



**Proceedings for The CLIL Summer
Seminar Program at the University of
Vienna in 2023**

Diverse CLIL research and practices in globalisation

Venue Department of English, the University of Vienna, Austria
Dates September 13th to 19th, 2023

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for vocational CLIL teachers

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Foreword I do love Vienna

I do love Vienna. First of all, I'd like to say I'm very happy to have held the 4th J-CLIL Summer Seminar at the University of Vienna. I really appreciate kind support from Professor Christiane Dalton-Puffer and her colleagues, Dr Julia Hüttner, Dr Helen Heaney, and Dr Ute Smit in Vienna, as well as Dr Dario Banegas and Dr Teresa Ting invited as the plenary speakers. Also, I especially want to say many thanks to Ms Deborah Burger and other Vienna teachers who talked about their CLIL teaching practices in Vienna and kindly accepted our school visits. Classroom observations are great opportunities for us to understand how teachers and students are actually working in the classrooms. All these activities in Vienna are greatly precious to us all who came to Vienna last summer. I as coordinator of this CLIL Summer Seminar am very much satisfied with the results. ありがとうございます. Many thanks indeed to all concerned. I believe the seminar proceedings therefore should include the programs, presentation slides, related resources and school visit reports that can simply show what we studied. I hope they will be useful for CLIL practitioners to see how CLIL or EMI has been taught and could be developed in the future.

One day before the seminar started, I visited Sigmund Freud Museum near the university on the way to the meeting with Christiane at the University of Vienna since I am slightly interested in psychoanalysis. Freud is famous for developing psychoanalysis and the theory of human



personality, such as the id, the ego, and the superego. He had lived in the address and studied for 47 years before the Nazi invaded Vienna in 1938. The museum was the main workplace for him but didn't show any

noticeable signs along the street. I first couldn't find it and passed through the door. I asked a local person, "Excuse me, where is Sigmund Freud Museum?" She just showed me the door with the name written on. It is a café on the ground floor. The inside of the museum is interesting. See the website: <https://www.freud-museum.at/en/>. Freud said, "Vienna is a place where art and history come alive." I agree with him. In addition to academic studies, music, dance, opera, and art are all attractive to me, so whenever I visit Vienna, I always do research and appreciate its culture.

In 2005, I became interested in CLIL while doing research on CEFR in Stirling, Scotland. My PhD supervisor Professor Richard Johnstone talked about the background of CLIL or bilingual education in Europe and introduced me to Professor Do Coyle and Dr David Marsh. I thought it was like LSP (language(s) for specific purposes) and Languages Work, which was proposed by CILT (the National Centre for Languages in the UK) those days, because I was then an ESP teacher researcher focusing on medical science and wanted to change English education into more practical approaches in Japan. It seemed to me many teachers tended to stuck to teaching prescriptive vocabulary, grammar, and pronunciation even in highlighting CLT (communicative language teaching). The main purpose of English learning for students was to take good scores to pass the entrance exam. Then I did research on the cognition and emotion of Japanese teachers of English and was interested in teachers' mindset. I realized that all teachers as well as learners have complex mindsets on English learning and teaching in Japan. For me, Vienna is thus one of the cities where I can feel about art and history as well as academic research. Psychoanalysis like Freud and C.G. Jung studied is one of my concerns when discussing CLIL pedagogy.

This seminar theme I set is *Diverse CLIL research and practices in globalization*. I wished the seminar could have helped the participants think a lot more about diversity of CLIL teaching and research in Japan in Vienna where art and history can come alive in its history of globalization. Though there were still some economic difficulties of traveling from Japan to Austria due to COVID-19 and the Ukraine and Russia war, we gathered at the University of Vienna in 13 to 19 September in 2023. The fact is, a

number of teachers and researchers gave up taking part in the seminar unfortunately. As for these CLIL Summer Seminars, we have so far had the 1st seminar in Stirling, Scotland in 2018, the 2nd in Nijmegen, the Netherlands in 2019, the 3rd in Seinäjoki, Finland in 2022, and the 4th in Vienna, Austria in 2023. In this seminar, I am sure the participants enjoyed traveling anywhere freely, listening to nice talks, communicating with teachers and students while visiting schools and observing classrooms without wearing masks. Also, thanks to Christiane's great support for J-CLIL activities, the CLIL Summer Seminar was successful with high quality academic research and meaningful classroom practices in CLIL pedagogy, as well as nice people, cultures, and foods.

During these six years, I hope CLIL in Japan has been drastically developed in different educational, linguistic, socioeconomic, and intercultural contexts from Europe. More diverse CLIL research and practices will be developed in flexible and inclusive globalization and transformation.

笹島 茂

Shigeru Sasajima

The seminar schedule

Day 1 Wednesday, September 13

- 11:30 Registration and preparation *[tea or coffee, light lunch, refreshment, fruit]*
- 12:30 Opening & introduction Kazuko Kashiwagi (Vice-president, J-CLIL)
- 13:00 Plenary talk 1 Christiane Dalton-Puffer
Learning language for learning with CLIL
- 14:30 Interactive panel discussion
Learning language for learning with CLIL and Current CLIL issues in Japan
Hirosada Iwasaki
Kazuko Kashiwagi
Shigeru Sasajima
- 15:30 Seminar info
- 16:00 City cultural guided tour

Day 2 Thursday, September 14

- 9:30 Symposium *Diverse CLIL research and practices in globalization*
Shigeru Sasajima (chair)
Ute Smit
CLIL between Englishisation and glocalisation: the case of metalinguistic classroom talk
Julia Hüttner
From objectives to materials: integrating language and content in CLIL
Kazuko Kashiwagi
Assessing CLIL implemented in a multidisciplinary approach in Japan: Focusing on teachers' 21st century skills
- 11:00 Plenary talk 2
Dario Banegas
How could we increase language use in the CLIL classroom while developing ourselves at the same time?
- 15:00 Special talk
María Ángeles Martín (Universidad de Valladolid, Spain)
CLIL in Spanish classrooms: some insights about discourse and

textbooks

15:30 Talks of PhD researchers (20 minutes for each presentation)

Tatjana Bacovsky-Novak

Operationalising subject literacy in a lesson planning tool for vocational CLIL teachers

Rei Wada

The potential of CDF-oriented pedagogy (COP) in the EFL secondary school contexts

Stephen McNamara

Cognitive Discourse Functions in Japanese Tertiary Inter-cultural Studies Lessons

Day 3 Friday, September 15

9:30 Plenary workshop 1

Y.L. Teresa Ting

CLIL, as seen from the perspective of how the brain likes its information, or not.

11:00 Plenary workshop 2

Helen Heaney

An ideal lesson plan

14:00 Talk

Makoto Ikeda (President, J-CLIL)

Developing conceptual knowledge and cognitive skills for sustainable Soft CLIL learning

15:00 *CLIL teacher talks including school visit info*

[tea or coffee, sandwiches or cake for teachers]

Deborah Burger (Vienna Board of Education)

Sarah Devlin (CLIL teacher in Vienna)

Bernhard Prunner (CLIL teacher in Vienna)

Susana Vega (CLIL teacher in Vienna)

Sandra Prokop (CLIL teacher in Vienna)

Day 4 Saturday, September 16 Day 5 Sunday, September 17

Cultural activities

Day 6 Monday, September 18

School visit (primary or secondary)1

		Monday, September 18	No.
1	Primary		
2	Primary	OVS Kaisermühlen / OVS22 Schüttaustr 42 1220 Wien (4)	2 (+1)
3	Primary	GTVS 17 Wichtelgasse 67 (4-6)	2 (+1)
4	Secondary	MS In der Krim 6 1190 (4)	2 (+1)
5	Secondary	BRG/BWRG 8 Feldgasse 6-8 (4) (2 per class)	2 (+1)
6	Secondary	Bg brg 11 Geringergasse 2 1110 (4)	2 (+1)
7	Secondary	Freudgymnasium 1020 (4)	2 (+1)
8	Secondary	Kenyongasse 1070 (4)	2 (+1)

Day 7 Tuesday, September 19

School visit (primary or secondary)2

		Tuesday, September 19	No.
1	Primary	GTVS 6 Astrid Lindgren 1060, Sonnenuhrgasse 3-5 (4)	2 (+1)
2	Primary	OVS Kaisermühlen / OVS22 Schüttaustr 42 1220 Wien (4)	2 (+1)

3	Primary		
4	Secondary	MS In der Krim 6 1190 (4)	2 (+1)
5	Secondary	BRG/BWRG 8 Feldgasse 6-8 (4) (2 per class)	2 (+1)
6	Secondary	Bg brg 11 Geringergasse 2 1110 (4)	2 (+1)
7	Secondary	Freudgymnasium 1020 (4)	2 (+1)
8	Secondary	Kenyongasse 1070 (4)	2 (+1)

- 1 Primary GTVS 6 Astrid Lindgren 1060, Sonnenuhrgasse 3-5
<https://vs-astrid-lindgren.schule.wien.at>
- 2 Primary OVS Kaisermühlen / OVS22 Schüttaustr 42 1220 Wien
<https://volksschule-kaisermuehlen.schule.wien.at/>
- 3 Primary GTVS 17 Wichtelgasse 67 www.wichtelgasse.at
- 4 Secondary MS In der Krim 6 1190 <https://in-der-krim.schule.wien.at>
- 5 Secondary BRG/BWRG 8 Feldgasse 6-8 <http://www.feldgasse.at>
- 6 Secondary Bg brg 11 Geringergasse 2 1110 <https://www.g11.ac.at>
- 7 Secondary Freudgymnasium 1020 <https://freudgymnasium.at/site/>
- 8 Secondary Kenyongasse 1070 <https://www.kenyon.at>





A. CLIL as a type

3 core (= essential) elements

- 1) English-medium education of
- 2) academic subjects other than the English language to
- 3) L2 users of English

CLIL as EMI

Overview: Talk

- 1. Background:
 - Integration Content and Language
 - (Bi/Multilingual) Disciplinary Literacy
 - Terminology (technical, semi-technical)
 - Discourse (CDF, Genre)
- 2. BMDL in Practice: Creating affordances
 - Step-by-step model
 - Examples (Chemistry, Geography)
- 3. Experiences
- 4. Q & A











**universität
wien**

Learning Language for Learning in CLIL

**Christiane Dalton-Puffer
University of Vienna**

J-CLIL Summer Seminar 2023

1

EFL & CLIL

Language for Learning in CLIL

**Focus:
Cognitive Discourse Functions**

Open questions and outlook

2

EFL ↔ CLIL

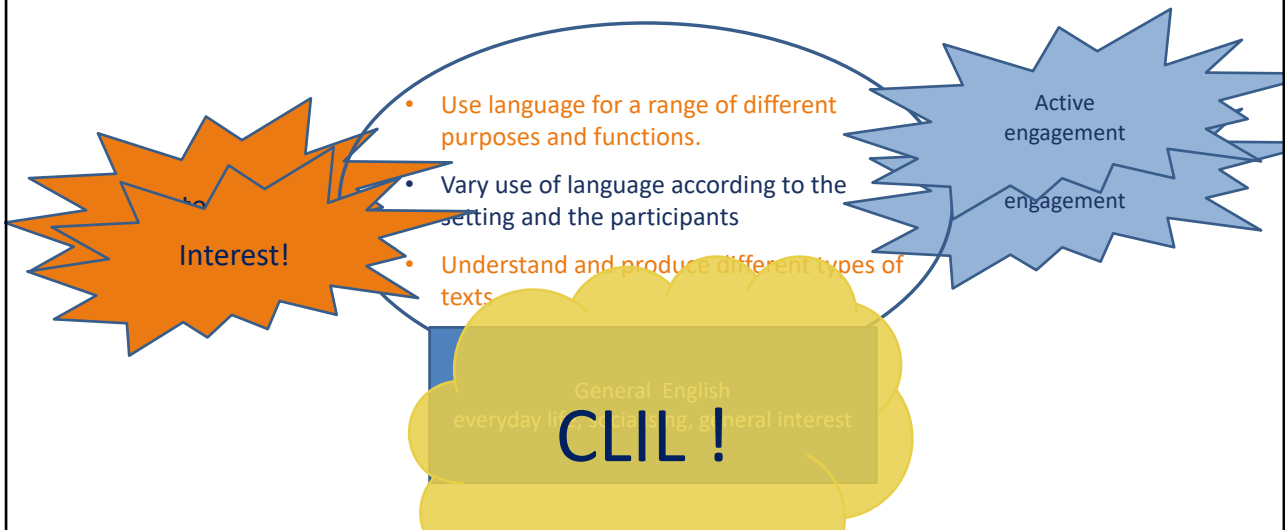
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EFL -> Communicative competence (Hymes 1976, Canale & Swain 1983)



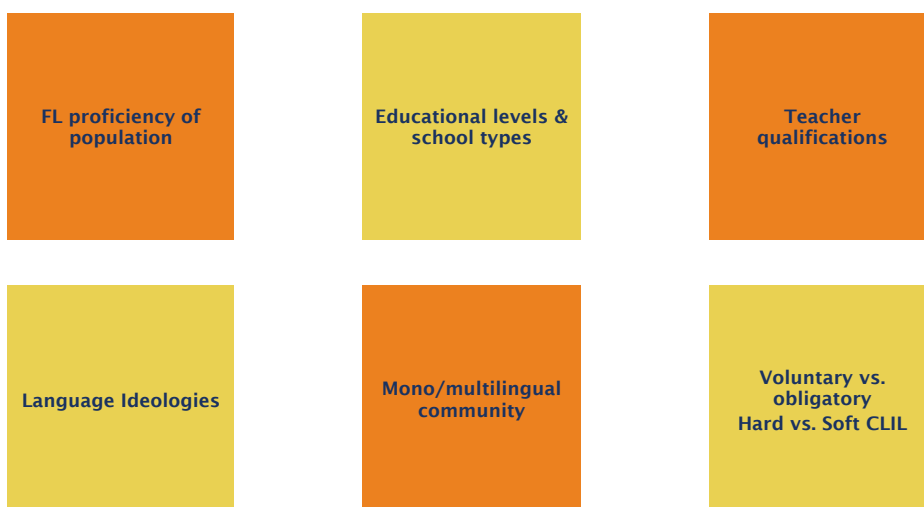
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Communicative EFL



5

CLIL has many faces



6

CLIL “opens doors on languages for a **broader range of learners**, nurturing **self confidence** in [...] those who have not responded well to **formal language instruction** in general education”

European Commission White Paper, 2003, p.19

‘Educational innovation’

- parent & teacher grassroots movements in many places
- desire for educational advantage in a rapidly changing world
- a catalyst for introducing innovative pedagogies

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CLIL: Prototypical features

- positioned as **catalyst for change**
 - in contexts with lower general proficiency in the CLIL target language
=> main emphasis on language teaching (“**soft CLIL**”)
 - in contexts with higher general proficiency in the CLIL target language
=> main emphasis on general preparation for internationalised work/study > CLIL in content subjects (“**hard CLIL**”)
- integrated content and language **approach**
- target language is a **foreign language**, outside the Anglosphere typically English

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CLIL & Subjects

9

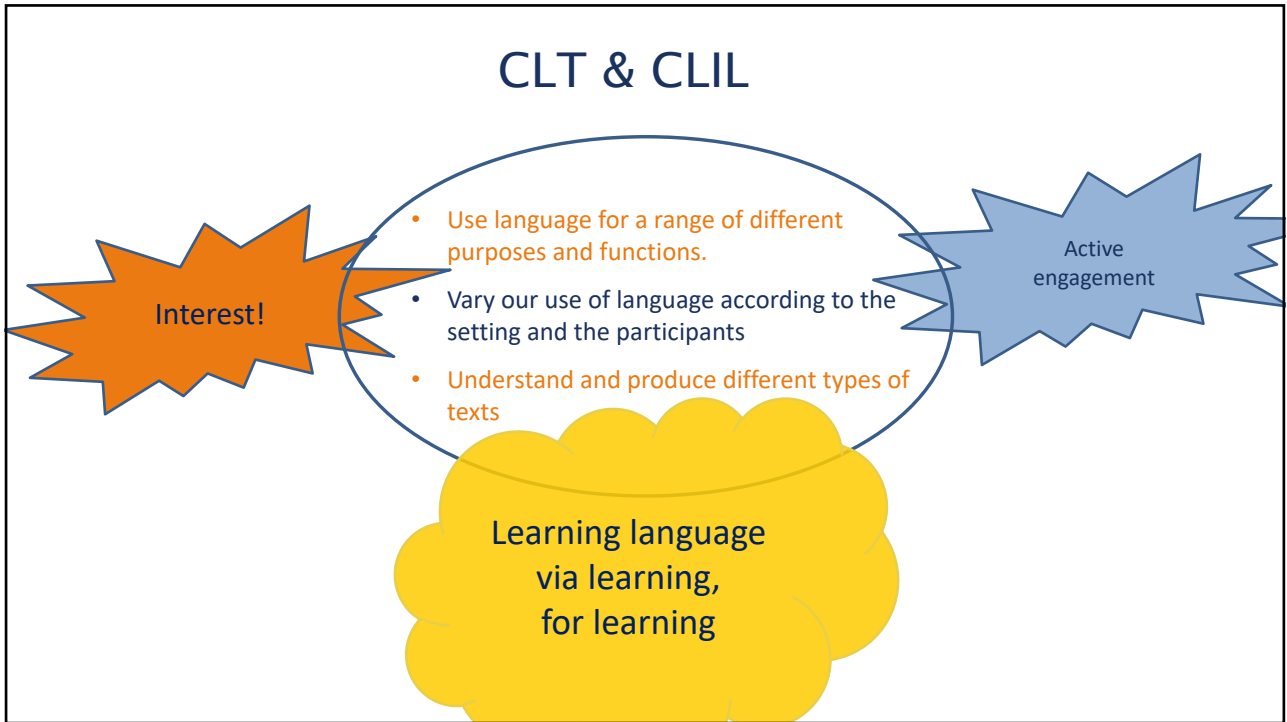
CLIL & Subjects

HARD CLIL			SOFT CLIL	
History	Biology	
Chemistry	Art		...	
Geography	Physics			
Sports	Philosophy			
Economics	...			

