QUALIFICATIONS AND SPECIALISED TRAINING OF TEACHERS INVOLVED IN CLIL

In the first pilot project (*dvikalbis ugdomas*), CLIL teachers were usually subject teachers who could teach their subject in Lithuanian and had passed a Lithuanian language examination corresponding to the Council of Europe B2 level.

For the second pilot project dealing with CLIL-type education (*užsienio kalbos ir dalyko integruotas mokymas*), neither special requirements nor initial CLIL teacher training programmes existed. Teachers could participate in in-service teacher training courses for integrating a language on the one hand and social and natural sciences on the other. Such teacher training courses were supported by the French Cultural Centre or the British Council.

For the second pilot project (*užsienio kalbos ir dalyko integruotas mokymas*), CLIL teachers were divided into several categories:

- foreign language teachers who could teach parts of certain subjects;
- subject teachers who could teach their subject in a foreign language;
- teachers who had dual qualifications (Since 1993 there have been numerous teacher re-qualification courses to increase the numbers of English and German language teachers. Teachers of different subjects could apply for a 2.5-year re-training programme. Subject teachers who have completed the re-qualification programme can teach their subject in the chosen language. However, the numbers of

teachers for English and German are very low because the majority of re-qualified teachers were Russian language teachers.);

- native speakers who support regular teachers (They usually come to Lithuania supported by embassies or as Comenius assistants.).

CLIL teachers taking part in either of the pilot projects received the same salary as regular teachers.

The qualification requirements for future CLIL teachers will be stated in the CLIL recommendations, which will be published on completion and evaluation of the pilot project.

#### **4. DEBATE AND ONGOING REFORM**

The debate on CLIL education started in 2002 when the Ministry of Education and Science called on schools to start CLIL on a voluntary basis. There have been different opinions on that, including those of the media. Some Lithuanian language officials and even politicians claimed that CLIL could be against the law on the state language, and that such integrated learning might interfere with the use of the Lithuanian language.

Recommendations for both types of CLIL education (*dvikalbis ugdymas* and *užsienio kalbos ir dalyko integruotas mokymas*) will be adopted after an open discussion and will become a legal basis for the implementation of CLIL education in schools and teacher training.

#### **5. REFERENCES**

Council of the European Union: Detailed Work Programme on the Follow-up of the Objectives of Education and Training Systems in Europe, Official Journal C 142 of 14.06.2002.

Order of the Minister of Education and Science No. 955, 7 June 2001.

Order of the Minister of Education and Science No. ISAK-793, 5 June 2003.

National Education Plans for 2003-2005, *Švietimo aprūpinimo centras*, 2003.

Law on the State Language, 30 January 1995, No. 1-779 (Žin., 1995, No. 15-344).

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