*I'm **not** a language teacher !*

*I **am** a language teacher !*

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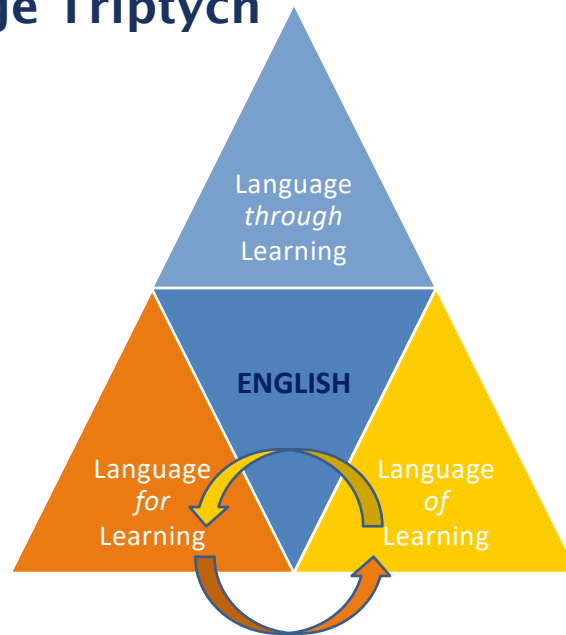
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**Language for Learning
LfL**

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CLIL Language Triptych

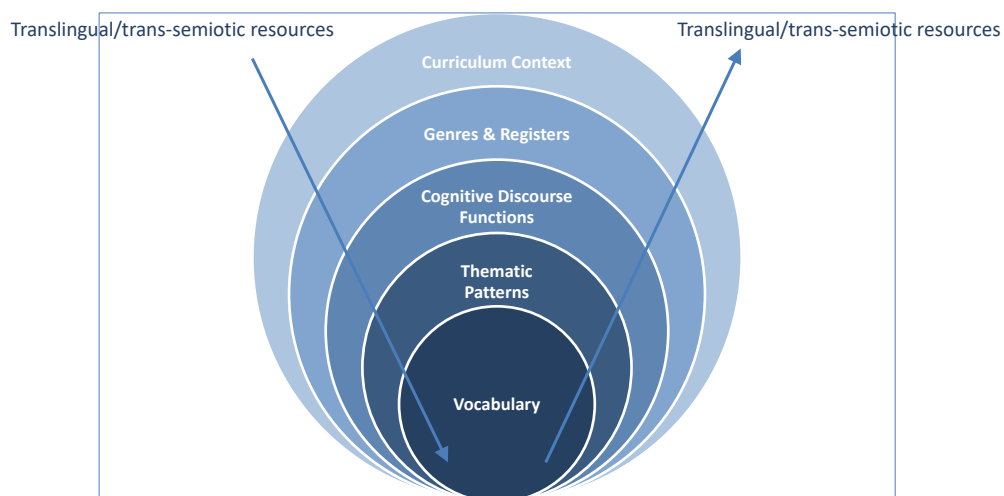
(Coyle 2007)



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Lin's Integrated Model

(Lin 2016, Wu & Lin 2022)



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LfL layers

Vocabulary (Nation 2016, Coxhead 2013)

technical

semi-technical

general academic

allele, protein

balance, product

predict, hypothesis, analyse, collaborate, control...

Thematic patterns (Lemke 1990, Lin 2016)

"the patterns of connections among the meanings of words in a particular field" (Lemke 1990, 12).

these patterns of semantic relations **define** the field-specific **concepts**

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- 1 S1 brain
- 2 T Asda, did you listen to my questions.
I want organs that work together
- 3 S1 but the brain has connections with
the organs
- 4 T yeah so what does it do?
- 5 S1 they work together
- 6 T no it controls what the organs do
- 7 S1 oh

Biology, grade 6 (Dalton-Puffer 2007, 89)

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- 1 S1 **brain**
- 2 T Asda, did you listen to my questions.
I want **organs** that *work together*
- 3 S1 but the **brain** has connections with
the **organs**
- 4 T yeah so what does it do?
- 5 S1 they *work together*
- 6 T no it controls what the **organs** do
- 7 S1 oh

the body [**consists of**] organ systems
 an organ system [**consists of**] organs
 these organs [**produce**] joint outcome
 the brain [**is an**] organ
 the brain [**controls**] organ systems

Biology, grade 6 (Dalton-Puffer 2007, 89)

Thematic Patterns

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LfL layers

School Genres (Rose 2012)

Stories – *recount, anecdote, narrative, news story*

Informing texts – *(auto)biographical recount, historical recount, explanations (sequential, factorial), reports (descriptive, classifying)*

Procedural texts – *procedure, protocol, research article, technical note*

Argumentative & Evaluating texts – *exposition, discussion, review, response*

Typical of EFL: interpersonal genres *(personal letter/note, invitation, complaint, order, blog post response)*

PLUS Stories and oral genres

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Why Cognitive Discourse Functions? A rationale

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Searching for ...

- something that science / history / geography educators will accept as “their concern”
- something that is accessible & meaningful to content experts (and language experts too)
- a conceptualization of medium granularity:
larger than words, smaller/simpler than texts types or genres

Curriculum Goals

*This is Science
This is History*

(Dalton-Puffer 2013, 2016; Morton 2020)

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Hong Kong curricula science, history, economics

(Students can) **describe the change** of position of objects in terms of distance and displacement and... **present information** on displacement-time graphs for moving objects (physics, p.25)

Students also have to **explain the choice** of food in their diet menu based on the information collected. (biology, p.133)

Students) **classify elements** as metals or non-metals on the basis of their properties... **define** and **distinguish the terms**: formula mass and relative molecular mass. (chemistry, p.20-21)

Will **explain the cause-and-effect relationship** between the two world wars. (history, p.12)

...and **assess** its (economic integration) **significance** for Europe and the world at large. (history, p.13)

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European curricula physics, philosophy, geography, history

Students ...are able to **explain and predict** physical and technological **processes**. (Germany)

Students **justify** their **decisions** and actions **giving plausible reasons** and **arguments** grounded in philosophical positions and models of thought. (Germany)

Students **compare and evaluate the appropriacy** of ecosystems for touristic development. (Austria)

Students can **identify goal-conflicts** in economic policy and are able to **formulate different positions**. (Austria)

Emplear con propiedad la **terminología** y el vocabulario históricos y aplicar las técnicas elementales de **comentario de textos** y de **interpretación de mapas**, gráficos y otras fuentes históricas.

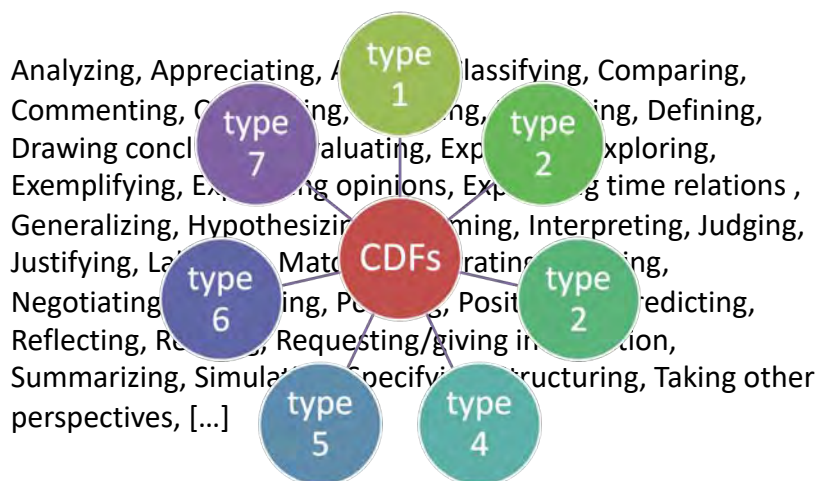
Buscar, seleccionar, **interpretar** y **relacionar** información procedente de fuentes diversas. (Comunidad de Madrid)

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performative verbs

Analyzing, Appreciating, Arguing, Classifying, Comparing, Commenting, Contrasting, Deducing, Describing, Defining, Drawing conclusions, Evaluating, Explaining, Exploring, Exemplifying, Expressing opinions, Expressing time relations, Generalizing, Hypothesizing, Informing, Interpreting, Judging, Justifying, Labelling, Matching, Narrating, Naming, Negotiating, Persuading, Pointing, Positioning, Predicting, Reflecting, Relating, Requesting/giving information, Summarizing, Simulating, Specifying, Structuring, Taking other perspectives, [...]

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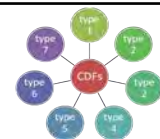
CDF construct



Communicative Intention		
Telling you how we can cut up the world according to certain ideas		
Telling you about the extension of this object of specialist knowledge		
Telling you details of what I can see (also metaphorically)		
Telling you what my position is vis a vis X		
Telling you about the causes or motives of X		
Telling you something that is potential (i.e. non-factual)		
Telling you sth external to our immediate context on which I have a legitimate knowledge claim		

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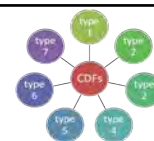
CDF construct



Communicative Intention		Examples of CDF verbs
Telling you how we can cut up the world according to certain ideas		<i>Classify, compare, contrast, match, structure, categorize, subsume</i>
Telling you about the extension of this object of specialist knowledge		<i>Define, identify, characterize</i>
Telling you details of what I can see (also metaphorically)		<i>Describe, label, identify, name, specify</i>
Telling you what my position is vis a vis X		<i>Evaluate, judge, argue, justify, take a stance, critique, comment, reflect</i>
Telling you about the causes or motives of X		<i>Explain, reason, express cause/effect, draw conclusions, deduce</i>
Telling you something that is potential (i.e. non-factual)		<i>Explore, hypothesize, speculate, predict, guess, estimate, simulate</i>
Telling you sth. external to our immediate context on which I have a legitimate knowledge claim		<i>Report, inform, recount, narrate, present, summarize, relate</i>

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CDF construct



Communicative Intention	Type	Examples of CDF verbs
Telling you how we can cut up the world according to certain ideas	CATEGORIZE	<i>categorize, classify, compare, contrast, exemplify, match, structure, subsume</i>
Telling you about the extension of this object of specialist knowledge	DEFINE	<i>Define, identify, characterize</i>
Telling you details of what I can see (also metaphorically)	DESCRIBE	<i>Describe, label, identify, name, specify</i>
Telling you what my position is vis a vis X	EVALUATE	<i>Evaluate, judge, argue, justify, take a stance, critique, comment, reflect</i>
Telling you about the causes or motives of X	EXPLAIN	<i>Explain, reason, express cause/effect, draw conclusions, deduce</i>
Telling you something that is potential (i.e. non-factual)	EXPLORE	<i>Explore, hypothesize, speculate, predict, guess, estimate, simulate</i>
Telling you sth. external to our immediate context on which I have a legitimate knowledge claim	REPORT	<i>Report, inform, recount, narrate, present, summarize, relate</i>

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Principles of the CDF construct



- reflects cognitive and performative goals encapsulated in curricula
- focuses on cognitive processes linked to verbalization
- verbalisation = observable analog of a thought process
- CDF reflects the communicative intention of discourse participants in the teaching/learning event (cf. speech acts)
- Goal: heuristic, operationalisability, empirical evidence in classroom interaction, materials, exams
- theoretical foundation in functional pragmatics & SFL (e.g. Ehlich & Rehbein 1986; Halliday 1994)

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CDFs as research tools

Observation - Intervention- Pedagogical design

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Use of CDFs in classroom talk

Study	Subject	lessons	Total CDFs	CDFs/lesson
1	physics	6	504	84
2	biology	8	619	77
3	business & economics	6	480	80
4	history	8	265 (only Ss)	33 (only Ss)
5	EFL	8	481	60

1.5/min

1.2/min

Dalton-Puffer et al. 2018

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Who performs CDFs in class ?

	CLIL	EFL
teacher	35-60%	32-45%
dialogic	35-60%	37-46%
students	5%	17-40%
textbook	-----	up to 23%

Dalton-Puffer et al. 2018, Dalton-Puffer & Bauer-Marschallinger 2019; Lersundi 2022

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CDFs oral across subjects

Physics	Biology	Economics	History	EFL
Describe	Describe	Define	Describe	Describe
Explain	Define	Report	Explain	Define
Define	Explore	Explain	Define	Explain
Report	Explain	Describe	Evaluate	Evaluate
Explore	Categorize	Explore	Categorize	Categorize
Categorize	Report	Evaluate	Report	Report
Evaluate	Evaluate	Categorize	Explore	Explore

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Top 3 CDFs overall in classroom interaction

DESCRIBE

physical – structural – functional – process

DEFINE

formal – semi-formal

EXPLAIN

cause – effect
motive – action – consequence

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CDFs in classroom talk

- Interaction of CDFs with task types & question types
- Some teacher modelling (90 % implicit)
- Little meta-talk
- Co-Construction > is Speech Act sufficient as theoretical anchor?
- 2 levels of analysis: Moves & Episodes

Dalton-Puffer et al. 2018, Dalton-Puffer & Bauer-Marschallinger 2019,
Lasagabaster & Doiz 2021, Lersundi 2022

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CDFs in teaching materials

CDF	Maths	Economics	English	History	Basque
Categorise	4	3	2	0	1
Define	0	5	2	0	0
Describe	3	0	0	2	4
Evaluate	12	8	2	2	0
Explain	6	3	0	0	0
Explore	5	0	0	1	0
Report	7	5	4	5	1
Total	37	24	10	10	6

- 5 Ts – one cross-curricular project *Maths-Economics-EFL-History-Basque*
- CDFs in materials & classroom talk
- degrees of T lang awareness differ
- correlation with
 - amount of T scaffolding
 - amount of T metatalk in classroom interaction

Lersundi 2022

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LongAD-CLIL

- Project lead: Ana Llinares (U Autónoma de Madrid)
- history, science, arts – grades 6-8-10 (longitudinal)
- suburban Madrid; 2 CLIL strands (sección, programa)
- spoken & written data, L1 & L2
- prompts designed in collaboration with subject teachers

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Eliciting CDFs: the task



Blog entry (written) & Radio programme (oral)

You are a teenage adviser for Greenpeace. Today you are writing an Internet blog about ecosystems. Please make sure you write about **ALL** these topics:

A) **Define** for your readers what an ecosystem is. B) Tell the readers of the blog something that you did in Hervás related to the environment. C) Biologists think it is important to introduce a new species into Spain. Choose an animal (mammal, bird, fish, insect), or invent a new one: **Describe** your animal. D) **Compare** the ecosystems of Boadilla and Hervás and decide if you would introduce your new species into Boadilla or Hervás. E) **Explain** the reasons why this is the best ecosystem for your (invented) animal. F) What will be the effects to the ecosystem after the animal has been introduced? G) Do you think it is important to protect the environment? Why? Why not? How would you do it, for example in Boadilla?

sample prompt

Grade 6. History. Modern & Contemporary Age

Prompt: Imagine you are a time-traveller, and you can travel back in time. You can choose to stop either at the Discovery of America (1492-1600), the French Revolution (1789) or the Industrial Revolution (1800-1900). Today you are going to write an Internet blog about your time trip. Please, make sure you write about ALL these topics:

- A) **Define** the Age you have chosen to travel to.
- B) Write about **what you did** in the first hour after you got there.
- C) **Describe** where people lived, the type of clothes they wore and what they ate.
- D) **Compare** that age with our life today.
- E) Name one very important person, event or invention of the period you have chosen.
- F) **Explain why** it was important.
- G) **What would life be like today** if this had not happened or the person had not existed?
- H) Now that you are back in 2015, in **your opinion**, which time period changed our lives more (Discovery of America, French Revolution or Industrial Revolution). Why?

- corpus-based description of language features that characterize definitions, evaluations, categorizations, descriptions etc.
- SFL as a system with a functional view of lexico-grammar
- conceptual maps of individual CDFs - prompted and unprompted
- papers on three different CDFs (*Define*, *Categorize* and *Evaluate*)

- Academic **evaluations**
immature writing uses affect,
increasing use of justifications as sign of maturation
- **Categorize** (Classify, Compare):
comparing = dominant figure of thought in history;
classifications common in science - also unprompted ones
- **Define**
L1 & L2 remarkably similar in structural realizations
More abstractions expressed (or expressable?) in L1

Nashaat-Sobhy, N. & Llinares, A. (2023) on *Define*
Whittaker & McCabe (2023) on *Evaluate*
Evnitskaya & Dalton-Puffer (2023) on *Categorize*

CDFs in written exam responses

- secondary & higher education: business studies – education – history
- DESCRIBE CATEGORIZE EXPLAIN EXPLORE
- Direct correlation between evaluation of response by content lecturer & CDF realization
- Thinking in terms of CDFs: shed light on the linguistic demands in specific content area
- Intervention and explicit pedagogy improve student performance

Breeze & Dafouz 2017; Nashaat-Sobhy 2018; Bauer-Marschallinger 2019, 2022

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Key Insights

- Face validity with teachers – seen as practicable and purposeful
- Face validity with learners because of closeness to examination prompts (otherwise critical of language focus in content subjects)
- CDFs help to make task requirements more tangible > more target-like and precise student performances
- Field of study impacts the type and composition of CDFs: realizations vary according to subject areas and sub-areas within them > consequences for teacher professional development (cf. Kristen 2019)
- Reframing academic tasks as part of students' everyday activities ("authenticity") is a re-contextualization with an effect on register

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CDFs for intervention & pedagogical design

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CDFs & pedagogical design

Nashaat-Sobhy 2018

explicit work on DEFINE integrated in course - education faculty - students 18+
positive effect on exam performance; student affirm usefulness for conceptual learning

Breeze & Gerns 2019

6 hr writing intervention in history; pre-test/post-test under exam conditions;
student age 14-15 - DESCRIBE EXPLAIN

Morton 2022

Ts of English, science, art, history, Spanish language arts
assessed samples of students' work expressing DEFINE, EVALUATE, and EXPLORE
Comparative Judgement > concept of CDFs enabled Ts to express new understandings
of the content-language relationship in assessment

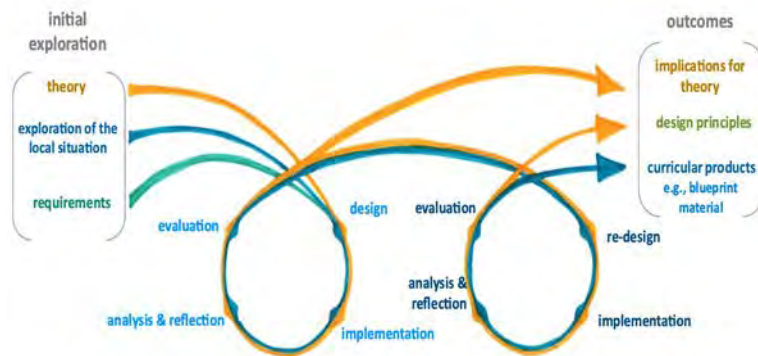
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- Design-Based Research (DBR)

design & usability evaluation of innovative pedagogy
(materials, activities, digital tools, assessment instruments)

collaboration of teachers & researchers

Design
Based
Research



Bauer-Marschallinger, 2022, p.94

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Bi-disciplinary researchers: language + content subject

Collaboration with content teacher-practitioner

history: Bauer-Marschallinger 2019, 2022, in press
design of 3 **didactic units**, upper secondary **history**

science: Hasenberger, in progress
design of **2-semester syllabus “Science in English”** – implementation – evaluation

Technology: Bacovsky-Novak, in progress
design of **lesson planning tool** for **technology teachers**

Design
Based
Research

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Topic/Content	Language focus/function
Scientists' Biographies & the Nobel Prize	Writing & nature of biographies
Space Exploration & Extra-terrestrial Life	Describing, speculating
The World of Energy	Analysing, evaluating

Design Based Research



Definition of Energy

Energy is the ability to do work (exerts a force over a distance to move an object) the object or organism uses energy.

The basic unit is Joule (J).

DEBATE

"A day without electricity"

type of activity	what is typically used	what can be used instead, using no (or less) energy
waking up		
shower/bath, personal hygiene		
communication, social contacts		
lighting		
entertainment		
music		

Form at least five sentences using the words or phrases from the box!
Each word has to be used at least once.

comparable ■ contrast ■ if ■ due to ■ not only ... but also
 generally accepted ■ as ■ since ■ than

<p>ANALYSING</p> <ul style="list-style-type: none"> • Definition • Separate a whole into parts • Identify relationships and patterns • Describe parts, features or the main idea of any given information • Grammar & Vocabulary • Describing similarities • Describing differences • Describing cause and effect 	<p>EVALUATING</p> <ul style="list-style-type: none"> • Definition • Assess and verify the worth of an object, idea or decision • Identify criteria, explain priorities, indicate reasons for judgement, confirm truth • Grammar & Vocabulary • Correlative conjunctions • Presenting opinions • Giving reasons • Summary
--	---

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contextualization & (retro-)perspectivity

What were the motives for tomb paintings in Ancient Egypt?

I think he or she [= the artist of these tomb paintings] produced this illustration to show the old Egypt to the people nowadays, because Egypt played an important role for our history.

Impulse question: When a journalist today takes a picture, do you think (s)he only wants to show future generations what it was like in 2019? Together with a partner, collect ideas for potential motives for taking pictures other than just depicting what something looks like.

c) Now, **discuss potential reasons** why the artist drew this particular picture the way (s)he did. Answer in full sentences and mention at least two different ideas.

Remember to use **hypothetical** language:

- could/ would/ might
- probably/ maybe/ possibly
- another potential motive/ reason...
- if-sentences
- I could imagine that ...

To be able to show it in the future or to visualize the effects of industrialisation. The picture could have also been taken because the photographer has a passion for photography. In addition to that do i think that it might have been taken for a newspaper. It also might have been taken to get the government to do something about it.

EVALUATE
EXPLORE
EXPLAIN

(Bauer-Marschallinger 2022)

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Summary: CDFs in design-based studies

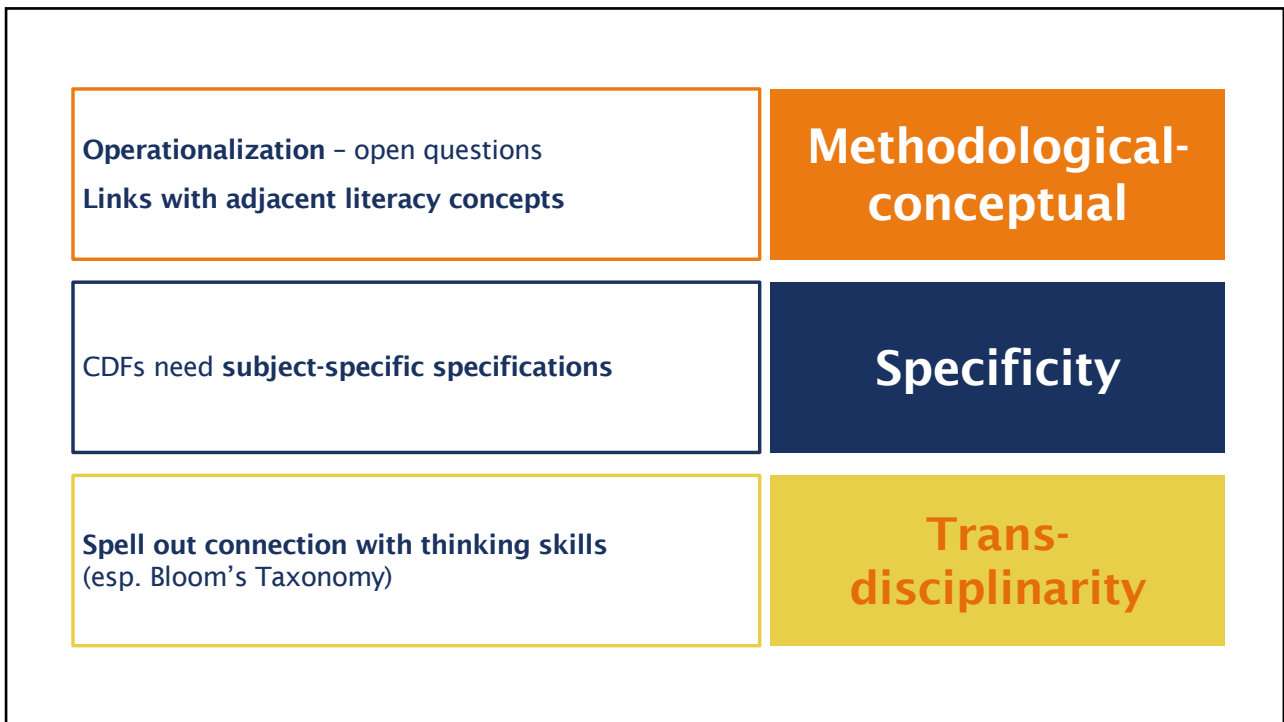
- Didactic units & materials designed collaboratively by language and content educators
- Refined over several development cycles
- Students accept language focus only if convincingly serving content goals
- Student test performance improves significantly after explicit (but integrated) CDF and language instruction
- Greatest gains for weaker and medium students

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Open questions and outlook

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Operationalization – open questions

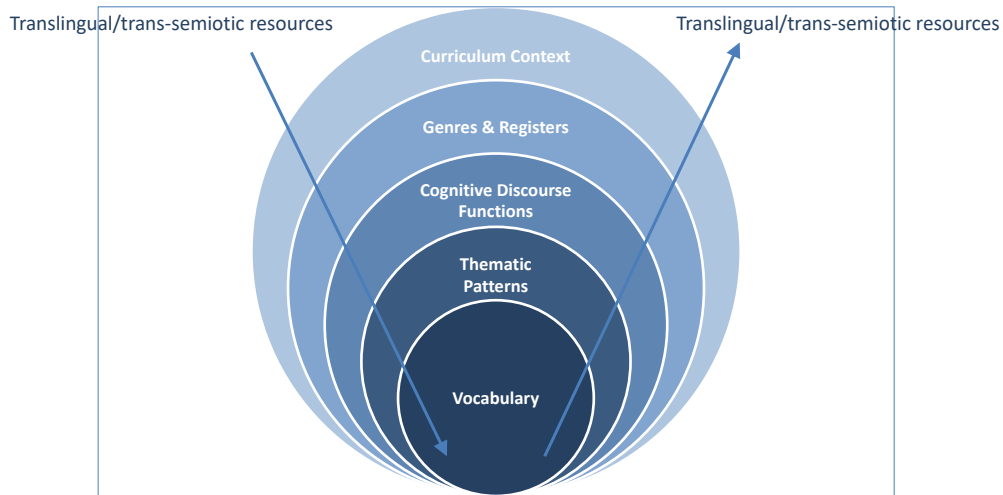
Unit of analysis – Individual turn? Exchange? (co-construction is frequent!)

Is **Speech Act** the ideal underlying pragma-linguistic concept?

Layers of analysis – nesting of individual CDFs into functional sequences
(CDF as *move* in a longer CDF *episode*)

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Links with adjacent levels



(Lin 2016, Wu & Lin 2022)

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Subject-specificity of CDFs

Concrete specifications suggested for History, e.g.

DESCRIBE	Telling you details of what I can see (also metaphorically)	<i>Telling you details of what I can perceive on the basis of historical sources and materials</i>	referring to parts of sources and describing historical entities using adequate vocabulary
EVALUATE	Telling you what my position is vis a vis X	<i>... X = (e.g., the validity or historical significance of a source, an argument, an opinion, etc.) and I provide you with historically valid justifications for this view</i>	differentiating between fact and opinion, using different hedging devices; justifying views by, e.g., comparing past and present, contents and style of a source and its historical context, or different sources (corroboration)
....			

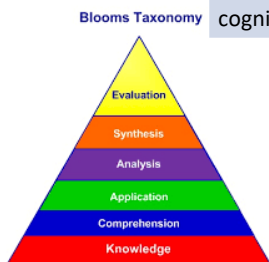
Bauer-Marschallinger in press, Doiz & Lasagabaster 2021

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Spell out **connection with educational taxonomies**

Knowledge Dimensions	Cognitive Processes					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual	List	Summarize	Classify	Order	Rank	Compile
Conceptual	Describe	Predict	Experiment	Explain	Assess	Plan
Procedural	Tabulate	Interpret	Calculate	Differentiate	Conclude	Compose
Meta-cognitive	Appropriate use	Execute	Construct	Achieve	Action	Actualize

(Anderson/Krathwohl 2002)



55



universität
wien

Thank you

Christiane Dalton-Puffer
September 2023

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How could we increase language use in the CLIL classroom while developing ourselves at the same time?

Darío Luis Banegas

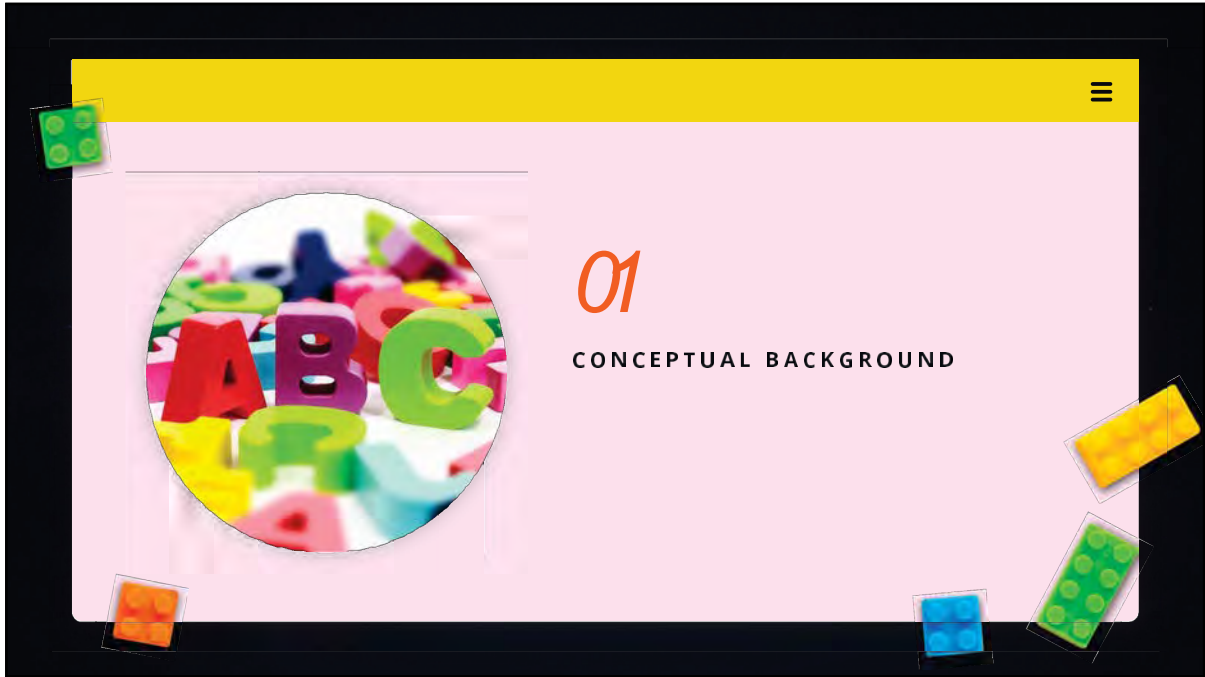


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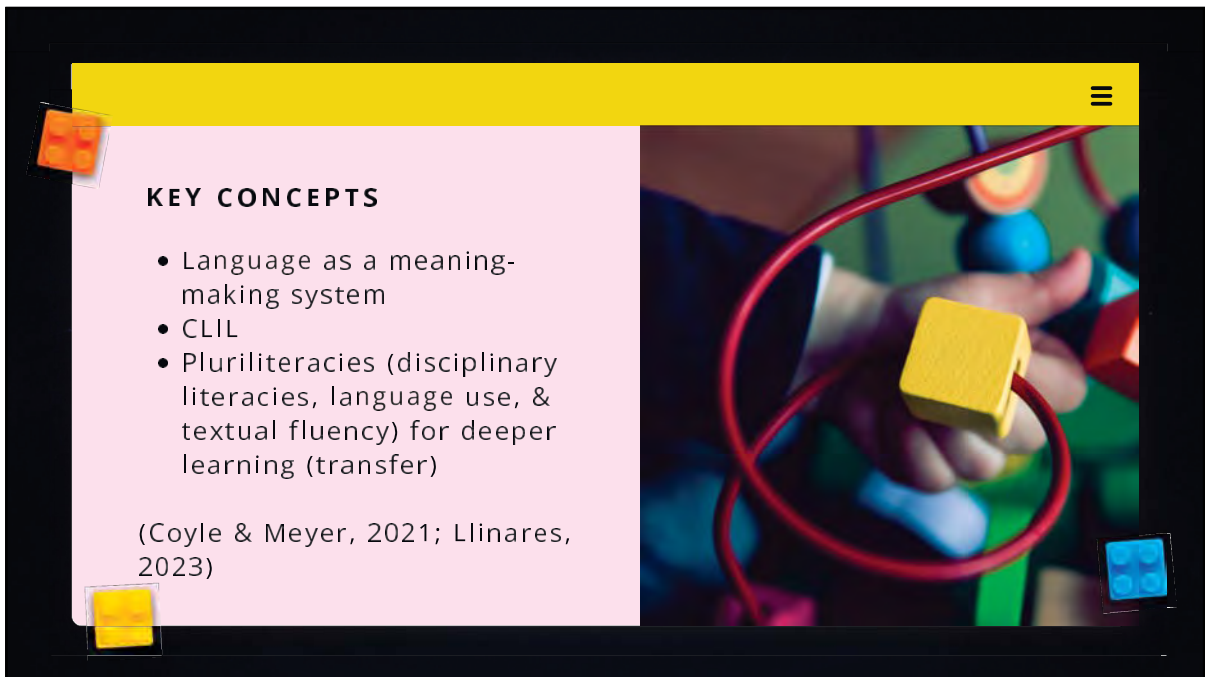
INDEX

- (1) CONCEPTUAL BACKGROUND
- (2) THE STUDY
- (3) PROPOSAL
- (4) QUESTIONS/CHAT

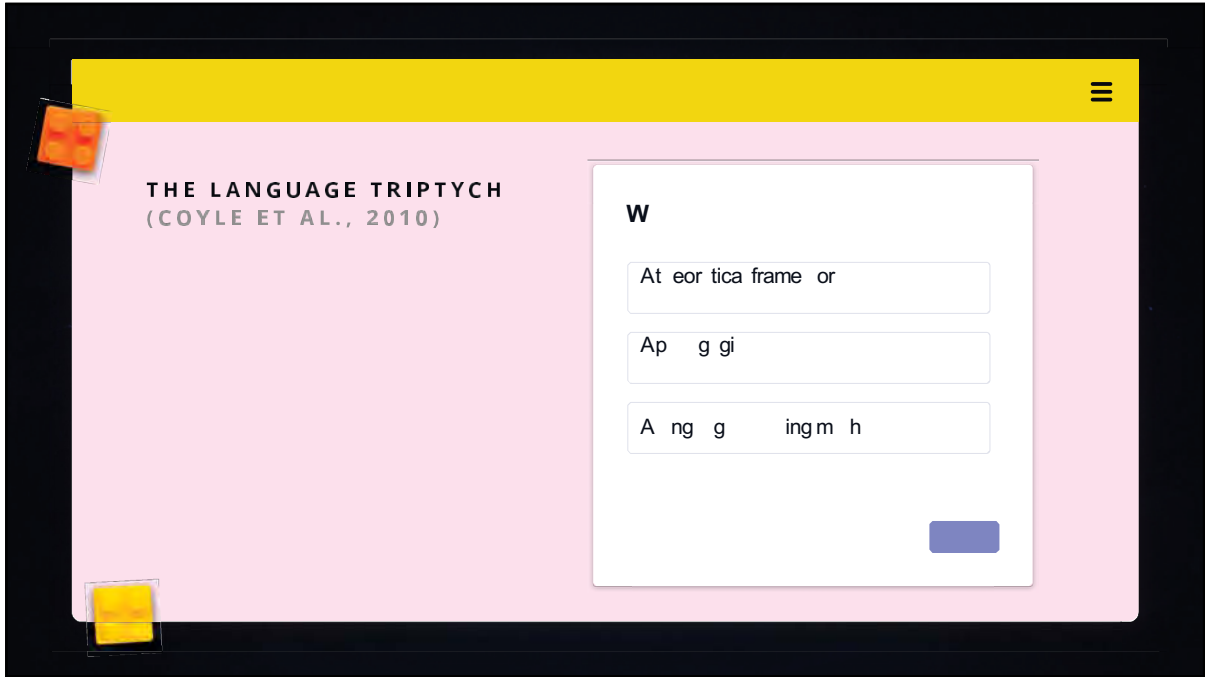
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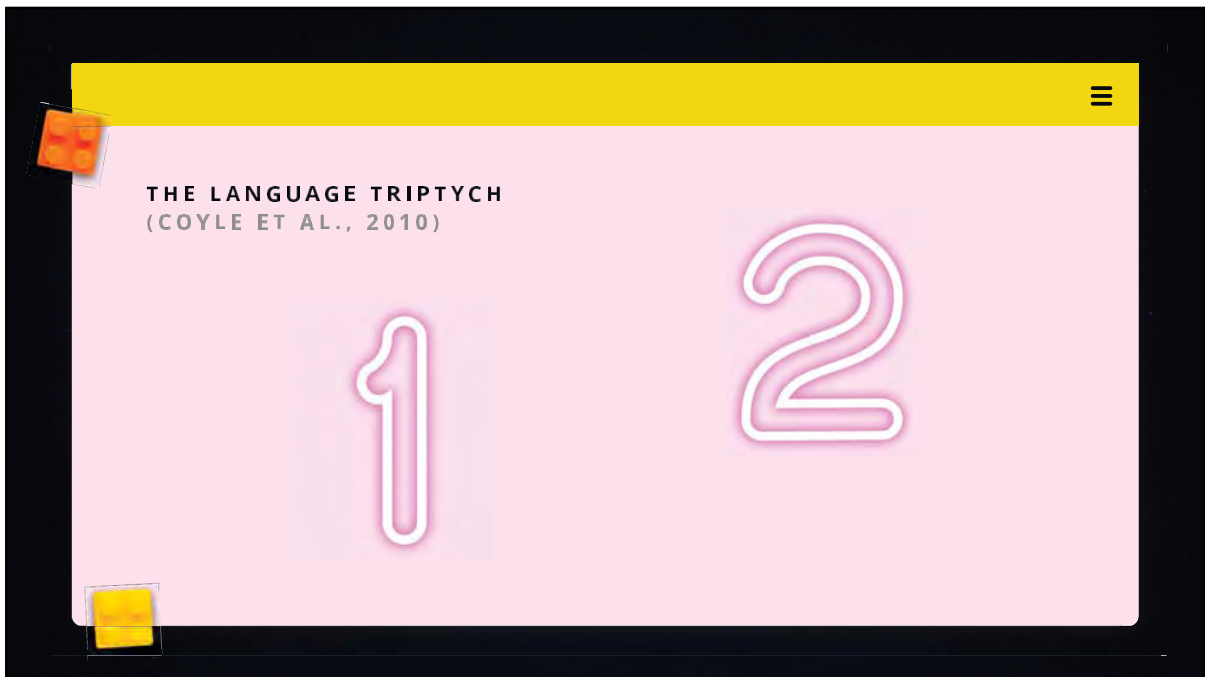
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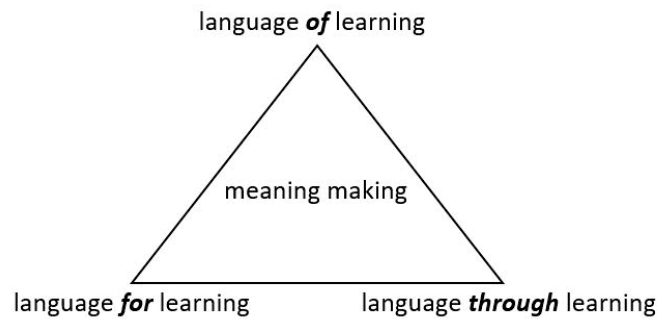
6

OF: specific & general academic language
(syntax & lexis) > thematic patterns

FOR: language needed to carry out
collaborative/individual tasks (also
includes general academic language).

THROUGH: spontaneous language
needs as a result of learning (may also
include specific & general academic
language).

7



8








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[Cognitive discourse functions are] verbal routines that have arisen in answer to recurring demands while dealing with curricular content, knowledge, and abstract thought"

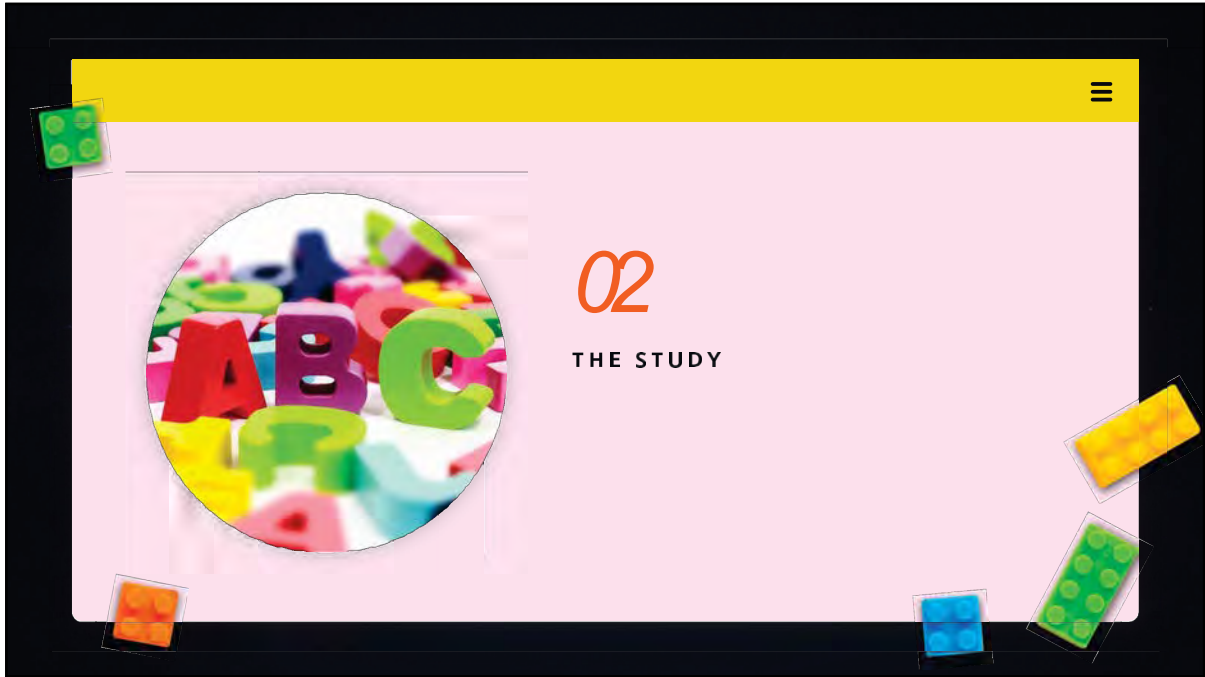
(Dalton-Puffer, 2016, p. 29)

9

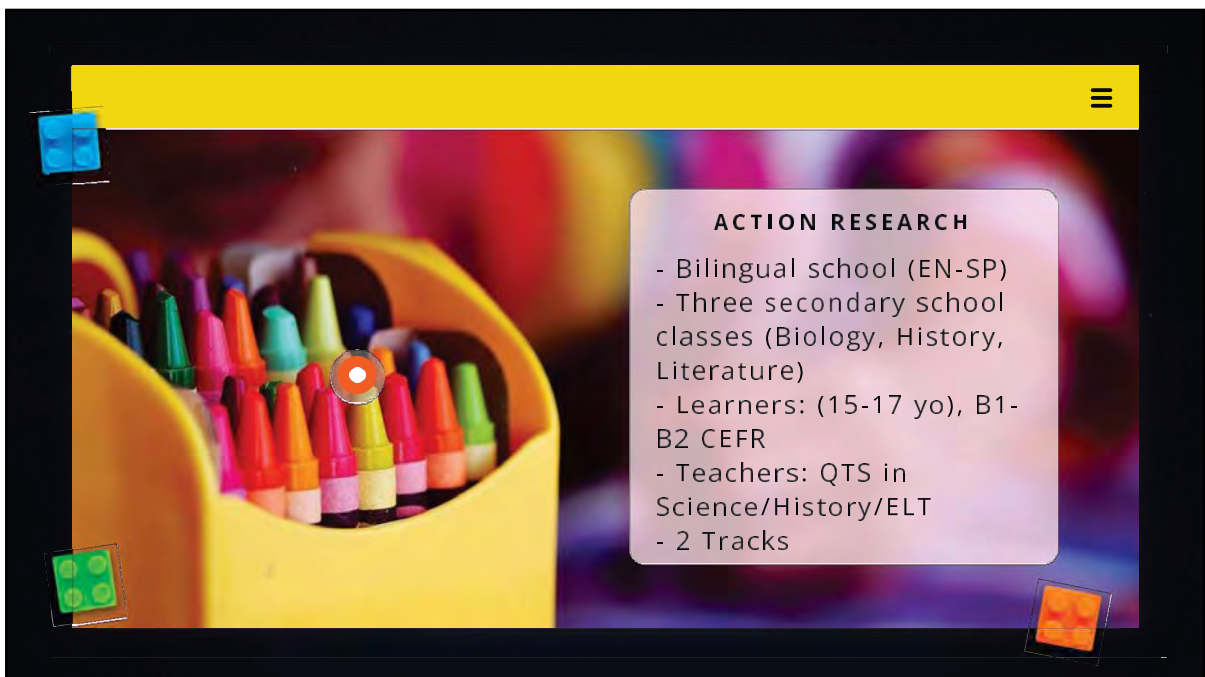




Category	Members
CLASSIFY	Classify, compare, contrast, match, structure, categorize, subsume
DEFINE	Define, identify, characterize
DESCRIBE	Describe, label, identify, name, specify
EVALUATE	Evaluate, judge, argue, justify, take a stance, critique, recommend, comment, reflect, appreciate
EXPLAIN	Explain, reason, express cause/effect, draw conclusions, deduce
EXPLORE	Explore, hypothesize, speculate, predict, guess, estimate, simulate, take other perspectives
REPORT	Report, inform, recount, narrate, present, summarize, relate

10



11



- ACTION RESEARCH**
- Bilingual school (EN-SP)
 - Three secondary school classes (Biology, History, Literature)
 - Learners: (15-17 yo), B1-B2 CEFR
 - Teachers: QTS in Science/History/ELT
 - 2 Tracks

12

OF
 Word lists
 Awareness raising
 Grammar explanation

FOR
 Explicit & implicit grammar
 Awareness raising

THROUGH
 Q&A moments
 Translation
 Exemplification
 Online search

13

Configurar el espacio geográfico y político
 [to configure the geographical & political space]
 Alianzas para el sometimiento [Alliances for submission]
 Ventajas políticas [Political advantages/gains]
 Cipayo [sepoy]
 Emancipar [to emancipate]
 Responden a [respond to]

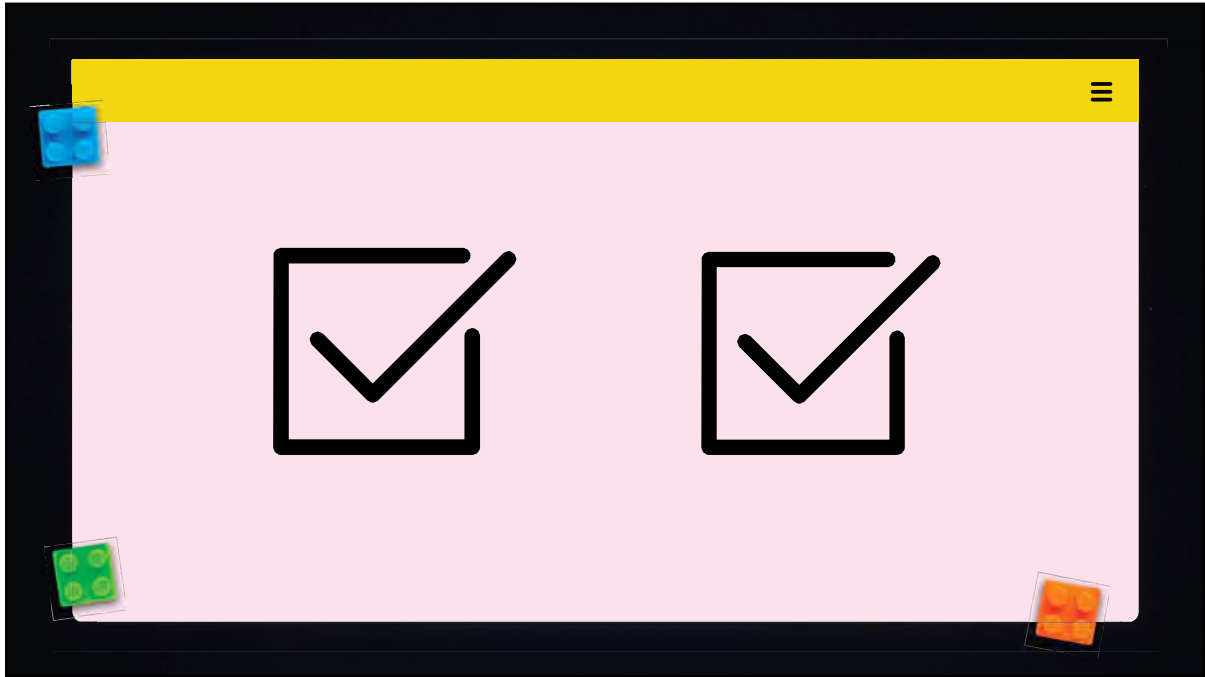
14

Title	Dreams and the weather in science fiction
Introduction	Science fiction is usually... In this essay, my aim is to.../The purpose of this essay is to...
Key ideas	Science fiction can be defined as... Its main features are... Regarding the use of natural phenomena, in science fiction, authors employ...
The stories	In this paragraph, I provide a synopsis of both short stories under analysis. In The Last Night of the World by..., In La Nevada, Souto tells the story of...
Analysis I	In terms of commonalities, both stories show that...
Analysis II	However, the stories also have some differences. For example, in La Nevada, the author..... Whereas, Bradbury
Conclusion	Overall, the short stories show that... I think... Finally, I would like to...

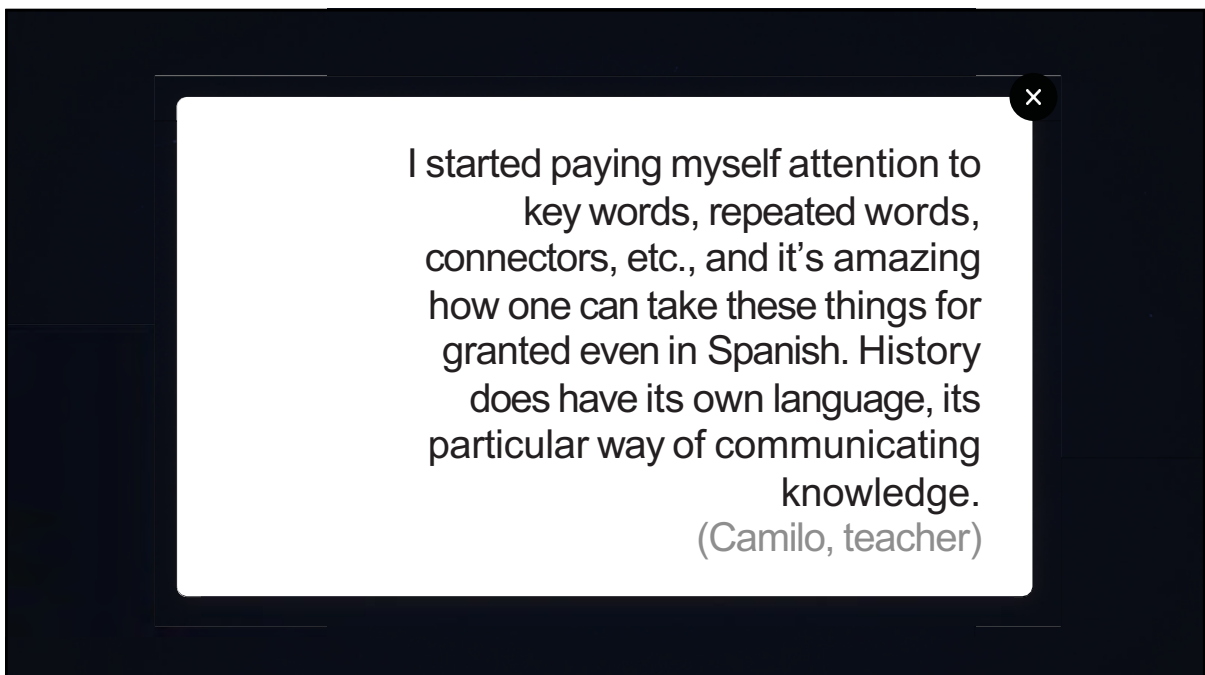
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Function	
Cytoplasm	A jelly-like material that contains (a) <i>_dissolved_</i> nutrients and salts and structures called organelles. It is where many of the chemical reactions happen.
(b) _Nucleus_	Contains genetic material, including DNA, which controls the cell's activities.
Cell membrane	Its structure is (c) <i>_permeable_</i> to some substances but not to others. It therefore controls the movement of substances (d) <i>_within and outside_</i> (in and out of) of the cell.
Mitochondria	(e) <i>_Organelles_</i> that contain the enzymes for respiration, and where most energy is (f) <i>_released_</i> in respiration.
(g) Ribosome_	Microscopic structures where protein synthesis occurs.

16



17



18

I think we noted it individually in our own lessons, and then we discussed it during the breaks, but it seems like they [the students] want to reflect on their own learning in English too.

(Antonia, teacher)

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THE LANGUAGE ABOUT LEARNING



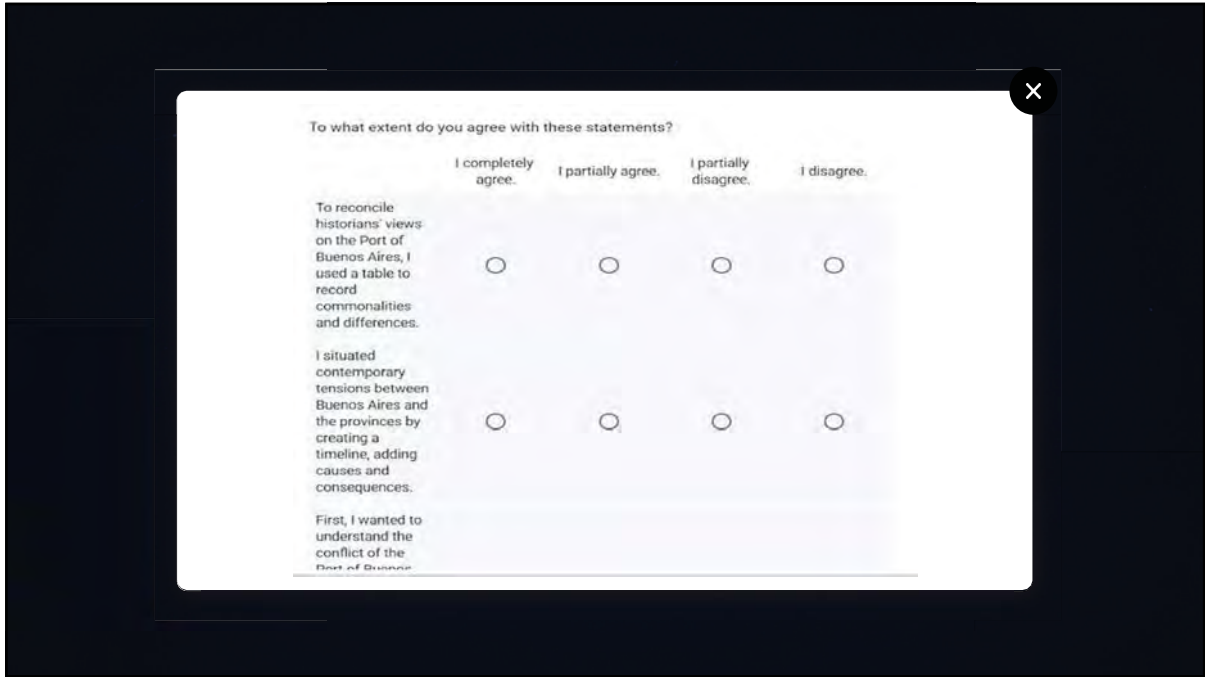
"I relied on my partners in the group as I wanted to listen to their viewpoint, and that helped me change mine."

"I realised that first I had to familiarise myself with the key concepts and I recorded myself languaging my understanding"



+info

20



21

The Language Quadriptych (Banegas & Mearns, forthcoming)

22

The Language Quadriptych as a compass for pedagogical-linguistic knowledge

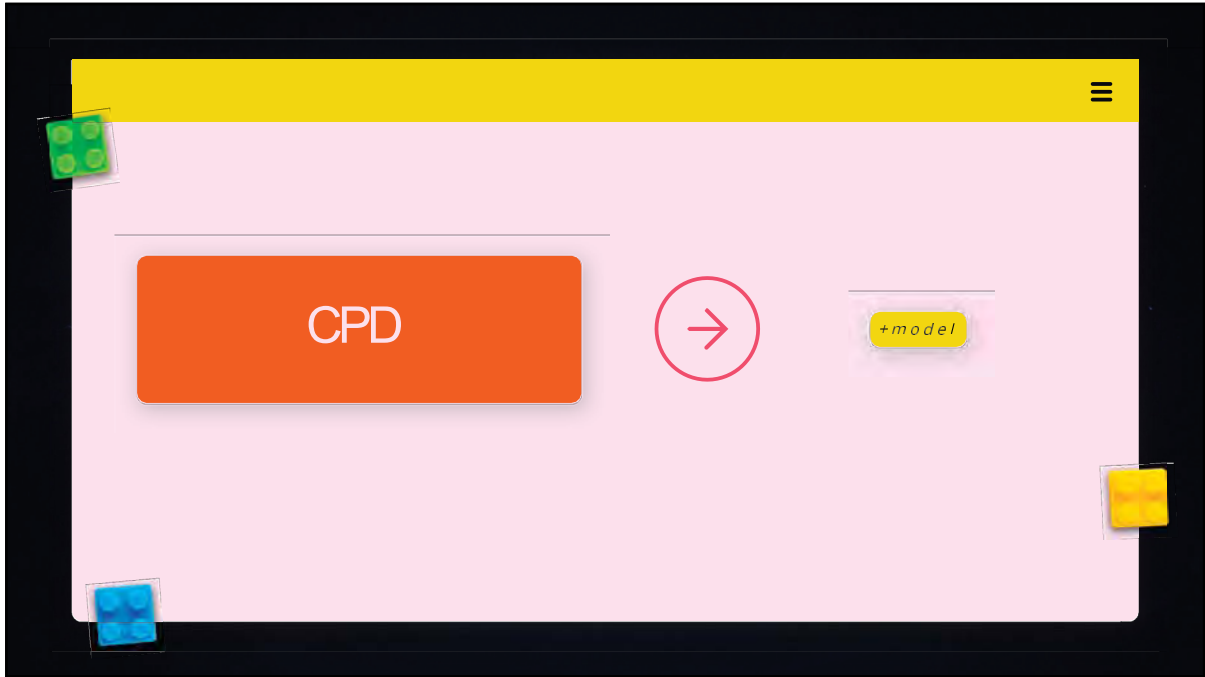
Language scaffolding as a pluriliteracies endeavour

Language teaching as a multimodal and multispatial experience

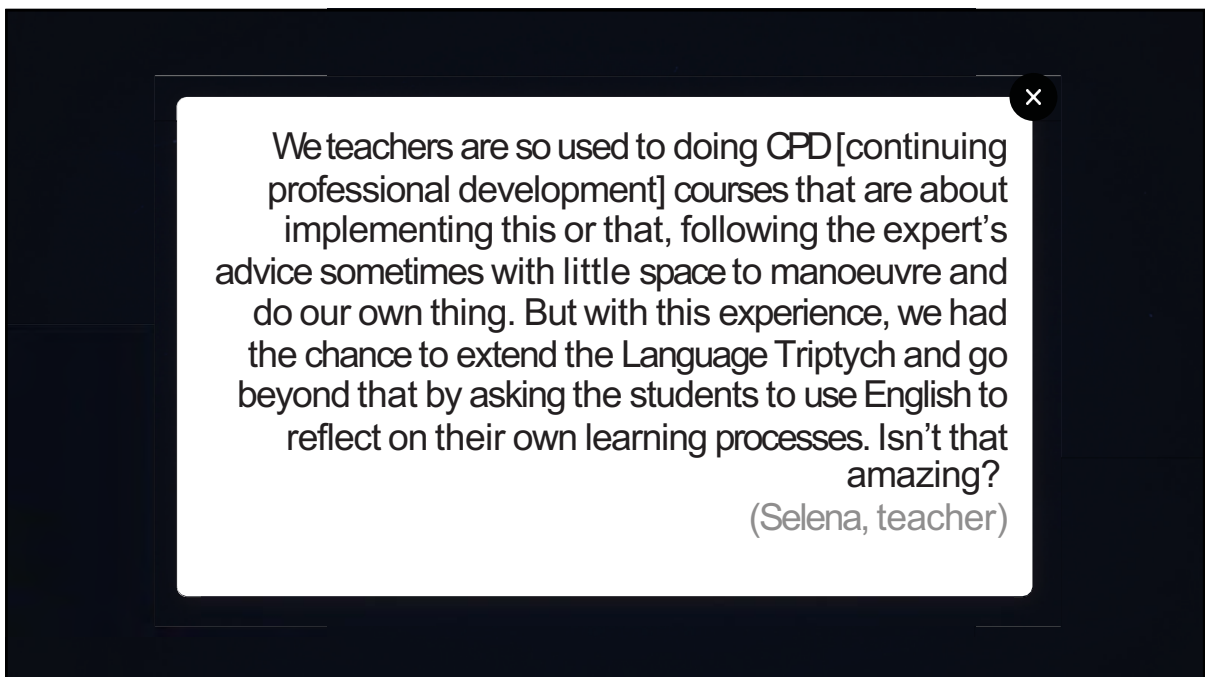
23

03
THE PROPOSAL

24



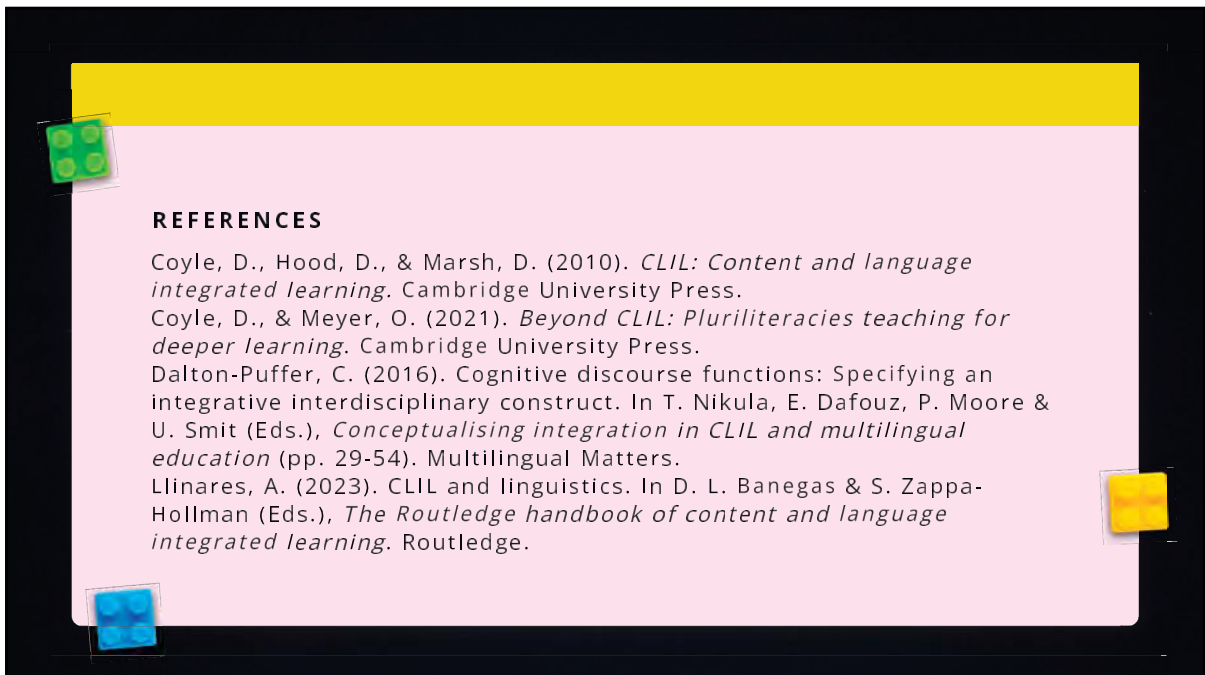
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The CLIL Summer Seminar Program in 2023

Diverse CLIL research and practices in globalisation

Venue Department of English, the University of Vienna Garnisongasse 13, Hof 8 or 9 Austria

Dates September 13th to 19th, 2023



2



CLIL, as seen from the perspective of how the brain likes its information, or not.



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UNIVERSITÀ
DELLA CALABRIA

3



**A note of caution
against
“Neuromythology”**
Learning is a very
complex process...
...take all “brain-talk” with
a grain of salt.

*CLIL, as seen from the perspective of how the brain likes its
information, or not.*

4



Problem 1.
What's CLIL?

2000: “Come teach Biology in English... and use CLIL”

There were 3 problems!



Problem 2.
Why are the
student sooooo
bored?

5

Problem 3.
Unable to use English (or Italian) to communicate complex ideas in age-appropriate ways ...


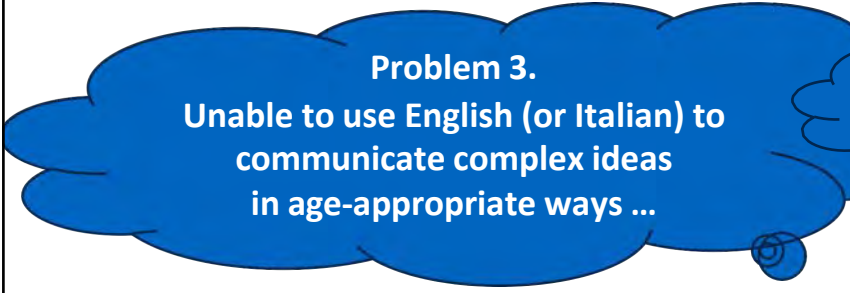
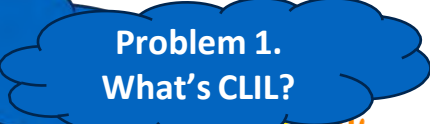
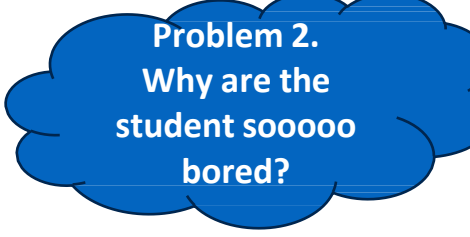
Problem 1.
What's CLIL?

Problem 2.
Why are the student sooooo bored?

There were 3 problems!

**Age-appropriate
Productive
FL-Literacy**

**Academic /
Discipline-Specific**



6

MOTIVATION already exists in the brain...

The medial forebrain bundle

**Age-appropriate
Productive
FL-Literacy**

**Academic /
Discipline-Specific**

... Can CLIL harness this existent system for teaching content and also build students' age-appropriate "literacy/ies"???

2003

7

MOTIVATION already exists in the brain...



2013

2022



8

NOTE: The last "L" of CLIL is necessary – learning – this is what happens in the brain. The suggestion is to re-consider the first "L", which, until now, is "language"; maybe we should shift away from "language" towards "**literacy**".

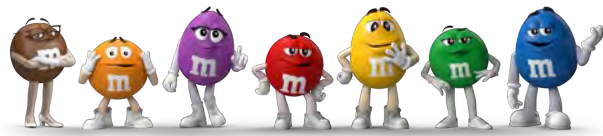
Suggestion: think **LITERACY** rather than **LANGUAGE**

LITERACY
→ communicating
complex information

LANGUAGE
→ grammar, vocabulary,
focus-on-form



9



Suggestion: think **LITERACY** rather than **LANGUAGE**

LITERACY
→ communicating complex information

Can students “learn complex English” if, instead of “teaching English”, we focus on “building chemistry literacy”?
(and would this be worth our time as EFL experts?)



2011 CLIL-Science Project → 12 year olds
After school (20h over 7 weeks)
Rural Calabria



What does age-appropriate productive literacy look like in CLIL?

Before we start
let's look at the starting point
and then learning outcomes



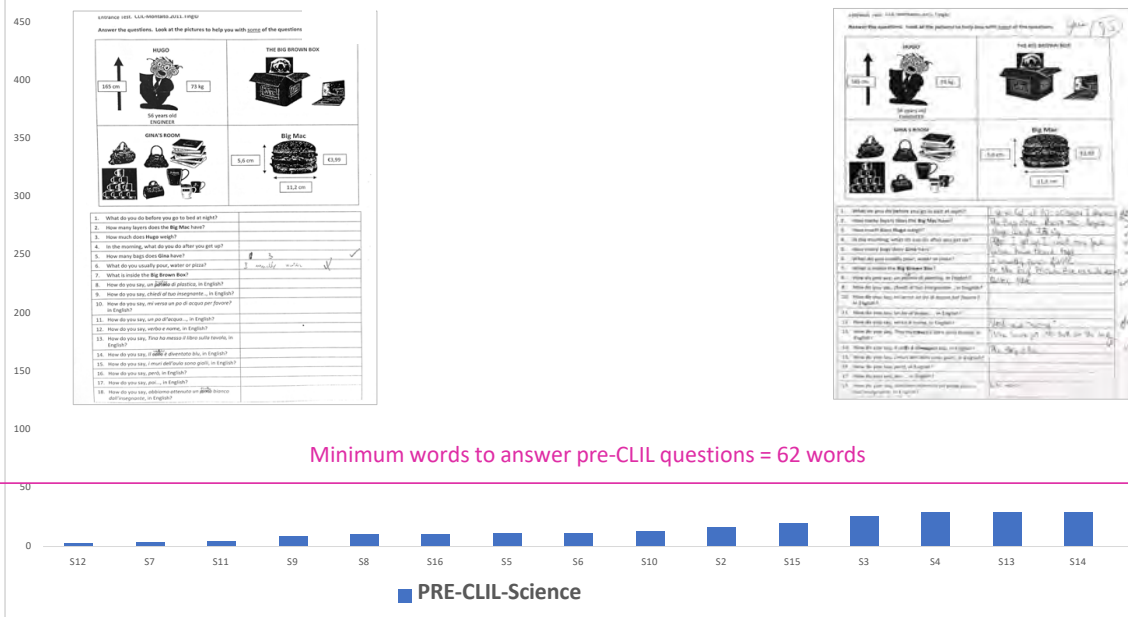
Entrance test: LLLI-MONTANO 2011 - INGLIS

Answer the questions. Look at the pictures to help you with some of the questions.

1. What do you do before you go to bed at night?
2. How many layers does the Big Mac have?
3. How much does Hugo weigh?
4. In the morning, what do you do after you get up?
5. How many bags does Gina have?
6. What do you usually pour, water or pizza?
7. What is inside the Big Brown Box?
8. How do you say, un *portatile* di plastica, in English?
9. How do you say, *chiedi al tuo insegnante...* in English?
10. How do you say, *mi versa un po' di acqua per favore?* in English?
11. How do you say, un po' d'acqua... in English?
12. How do you say, verbo e nome, in English?
13. How do you say, Tina ha messo il libro sulla tavola, in English?
14. How do you say, il *caffè* è diventato blu, in English?
15. How do you say, i muri dell'aula sono gialli, in English?
16. How do you say, però, in English?
17. How do you say, poi... in English?
18. How do you say, abbiamo ottenuto un *risultato* bianco dall'insegnante, in English?

12

Number of Words



13

entrance test: LULU-MONTARIO-2013.1-18020

Answer the questions. Look at the pictures to help you with some of the questions.

1. What do you do before you go to bed at night?
2. How many layers does the Big Mac have?
3. How much does Hugo weigh?
4. In the morning, what do you do after you get up?
5. How many bags does Gina have?
6. What do you usually pour, water or pizza?
7. What is inside the Big Brown Box?
8. How do you say, un giaccone di plastica, in English?
9. How do you say, chiodi di fuso insanguinate... in English?
10. How do you say, mi versai un po' di acqua per favore? in English?
11. How do you say, un paio d'occhiali... in English?
12. How do you say, verbo e nome, in English?
13. How do you say, Tina ha messo il fuso sulle tavole, in English?
14. How do you say, il caffè è diventato blu, in English?
15. How do you say, l' imput dell' fratello sono gialli, in English?
16. How do you say, perché, in English?
17. How do you say, poi... in English?
18. How do you say, abbiamo atteso un giorno bianco dall' insanguinate, in English?

Learning Objectives

- Age-appropriate understanding of chemistry notions
- Age-appropriate English language competence

1. What was the difference between the two parts of water in the DINK EXPERIMENT? (5 pts)

In the hot water the salt dissolves fast. In the cold water the salt dissolves slowly.

2. Describe how you did the DINK EXPERIMENT (procedures) (10 pts)

We put on the first part hot water and we put on the second part cold water. We put on the first part on the second part. In the cold water the salt dissolves slowly.

3. Describe what you OBSERVED in the DINK EXPERIMENT. (5 pts)

In the hot water the salt dissolves fast. In the cold water the salt dissolves slowly.

4. EXPLAIN your observations in the DINK EXPERIMENT. (10 pts)

The salt in the hot water dissolves fast because it is hot water. There is a big energy. The molecules move fast. In the cold water the salt dissolves slowly because there is no energy.

5. What did you learn about M&M's in the first M&M Experiment using only one M&M? (10 pts)

There are a brown, a yellow, a green, a red and a pink.

6. Describe how you did the second M&M Experiment using normal water and sugar water (PROCEDURES) (10 pts)

We put on 20g in the first plate; and we put one M&M on the second plate. In the second plate we put the sugar.

7. Describe your OBSERVATIONS in the second M&M Experiment. (5 pts)

In the normal water the M&M dissolve fast. In the sugar water the M&M dissolve slowly.

8. Can you EXPLAIN your observations in the second M&M experiment? (15 pts)

In the normal water the M&M dissolve fast because the molecules of water are free. In the sugar water the M&M dissolve slowly because the molecules of water are occupation of the molecules of sugar.

9. What do you think would happen if we put an M&M in water which in which we have dissolved 30 grams of salt? (15 pts)

The M&M dissolve slowly.

10. What do you think you would observe if you did an experiment with an M&M in hot water and an M&M in cold water? (15 pts)

In the hot water the M&M dissolve fast. In the cold water the M&M dissolve slowly.

14

entrance test: LULU-MONTARIO-2013.1-18020

Answer the questions. Look at the pictures to help you with some of the questions.

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Learning Objectives

- Age-appropriate understanding of chemistry notions
- Age-appropriate English language competence

7. Describe your OBSERVATIONS in the second M&M Experiment. (5 pts)

In the normal water the M&M dissolve fast. In the sugar water the M&M dissolve slowly.

8. Can you EXPLAIN your observations in the second M&M experiment? (15 pts)

In the normal water the M&M dissolve fast because the molecules of water are free. In the sugar water the M&M dissolve slowly because the molecules of water are occupation of the molecules of sugar.

9. What do you think would happen if we put an M&M in water which in which we have dissolved 30 grams of salt? (15 pts)

The M&M dissolve slowly.

10. What do you think you would observe if you did an experiment with an M&M in hot water and an M&M in cold water? (15 pts)

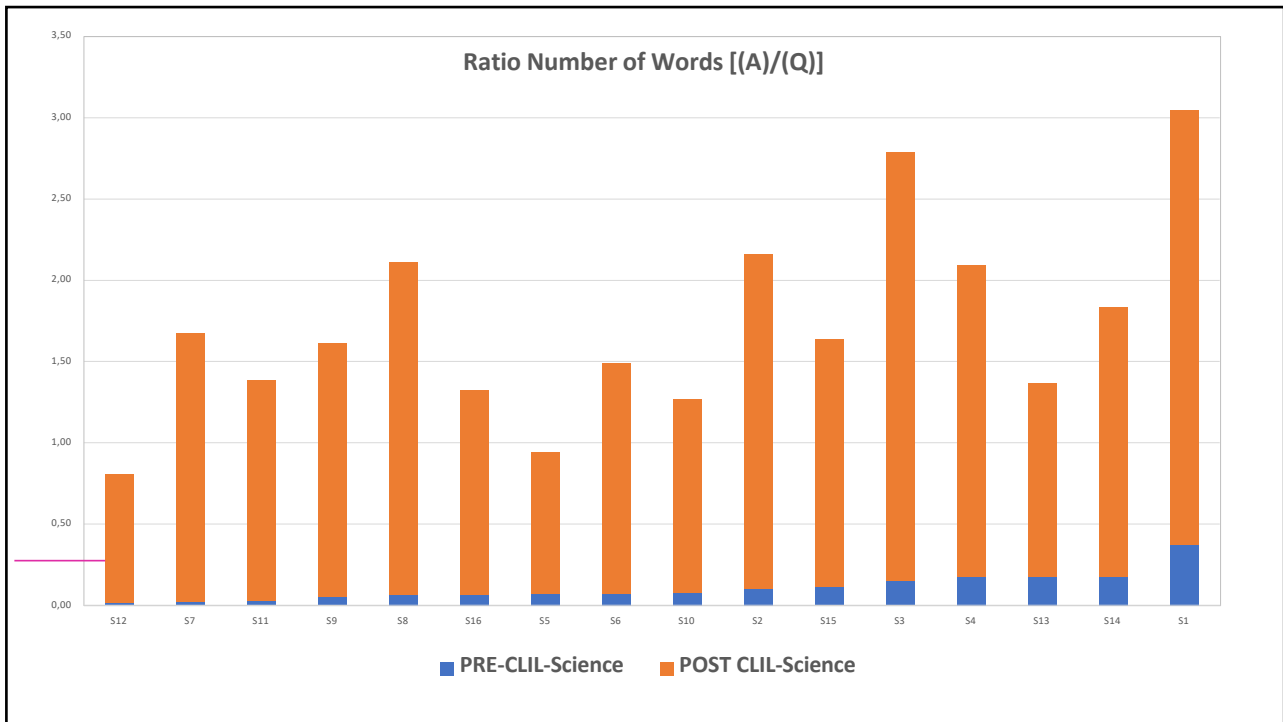
In the hot water the M&M dissolve fast. In the cold water the M&M dissolve slowly.

Can you EXPLAIN your observations in the second M&M experiment?

In the normal water, the M&M dissolve fast because the molecules of water are free. In the sugar water the M&M dissolve slowly because some molecules of water are occupation of the molecules of sugar.

NOTE: What the same student wrote on the pre-CLIL test and the post-CLIL test: this post-CLIL question regards an experiment we had not done in Vienna.

15



16

Student activity sheet Name: _____

Activity 1.1


Mysterious M&M's *(continued)*

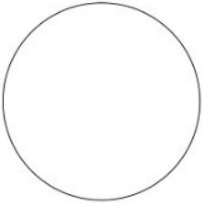
Try this!
Try placing an M&M in water to get a better idea of what the student in the reading saw.

What happens when one M&M is placed in water?

Procedure

1. Pour room-temperature water into a white plastic or foam plate so that it covers the bottom of the entire plate.
2. Once the water has settled, place 1 M&M in the center of the plate. Be careful to keep the water and M&M as still as possible. Observe for about 1 minute.
3. Record your observations with words and an illustration.

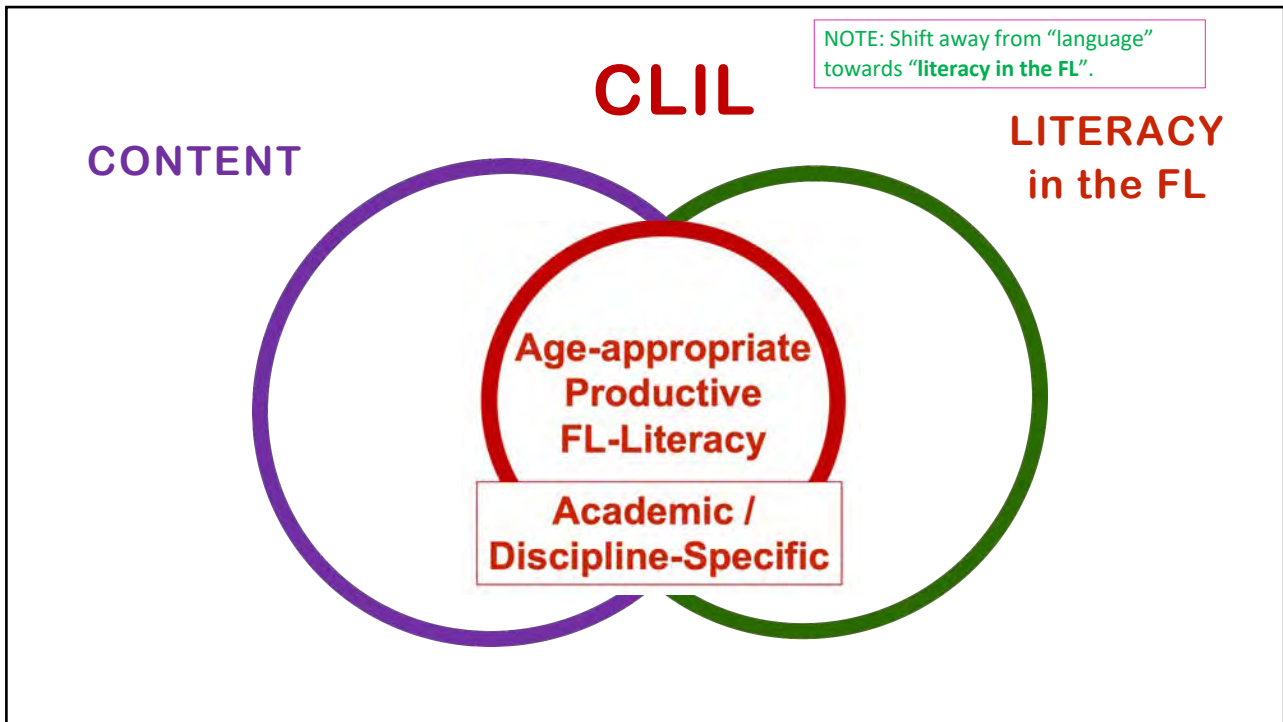




Plate

NOTE: This is an example of the American Chemical Society's worksheet for students.

17



18

Task 1A. Match these phrases to formulate 5 questions about the experiment we are going to do:

1 How many...	i) ...we need two bowls?
2 How much...	ii) ...M&Ms do we need?
3 Why do...	iii) ...a funnel?
4 What do we...	iv) ...do after putting the sugar in the bottle?
5 Why do we need...	v) ...sugar do we put into the bottle?

Task 1B. Here are 7 potential answers for the 5 questions above: two are incorrect. Decide which answers correctly respond to the five questions above.

- A. One is for normal water and the second is for sugar-water.
- B. Yes, that's a lot of sugar!
- C. Just two are enough.
- D. We will use it to help us put the sugar in the bottle.
- E. A lot! About 200 grams or about 40 tablespoons!
- F. Put some water in the bottle and shake the bottle to dissolve the sugar.
- G. No, we don't.

Let's analyze these do-able TASKS

μ-CLIL-TASKS

NOTE: Here, rather than telling sts what they should do they work through this solvable "language-task" and "discover" the "materials and procedures" for the experiment ahead.

19

Task 2. Use the questions in Task 1A and the answers in Task 1B to create five dialogues about the experiment we are going to do.

Q1:	A1:
Q2:	A2:
Q3:	A3:
Q4:	

NOTE: Here, we deploy “the haptics of writing”; copying by hand is actually a cognitively very elaborate process. So, not just writing A, B, C or 1, 2, 3 but writing out whole sentences.

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Q4:	A4:
Q5:	A5:

Task 3. Now tell your teacher how to do the experiment. Observe what happens.

NOTE: students are now ready to “tell the teacher what to do”: this gives students agency and ownership over their own learning.

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Task 4A. Let's pretend we did the experiment yesterday. Below, there are ten sentences about your observations from yesterday. Each sentence contains a mistake in English. This mistake is underlined. Work together to correct the mistake.

1. This solution contained 40 spoon of sugar.
2. In this solution, the water contained not sugar.
3. The colourant dissolved immediate.
4. The colourant dissolved not immediately.
5. The water molecules are free!
6. The water molecules not are free.
7. The molecules water are occupied by sugar.
8. The free water molecules dissolve the colourant immediately.
9. The colourant dissolved quickly because the molecules water are free.
10. The colourant dissolve slowly because the water molecules are full of sugar.

NOTE: Explicit focus is given to simple and familiar "grammar problems". The focus is on the language, not the chemistry concepts. However, the chemistry concepts are being "assimilated" implicitly.

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Task 4B. Below are the two experimental conditions. Work together to decide which condition each of your corrected sentences from 4A refers to. After you agree, write the sentences into the corresponding spaces below.

NORMAL WATER

Solution of SUGAR-WATER

NOTE: Now the cognitive effort shifts and explicitly focuses on concepts, not the language.

23

Task 5A. After an EXPERIMENT, we should write our **EXPERIMENTAL REPORT**.

Read the sentences of Mario's Experimental Report and help him put them in order. Number 5 has been done for you.

- _____ A. The M&M in the sugar-water dissolved much slower than the M&M in the normal water.
- _____ B. After pouring the water and sugar-water into two separate plates, we obtained two M&Ms from the teacher.
- _____ C. The first condition is a solution of normal water while the second is a solution of sugar-water.
- _____ D. This experiment involved two experimental conditions.
- _____ E. This solution of sugar-water contained large quantities of sugar.
- 5 F. We used two of the same colour and put them into the two different experimental conditions at the same time.

NOTE: At this point, learners are familiar with the chemistry concepts. However, they now need to learn how to develop an eloquent "discourse" called EXPERIMENTAL REPORT.

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Task 5B. HOW did you know the order of the sentences? Answer these questions...

1) Which words helped you understand that sentence C comes after sentence D?	
2) Which words in sentence E helped you to logically understand that this sentence comes after sentence C?	
3) Sentence B comes after sentence E. Does sentence B continue to explain the experimental condition or does it now move on to describe the experimental procedure?	
4) What information in sentence F links back to sentence B?	
5) Which five words make sentence A a good conclusion sentence? Four words are the same.	
6) Now rewrite sentence A and transform this into a good sentence for introducing the experiment. You need 11 words	

NOTE: So, rather than simply giving students the correct sequence to 5A, this task obliges sts to reason about how the **language** in the sentences in 5A allows them to "organize their thoughts" regarding the M&M experiments. Basically, we are teaching students about "anaphoric referencing" without saying so.

- Note the last question is simply a matter of (1) removing the definite article (2) adding plurals where objects are countable and (3) changing the *simple past* to *present simple* so that the sentence can now be used to "communicate general facts" and thus be an INTRODUCTION sentence rather than a CONCLUSION sentence: M&Ms in sugar-water dissolve much slower than M&Ms in normal water.
- For Italians, "sugar-water" has been added as an "implicit" learning moment because Italian does not have hyphenated adjectives: so, Italian students will eventually note that "sugar-water" counts as one word.

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CLIL, as seen from the perspective of how the brain likes its information, or not

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ABSTRACT

When we teach, we teach to brains. Our brains are the product of evolution, shaped for detecting and escaping from predators and identifying edible plants, and not so much for learning about school-subjects such as “photosynthesis”, “The Periodic Table of Elements”, and “foreign languages”. Imagine, therefore if we must learn about photosynthesis in a foreign language? Basically, “CLIL” is something our brain had probably *not* evolved to *easily* do. That said, done well, CLIL not only provides FL-educators an ideal context for establishing meaningful FL-learning, CLIL obliges Content-educators to redesign their instruction so that complex concepts become comprehensible, despite (and thanks to) the FL. More importantly, CLIL which naturally prompts FL-teachers to focus on “academic language proficiency” and content-experts recognize the importance of “discipline-specific language”. This workshop was designed to illustrate these points. First of all, participants “personally experience” a set of EN-CLIL-materials designed to teach 12-year-old Italian learners the chemistry notions of “dissolution” and “saturation”. We then analyzed how the CLIL-tasks were designed and sequenced so that participants not only understood chemistry-specific notions but also, and more importantly, easily assimilated the appropriate discipline-specific discourse needed for speaking about these chemistry notions, properly.

Since this contribution to the Symposium was very participant-centred and interactive, to optimize readers’ engagement, this short report is organized into the **concepts covered** and **CLIL-learning experienced**, alongside the **CLIL-materials** used, plus **learning outcomes**, and where possible, uses annotated slides. (Please cite accordingly. Certain notions summarized here are presented in more detail in Ting, 2022, 2023, *forthcoming 1*, *forthcoming 2*).

PREMISE

Consume with caution any information which attempts to link neuroscience and education (Figure 1).

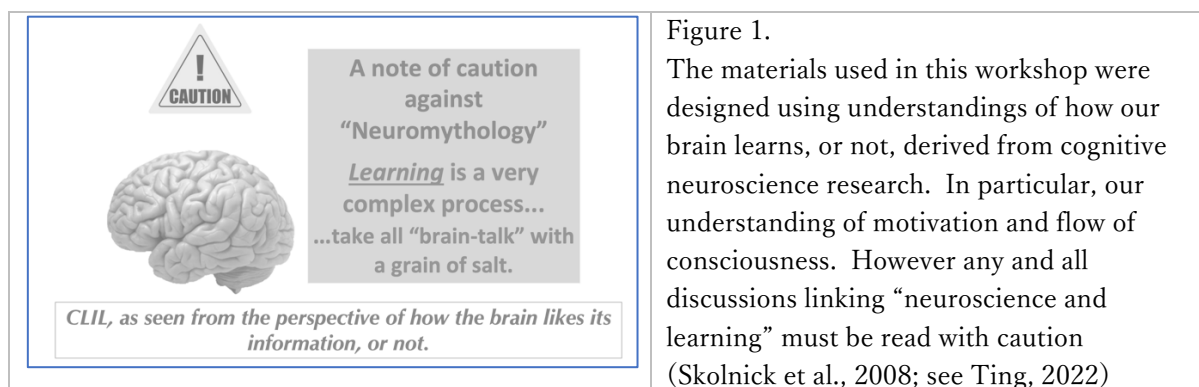


Figure 1.
The materials used in this workshop were designed using understandings of how our brain learns, or not, derived from cognitive neuroscience research. In particular, our understanding of motivation and flow of consciousness. However any and all discussions linking “neuroscience and learning” must be read with caution (Skolnick et al., 2008; see Ting, 2022)

CONCEPT 1. Challenge of post-primary education

Post-primary education, regardless of whether L1 or in a FL, faces some basic challenges:

1. discipline-specific concepts are complex, and students often do not understand and are therefore demotivated;
2. the discipline-specific discourse within which those complex concepts are embedded is also very complex, often very “alienating” (Halliday & Martin, 1993), further worsening the “not understand” situation and thus demotivation.
3. students must, at the end of the day, not only learn discipline-specific concepts so to at least be informed citizens if not pursue future professions, but school-leavers must also be able to produce age-appropriate academic language and discipline-specific discourses (Martin, 1993).

CONCEPT 2. Harnessing “motivation” towards “literacy”

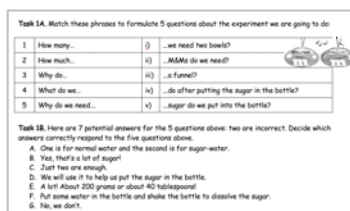
“Motivation” is already in the brain (Olds & Milner 1954). Instruction would do well to harness this brain reward system. Recent fMRI research confirmed that “problem-resolution” activates this reward system (Tik et al., 2018), which is not surprising as “solving problems” elicits autonomic physiological responses (Kahneman, 1973), prompting “problem-solvers” to enter a state of flow (Csikszentmihalyi, 2011). However, we in language-education are also aware that it is not enough for students to “understand concepts”, they must also be able to “language about” (Swain, 2006; Cummins 1984; Wellington & Osborne, 2001; Shanahan & Shanahan, 2008; Dalton-Puffer, 2013) notions in age-appropriate academic and discipline-required ways. Instructional-tasks must therefore also cultivate age-appropriate and discipline-pertinent discourse.


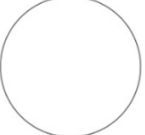
CLIL-LEARNING EXPERIENCED: CLIL-Materials

To experience a learning process which, thanks to a FL, not only renders discipline-specific notions comprehensible but also enables learners to assimilate the age-appropriate discipline-pertinent discourse needed to “language about” such concepts, participants assumed the role of “learners” and worked through CLIL-instructional materials. The EN-CLIL materials were designed to teach the chemistry notions of “dissolution” and “saturation” to 12-year-old Italian students.

These materials were based on those developed by the American Chemical Society (ACS), probably intended to teach these notions to learners in monolingual English-speaking contexts (Figure 2A). However, since CLIL-students do not easily understand their CLIL-teachers speaking and explaining in a foreign language, the ACS task has been CLIL-adapted (Figures 2B and 2C).

A	B	<p>Figure 2. The original ACS worksheet (A) was restructured into five CLIL tasks which are sequenced as shown in images B-E. Note that (C) has been truncated for lack of</p>
	C	



<p>Student activity sheet Activity 1.1 Mysterious M&M's (continued)</p> <p>Try this! Try placing an M&M in water to get a better idea of what the student in the reading saw.</p> <p>What happens when one M&M is placed in water?</p> <p><i>Procedure</i></p> <ol style="list-style-type: none"> 1. Pour room-temperature water into a white plastic or foam plate so that it covers the bottom of the entire plate. 2. Once the water has settled, place 1 M&M in the center of the plate. Be careful to keep the water and M&M as still as possible. Observe for about 1 minute. 3. Record your observations with words and an illustration. <div style="display: flex; align-items: center; justify-content: center;"> <div style="width: 100px; border-bottom: 1px solid black; margin-bottom: 2px;"></div> <div style="width: 100px; border-bottom: 1px solid black; margin-bottom: 2px;"></div> <div style="width: 100px; border-bottom: 1px solid black; margin-bottom: 2px;"></div> <div style="width: 100px; border-bottom: 1px solid black; margin-bottom: 2px;"></div> <div style="width: 100px; border-bottom: 1px solid black; margin-bottom: 2px;"></div> <div style="width: 100px; border-bottom: 1px solid black; margin-bottom: 2px;"></div> <div style="width: 100px; border-bottom: 1px solid black; margin-bottom: 2px;"></div> <div style="width: 100px; border-bottom: 1px solid black; margin-bottom: 2px;"></div> <div style="width: 100px; border-bottom: 1px solid black; margin-bottom: 2px;"></div> <div style="width: 100px; border-bottom: 1px solid black; margin-bottom: 2px;"></div> </div> <div style="text-align: center; margin-top: 10px;">   <p style="text-align: center; margin-top: 5px;">Plate</p> </div>	<p>Task 2. Use the questions in Task 1A and the answers in Task 1B to create five dialogues about the experiment we are going to do.</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%; margin-right: 5px;">Q1: _____</div> <div style="width: 50%; margin-right: 5px;">A1: _____</div> <div style="width: 50%; margin-right: 5px;">Q2: _____</div> <div style="width: 50%; margin-right: 5px;">A2: _____</div> <div style="width: 50%; margin-right: 5px;">Q3: _____</div> <div style="width: 50%; margin-right: 5px;">A3: _____</div> <div style="width: 50%; margin-right: 5px;">Q4: _____</div> <div style="width: 50%; margin-right: 5px;">A4: _____</div> </div>	<p>space but would allow for 5 question-answer exchanges.</p>
D	E	
<p>Task 4A. Let's pretend we did the experiment <u>yesterday</u>. Below, there are ten sentences about your observations from <u>yesterday</u>. Each sentence contains a mistake in English. This mistake is <u>underlined</u>. Work together to correct the mistake.</p> <ol style="list-style-type: none"> 1. This solution contained 40 <u>spoon</u> of sugar. 2. In this solution, the water <u>contained not</u> sugar. 3. The colourant dissolved <u>immediate</u>. 4. The colourant <u>dissolved not</u> immediately. 5. The water molecules are free! 6. The water molecules <u>not are</u> free. 7. The <u>molecules water</u> are occupied by sugar. 8. The free water molecules <u>dissolve</u> the colourant immediately. 9. The colourant dissolved quickly because the <u>molecules water</u> are free. 10. The colourant <u>dissolve</u> slowly because the water molecules are full of sugar. 	<p>Task 4B. Below are the two experimental conditions. Work together to decide which condition each of your corrected sentences from 4A refers to. After you agree, write the sentences into the corresponding spaces below.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: 45%; text-align: center;"> <p><u>NORMAL WATER</u></p> </div> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: 45%; text-align: center;"> <p><u>Solution of SUGAR-WATER</u></p> </div> </div>	

As shown in Figure 2, CLIL prompts content-teachers to transform a single-page ACS task into five tasks which build into a learning-sequence that supports both content comprehension as well as the assimilation of content-pertinent discourse. Briefly, rather than telling sts what they should do, Task 1A (Figure 2B) engages learners in a “language-task” through which they “discover” the “materials and procedures” they need to undertake the experiment ahead. In Task 2 (Figure 2C), we deploy “the haptics of writing”; copying by hand is a cognitively very elaborate process which helps learners consolidate the information they should be learning. By Task-3 (not shown), the students know enough about how the experiment should be done and are instructed to “Tell your teacher how to do the experiment and observe what happens”. By putting students in the position of “knower”, instructing their teachers on how to carry out the experiment, we not only reverse traditional classroom power-dynamics, we give students agency and ownership of their own learning. Task-4 (Figure 2D) harnesses our brain’s ability to learn implicitly: although the explicit focus is on “correcting (very simple and familiar) grammar problems”, learners are being exposed to chemistry notions and are therefore assimilating these implicitly, “sub-consciously”. By contrast, Task-4B (Figure 2E) now shifts our conscious attention onto content-concepts, which, thanks to the previous task, has now become more familiar, thus allowing us to easily complete this concept-based task. Here, students start acquiring the language they need to understand the experiments they observed. However, these sentences are single units of understanding and do not represent “disciplinary discourse” (Zwiers, et al., 2014).

This is achieved through Tasks 5A and 5B (Figure 3). In Task 5A, learners who are now familiar with the chemistry concepts, are asked to order the sentences into a well-developed and eloquent “Experimental Report”. The process of working through Task-5A consolidates their understanding of content-concepts and seeds learners’ ability to discourse about these concepts in discipline-appropriate ways. Rather than simply providing students the correct sequence for Task-5A, Task-5B becomes a

process which explicitly teaches students “the power of language”, asking learners to identify which elements within sentences of Task-5A provided cognitive links between sequential sentences, allowing them to “organize their thoughts” regarding the M&M experiments. Task-5B thus provides rather explicit instruction regarding one of the simplest yet most effective tools for developing textual coherence, i.e., “anaphoric referencing”, without any teacher-fronted “language-explanations”. Note too that the last question is simply a matter of (1) removing the definite article (2) adding plurals where objects are countable and (3) changing the *simple past* to *present simple* so that the sentence can now be used to “communicate general facts” and thus be an INTRODUCTION-sentence rather than a CONCLUSION-sentence: M&Ms in sugar-water dissolve much slower than M&Ms in normal water.

A	B												
<p>Task 5A. After an EXPERIMENT, we should write our EXPERIMENTAL REPORT. Read the sentences of Mario's Experimental Report and help him put them in order. Number 5 has been done for you.</p> <p>_____ A. The M&M in the sugar-water dissolved much slower than the M&M in the normal water.</p> <p>_____ B. After pouring the water and sugar-water into two separate plates, we obtained two M&Ms from the teacher.</p> <p>_____ C. The first condition is a solution of normal water while the second is a solution of sugar-water.</p> <p>_____ D. This experiment involved two experimental conditions.</p> <p>_____ E. This solution of sugar-water contained large quantities of sugar.</p> <p><u>5</u> F. We used two of the same colour and put them into the two different experimental conditions at the same time.</p>	<p>Task 5B. HOW did you know the order of the sentences? Answer these questions...</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="padding: 2px;">1) Which words helped you understand that sentence C comes after sentence D?</td> <td style="width: 150px;"></td> </tr> <tr> <td style="padding: 2px;">2) Which words in sentence E helped you to logically understand that this sentence comes after sentence C?</td> <td></td> </tr> <tr> <td style="padding: 2px;">3) Sentence B comes after sentence E. Does sentence B continue to explain the experimental condition or does it now move on to describe the experimental procedure?</td> <td></td> </tr> <tr> <td style="padding: 2px;">4) What information in sentence F links back to sentence B?</td> <td></td> </tr> <tr> <td style="padding: 2px;">5) Which five words make sentence A a good conclusion sentence? Four words are the same.</td> <td></td> </tr> <tr> <td style="padding: 2px;">6) Now rewrite sentence A and transform this into a good sentence for introducing the experiment. You need 11 words</td> <td></td> </tr> </tbody> </table>	1) Which words helped you understand that sentence C comes after sentence D?		2) Which words in sentence E helped you to logically understand that this sentence comes after sentence C?		3) Sentence B comes after sentence E. Does sentence B continue to explain the experimental condition or does it now move on to describe the experimental procedure?		4) What information in sentence F links back to sentence B?		5) Which five words make sentence A a good conclusion sentence? Four words are the same.		6) Now rewrite sentence A and transform this into a good sentence for introducing the experiment. You need 11 words	
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Figure 3. Building age-appropriate and discipline-relevant discourse and academic language skills in a foreign language.

LEARNING OUTCOMES

This set of CLIL-Chemistry materials had been developed through an afterschool CLIL-Science Project for 12-year-old Italian students. A Pre-Project Entry-Test was designed to evaluate students' familiarity with some words which would be used in the Project, covering science concepts in addition to those illustrated in the CLIL-materials above. Figure 4 shows the Entry-Test. Asked to answer the 18 questions using the least number of words possible, a native English speaker produced a total word count of 62 words (See Figure 5A). Figure 4 illustrates the language skills of this group of 12-year-olds prior to their participation in the CLIL-Science Project. What is evident is that, despite the need to produce very simple language about rather familiar objects, students were far from “fluent” with whatever English they had: One of the weakest Entry-Tests showed a student attempting to answer the question “What do you usually pour, water or pizza?” with 3 English words, “I usually water”. Although his shows conceptual understanding of “our”, this students' English skill is very weak. Although the strongest student did better, answering more than 10 of the 18 questions and generating 64 words in total, many answers contained very basic errors, e.g., mismanagement of the third-person ‘s’ (Hugo weigh 78kg; Gina have 3 bags).

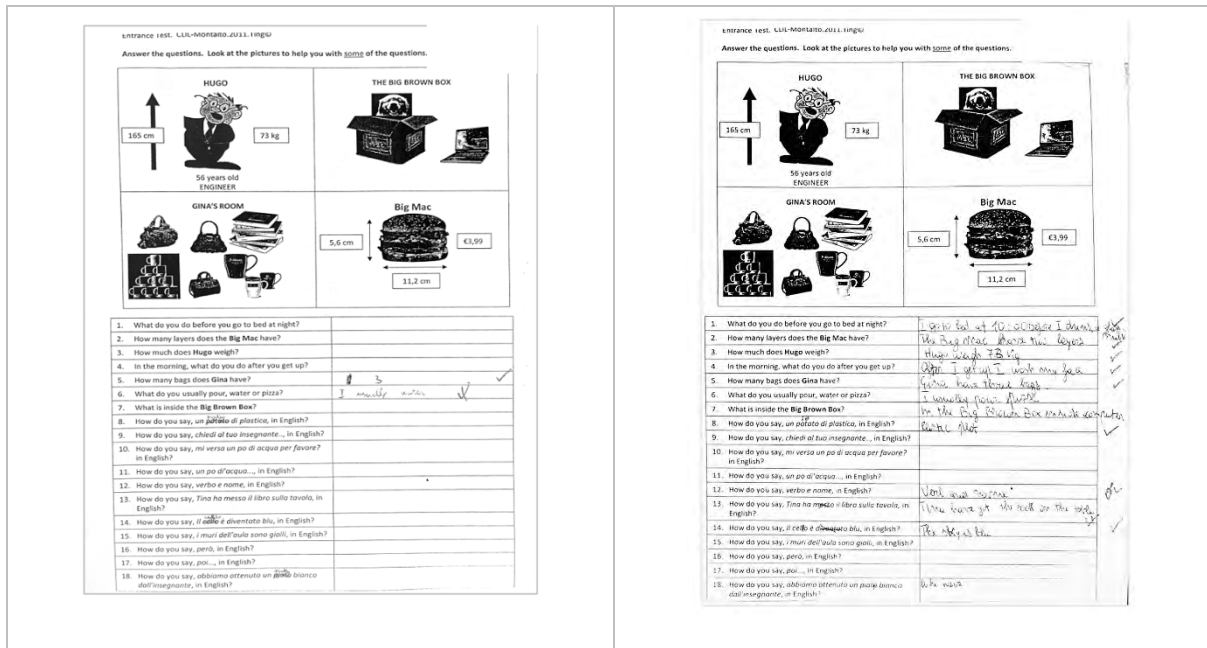


Figure 4. Entry-test performance of 12-year-old learners prior to the CLIL-Science-Project: A weaker student (left) produced only 3 words while the strongest student of the group produced 64 words, even more than the minimum necessary (as produced by a native English speaker: see text).

Figure 5 illustrates significant improvement in “language production” following participation in the CLIL-Science Project.

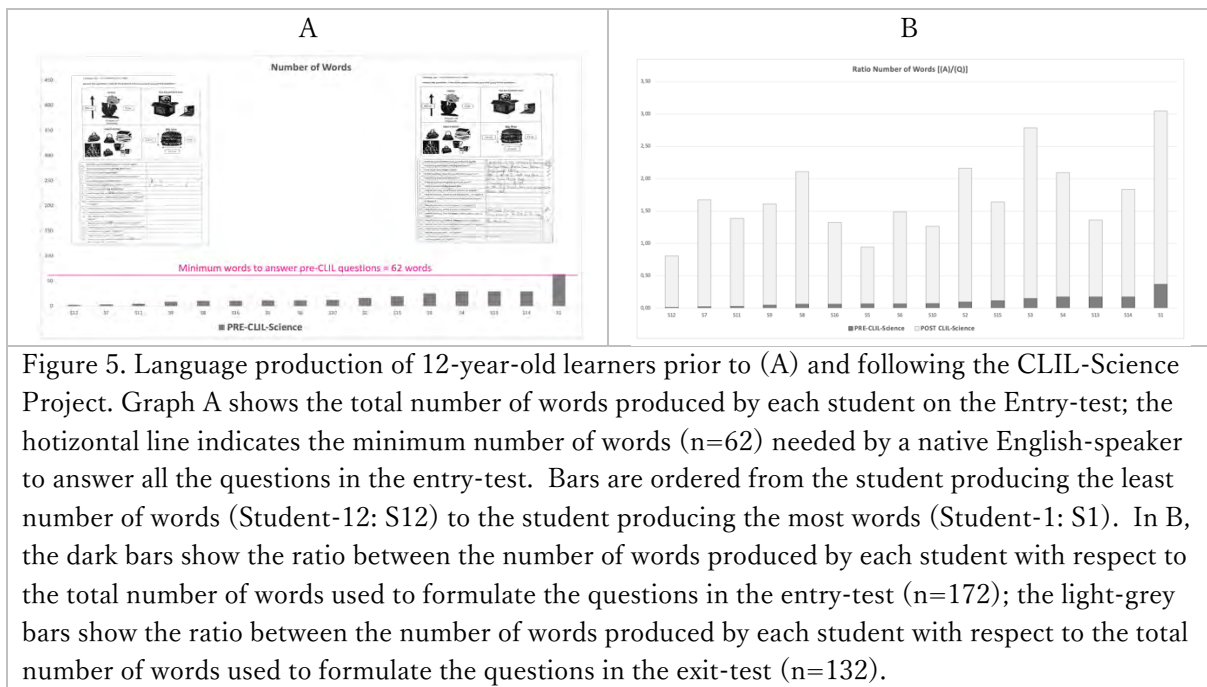


Figure 5. Language production of 12-year-old learners prior to (A) and following the CLIL-Science Project. Graph A shows the total number of words produced by each student on the Entry-test; the horizontal line indicates the minimum number of words (n=62) needed by a native English-speaker to answer all the questions in the entry-test. Bars are ordered from the student producing the least number of words (Student-12: S12) to the student producing the most words (Student-1: S1). In B, the dark bars show the ratio of words produced by each student with respect to the total number of words used to formulate the questions in the entry-test (n=172); the light-grey bars show the ratio between the number of words produced by each student with respect to the total number of words used to formulate the questions in the exit-test (n=132).

Figure 6 illustrates the pre- and post-CLIL writings of the least loquacious student, S12. Although this student produced only 3 words at the entry-test and was also the generating the fewest words at the exit-test (104 words; range at the exit test was from 104 to 353 words), the complexity and quality of this students’ language production following CLIL-instruction is nonetheless noteworthy.

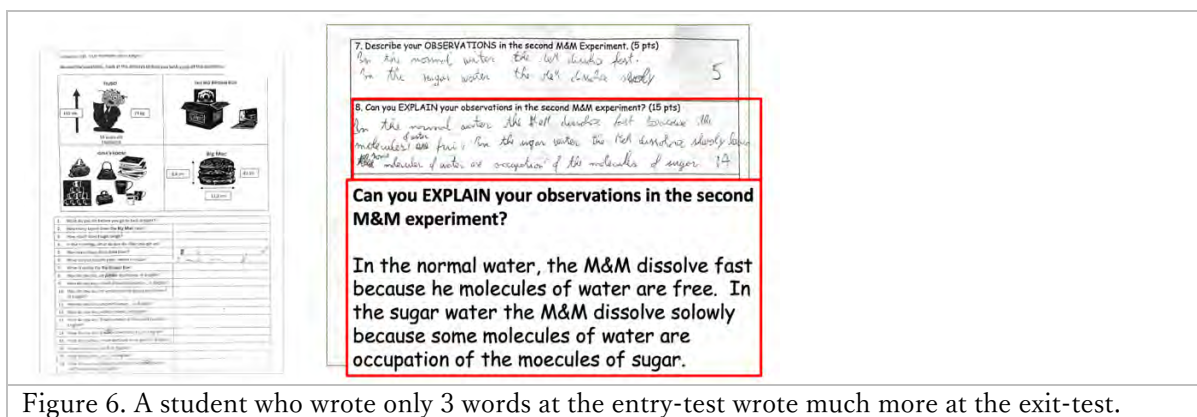


Figure 6. A student who wrote only 3 words at the entry-test wrote much more at the exit-test.

IN CONCLUSION

Despite the fact that the entry-test addressed much simpler issues than the chemistry-related questions asked on the exit-test, 12-year-old students produced much more text when asked to write about complex chemistry-notions which had been learnt through the CLIL-tasks illustrated above. One could argue that the entry-test was too simple-minded and unchallenging and required fewer words to answer while the chemistry-related questions regarded more complex notions which necessitated more words to answer. Or one could suggest that, when students successfully comprehend complex notions through a FL, they become more confidence FL-users and thus show more fluency in their written expositions. Either way, the quality of text produced post-CLIL is characterized by a higher level of *productive literacy*, both academic and discipline-specific. Therefore, in addition to designing CLIL-tasks which render complex-notions comprehensible, a necessary first step towards informed citizenship (UNESCO, 2021), CLIL-tasks must also be designed to explicitly build students' ability to use complex academic language and discipline-specific discourse, enabling learners to confidently "language about" complex notions in age-appropriate and academic ways.

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Assessing CLIL implemented in a multidisciplinary approach in Japan:
Focusing on teachers' 21st century skills

SHITENNOJI UNIVERSITY

Kazuko Kashiwagi, Ph.D.

14th Sep, 2023

1

Today's outline

Haiku in CLIL project

I introduce examples of CLIL practices based on the topics of [pluriliteracies with a multicultural perspective](#) in university pre-service teacher training.

Teacher Agency and Edu 21st Skills for team formations in schools

I also hope to have discussions with participants about introducing [the CLIL and Teacher Agency projects](#) that I am working on with colleagues in Osaka, Japan.

2

Profile: Daniel Roy PEARCE

“All we have to decide is what to do with the time that is given to us”

Field of study :

multi-lingual education,
language policy Research
teacher training, and
translation(Japanese-English)



Research focus:

the development of teaching materials for bilingual education, including "language awakening activities," and project-based learning.

3

Profile: Kazuko KASHIWAGI

Job: Professor, Faculty of Teacher Education

Field of study :

second language acquisition
usage-based model(UBM)
CLIL
School leadership



Research focus:

promoting teacher students' 21st century skills
how CLIL exerts student-centered learning
the maximum use of UBM approach for adolescent learners (age 11-14)

Publications(CLIL):

Science in CLIL CLIL and Formulaic sequences CLIL and teacher agency

4

10 years of Overseas Teaching Project



2013 Visit S-Korea

2014 Visit Finland

Paper Plane in Finland
At the same time, we learned PISA seven transversal skills.

2014 Visit Italy

2014 Visit Sweden

2016 Visit Austria

Dram Plot in CLIL
How CLIL affects teachers' creativity and teaching skills

CLIL & Key Competencies



Creative Teaching Teacher Training



5

2019 Visit Finland

2019 Finland CLIL /STEAM

SDGs in CLIL Volleyball in CLIL

2020 COVID-19:

2022 Visit Canada

2023 Visit Vietnam

Global Issues for Peace in CLIL

2023 Future Prospect

CLIL & School Leadership





CLIL & Teacher Agency

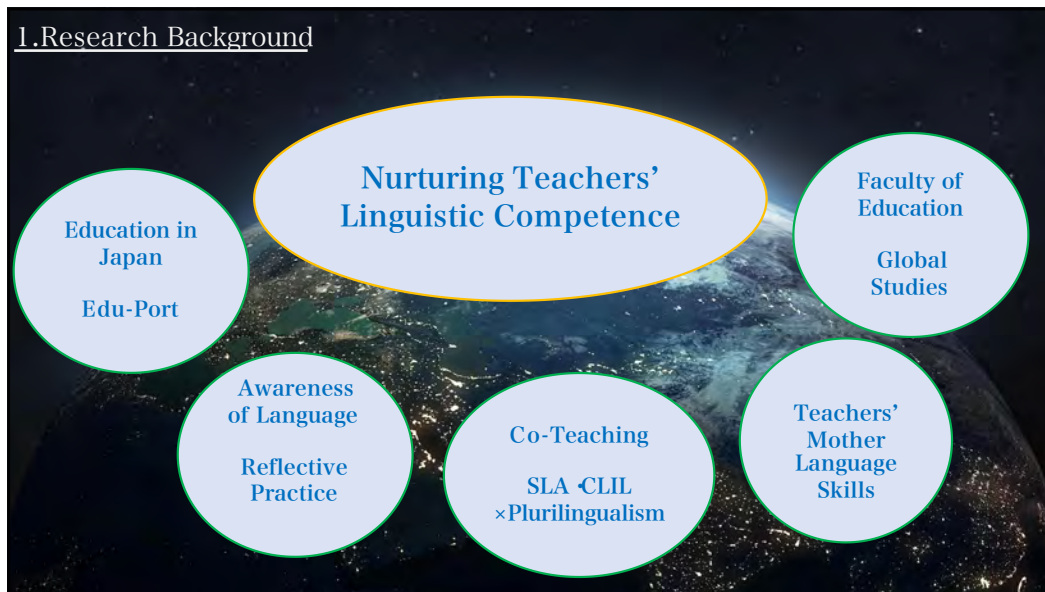


CLIL & Pluriliteracy Development



6

1. Research Background



7

2. "Haiku to the world" in CLIL

scenery/
emotion
in your mind

What comes to your mind?

Syllables
vary
in countries

To explaining
"metaphor"
about the rain to U.S
students.

To collaborate with
overseas students
making Haiku in
Japanese or
English

北京ダックは、おいしい。
北京烤鸭很好吃
パンダは、かわいい。
熊猫很可爱 Xióngmāo hěn kě'ài

8

3. Research Purpose

Haiku to the World



Our goal:

We actively engage in broader academic communities and research.

- ↳ improve teacher talk
- ↳ develop multi-modal resources
- ↳ provide scaffoldings

Keywords:

CLIL & Pluriliteracies / PASTEL

a multicultural perspective

9

4. Aims of Research

Haiku in CLIL and “Awakening to Language” activities are designed to help aspiring teachers become aware of multiple cultures and languages, develop meta-language knowledge, and nurture their linguistic skills in both English (L2) and Japanese (L1)

5. Procedures

- 1) Reflective practice: One Page Portfolio(OPP)
- 2) Questionnaires
- 3) Discourse analysis (Coding based on 7CDFs)

6. Participants



Student teachers
N=5
L2:English



Students(age 10)
N=20
L2 : English



Students(age 13)
N=45
L1:English



Workshop
Participants
(Adults)
N=30
L2: Japanese



Students
(University
students)
N=45
L2:Japanese

10

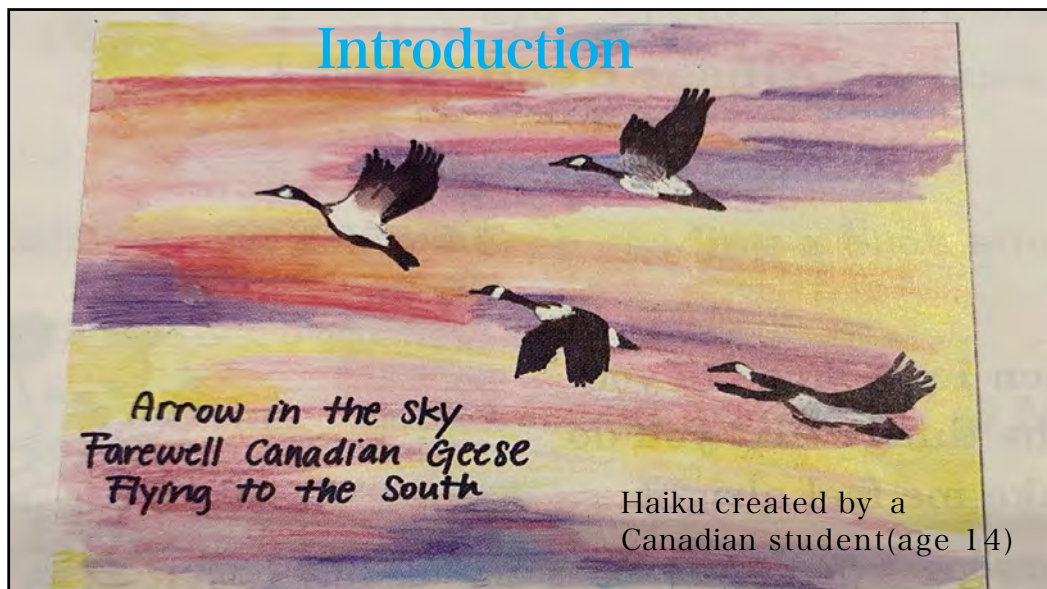
7.Practice

Haiku to the World

Let's find the features of Haiku

The lessons were created by students collaboratively.

11



12

What's this?



summer

fireworks



13

What's this?



summer

Wind bell



14

What's this?

insects



autumn



15

What's this?

Temple bell

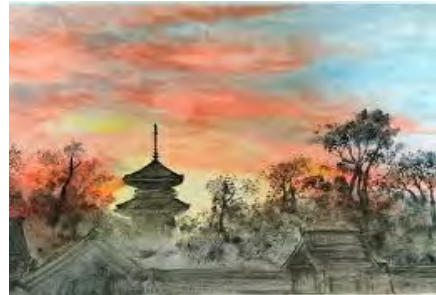


winter



16

Eat a persimmon
The bell rings through
At Horyu-ji temple



(Re-translated by Kashiwagi)

Donald Keene trans.

Haiku:

The shortest poem

A moment of realm

17

Four seasons in Japan



summer



fall



winter



spring

18

Input-Interaction

Let's play *KARUTA* quizzes

19

Let's appreciate HAIKU and its seasonal words.

How to play *KARUTA*:



New Year's Day

1. Make groups and make a circle.
2. Spread the cards out on the desks.
3. The teacher reads Haiku poem.
You think what comes to your mind.
4. Take the card that matches with Haiku.



20

Intake (to appreciate Haiku)

Now, Let's read Haiku together !

21

Spring in Japan

The doll festival
Let me sit down
With you all



7 years old, Japan

Trans. By S-Teaches

22

Summer in Japan

A cast of skin
Voice of the silent cicada
A gift from summer

9 years old, Japan



贈り物
声なき蝉の
抜け殻や

23

In Austria

A gift from summer

○○, Vienna 2023



Grape Juice on Polka's harmony

Walking around shiny farmers' village

A gift from summer

Kazu @Vienna

24

A famous Haiku, 400 years ago

So many things in the past
Are brought to my mind
These cherry blossoms



MATSUO Basyo

さくらかな
事思ひ出す
なまじりまの

25

松尾芭蕉
MATSUO Basho

Was born /17th century
(1644-1694)



Traveled around
Japan and spoke to
the village people.



Fun things and humor
were brought into the
realm of literature(Haiku).

The sprit of *sabi*

quietness
simplicity
fragile presence

Intake (Dictgloss) — Ou t put (Emergent Language)

26

Pluriliteracies with a Multicultural Perspective

Sakura all bloom
shining pink in spring
with joy
petals in my hair

13 years old, Australia



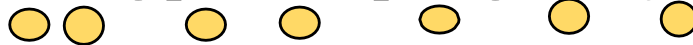
27

Sakura all bloom



5•7•5
syllable

Shining pink in spring with joy



Petals in my hair



28

Student-teachers created *Karuta* to make children be able to intake how Haiku is.



English translation of Haiku was difficult !

But rewarding!

- background understanding
- representation
- choice of expressions

29

A way to make Haiku

1. Select your favorite seasonal things
2. Imagine feelings from it
3. Write based on that feelings

Express What you Feel and Describe What you See in Your Mind

Intake-Output(Emergent Language)

30

Share your ideas and Appreciate Haiku everyone made



Padlet 句会

ZOOM with Finnish students
(Age 10)

Lesson with Canadian students
(Age 13)

Workshop with Vietnam
teachers

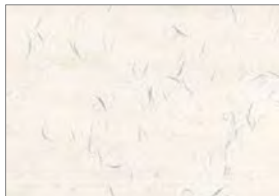
Lesson with Japanese students
(Age 12)

Haiku to the World

31

Let's create Haiku and read it to each other.

和紙
Japanese Paper



筆ペン
Blush Pen



<https://www.youtube.com/watch?v=Qd-g-3qqaMM&t=94s> 四季

32

Haiku piece created by a Finnish student

L1 Finnish: L2 English

Year 2022, Nov.



Loving winter is the magic
You can do
EVERYTHING (Age 11/ L2)



33

L1 English

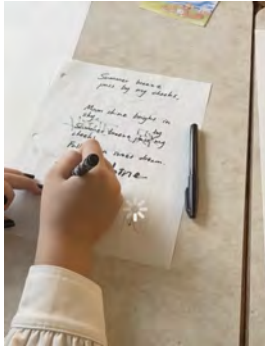


S-Teachers' instruction

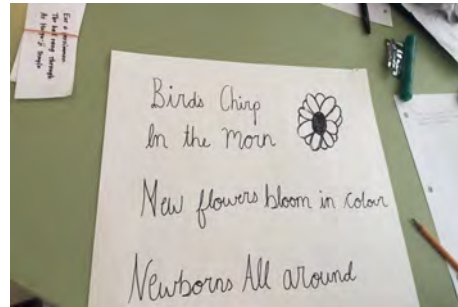


34

Haiku created by students in Canada(age 13)



In the process of being refined
(cognitive process)



Canada Victoria, February 2023

35

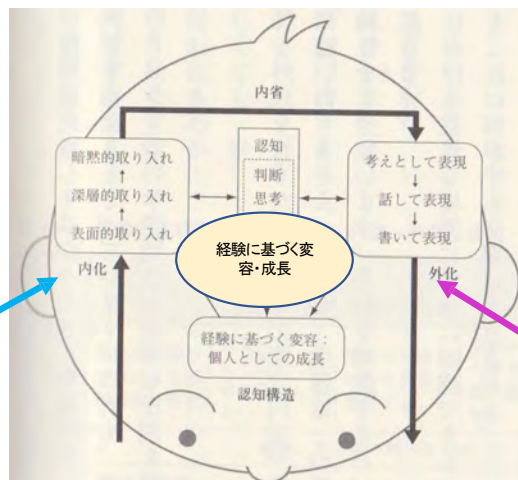
8. Reflective Practice

Learners' thinking and cognitive processes

OPPA
(One-Page-Portfolio Assessment)

Incorporate superficially first
↓
To the surface
↓
Go deep

Internalization

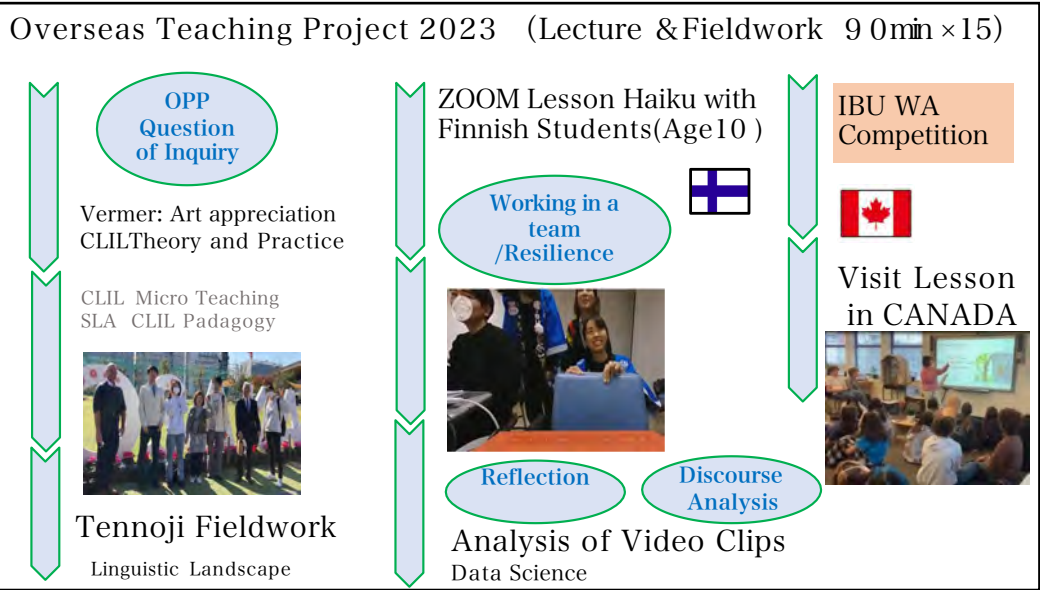


Express thoughts orally
↓
Write their thoughts
↓
Expression abroad

Externalization

堀・中島(2022)

36



37

Haiku to the World & Awaken to Language
(Video clip)

NO PHOTOGRAPHY

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8. Reflective Practice

- 1) OPP Sheet (One Page Portfolio) :Description
- 2) Awakening to language (fieldwork)
- 3) Creating a CLIL teaching plan
- 4) Discourse analysis (video clips)
- 5) Questionnaires : Canadian Students

39

1) OPP Sheet (Teacher Students: O)

Question of Inquiry
How can I help my students learn to speak English? How do I get my students to stop hating English?

S-Teacher answers at the final goal
I realized that in order to achieve speaking English, it is important to focus on the previous stages, which will lead to real learning for the children. Not being afraid of failure and not worrying too much about time are important in creating a class. English as a means of communicating ideas and culture to people from different cultures

40

2)Awakening to Language (Evil aux languages)

When there are class activities that include languages that the school does not intend to teach, whether or not there are students who are native speakers of those languages, there is a **language awakening activity** [...] This does not mean that the mere exposure to those languages is enough for a language awakening activity to take place. The language awakening activities usually involve a **whole learning agenda that includes these languages, the school language**, and in some cases, a foreign language that the student has already learned. The most common of **these tasks involve comparisons.**"

(Candelier, 2003; Oyama, 2014)

Activities that deal with **multiple languages simultaneously**. Activities that "learn about language" by **observing and comparing languages, and formulating and testing hypotheses about language functions**. The main goal is to **develop so-called meta-linguistic knowledge**

The Evlang program (sponsored by the European Commission) was implemented in 127 classrooms in five countries between 1997 and 2001. Pre- and post-test results showed **statistically significant differences in measures of interest in diversity, openness to the unfamiliar, motivation for language learning, and phoneme identification and memorization skills** (Candelier, 2003) .

41

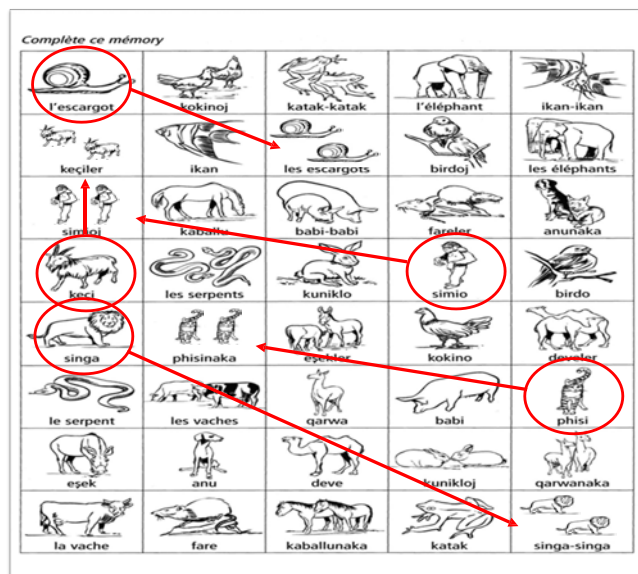
Awakening to Language

Have the children make pairs/groups and hand out the worksheet.

Without giving any hints, instruct the children in pairs to fill in the blanks.

Do not tell the children what the languages are.

Adapted from Kervran, 2006.



42

路上喫煙禁止地区

NO SMOKING ZONE

Non smoking
English
Chinese
Korean

What foreign languages are written? How do they change by region (or time period)? How do the descriptions change depending on the language?

43

生ビール

Draft Beer

生ビール
ハイボール
180円

44

English (????) for whom? Notation?

And unusual English translations.

Did you know that vending machines have Braille? But they don't have Braille down to the contents of the drink...

While using the "five senses, They " begin to become aware of a variety of language use through observation.

45

Linguistic Landscapes in Vienna

Can you find plurilingual signboards?

46

What the linguistic landscape tells us:

Languages origin:

their region, history, and language policy:

Languages influence on :

history/ geography / social sciences/ intercultural studies
digital literacies/ storytelling / critical thinking / art

47

俳句 to the World (ビデオ 0-0:39 1:49-)



48

Reflection noted by Teacher Students(N=5)

During the fieldwork, we found various types of signs, posters, wayfinding signs, and so on. I realized that **signboards are an indispensable part of our lives**, and that if we did not have them, our daily lives would be disrupted.

What surprised me the most was that I realized that I had read the names of places written in Chinese characters incorrectly after trying to read the Korean notation. **I wondered why only Japanese readings (readings that represent sounds) are used for markings and not readings that include meaning**. When I looked at the English notation, I found that the "meaning" of the word "mound" was added, as in "Burial Mound".

There are many strange English words hidden in the city. The "No uncaged animals in the lawn" sign we found translates to **"No caged animals in the lawn?"** Dr. Marius also felt uncomfortable. **How do they decide which English words to write on signs and billboards?**

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3) Process of creating a CLIL lesson plan

Topics and its aims: Let's enjoy Haiku in English! 話題とそのねらい 俳句を楽しむ			Focus of the target:
俳句を楽しむ季節やリズムを学ぶ。 日本とスウェーデンの季節や表現の特徴の違いに気づく。 俳句の持つ価値を見つける。 (俳句を書くことは、わたしたちが物を見たり、聞いたり、感覚に気づいたり、ものを味わうこと。つまり、五感を使う活動である) 俳句(短いポエム)を作る。	<ul style="list-style-type: none"> ・To appreciate Haiku and learn seasonal words and rhythm. ・To have students notice the differences between Japanese and Swedish seasonal words. ・To have students find the value of Haiku; Writing Haiku makes us look at things closely, hear things, notice the touch, feel, and taste of things (Creating haiku is a multisensory activity).		Enjoying Haiku: Seasonal words and rhythm Play with English sound syllables Difference of seasons between Japan and Finland Taste with the five senses Enjoy appreciation of the haiku by playing with the Karuta.
Essential Questions 主要な発問	Finding Haiku around students. What are the characteristics of haiku? What knowledge and skills are needed to create haiku? How can teachers evoke emotions and verbalize the scenes that come to students' minds?		Essential Questions: Questions that evoke feelings and scenes that come to the children's minds
T-Questions/Main Ideas	Students' Activities		


50

CLIL and 4Cs

4Cs (CLIL: Content and Language Integrated Learning)

Content	Communication	Cognition	Community & Culture
To appreciate Haiku and learn seasonal words and rhythm. To play Karuta Game.	Match Haiku with scenery, seasons, and images. Enjoy playing <i>Karuta</i> Present own Haiku each other and upload it to Padlet. Read and choose his/her own Haiku, and explain the reasons.	Express the scenery or images that come to the students' mind. Appreciate Haiku written by famous poets and learn to be sharp in expression. The description is like painting a picture. Create Haiku using seasonal words.	As regards seasonal words and syllables, the students become aware of differences between each culture. What comes to people's mind is something in common.

Dear Class Teachers: *Integrate cognition with language is like tying a rope.*



51

Scaffoldings to elicit students' HOTS

- Listen and Repeat (transcription 聴写)
- Fill out a blank a part of expression (表現の一部を補う)
- Replace some of the Haiku by thinking the sense of meaning (一部入れ替え)
- Pay attention to the 3rd Line, which concludes the poem (3行目の結句を味わう)

Referred to Takahama Kyoshi "How Haiku can be made"
To create is to appreciate masterpieces in the past (Kashiwagi trans.)

参照：高浜虚子『俳句の作りよう』—創造とは過去の名句の吟味である

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4) Discourse analysis watching video clips

Perspectives analyzed by students

- 1) Whether or not the teacher can see activities that encourage thinking by placing a ladder from input to processing.
- 2) Are students expressing the most complex concepts in their native language?
- 3) How does the teacher give feedback to this in English?
- 4) What are the students' mumbblings and utterances ([Emergent Language](#))?

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Discourse Analyses: Coding Rules

Transcription Conventions

Nikula,2012:153

T	teacher
C	child
(.)	a short pause that is not timed, less than a second
text= =text	latching utterances
cut off wo-	cut off word or truncated speech
'text'	spoken more silently than surrounding utterances
↑	rising intonation
((text))	transcriber's comments
(text)	transcriber's interpretation of unclear word(s)
(x)	unclear speech, probably a word
(xx)	unclear speech, probably a phrase
(xxx)	longer stretch of unclear speech

C→S (Student) > < Pause // Ambiguous part Underline - Imitate what the teacher said

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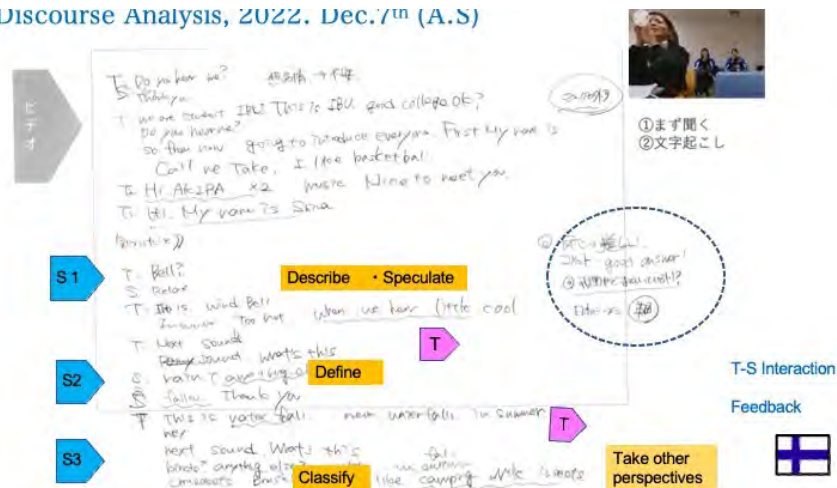
Table 1. Seven CDF (seven cognitive discourse function) components

CLASSIFY	Classify, compare, contrast, match, structure, categories, subsume
DEFINE	Define, identify, characterize
DESCRIBE	Describe, label, identify, name, specify
EVALUATE	Evaluate, judge, argue, justify, take a stance, critique, recommend, comment, reflect, appreciate
EXPLANE	Explain, reason, express, cause/effect, draw, conclusions, deduce
EXPLORE	Explore, hypothesize, speculate, predict, guess, estimate, stimulate, take other perspectives
REPORT	Report, inform, recount, narrate, present, summarize, relate

(Adapted from Dalton-Puffer, 2016, p.33)

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Discourse Analysis, 2022, Dec. 7th (A.S)



56

<https://youtu.be/r17viNnfPr4> Video Clips

T I am going to introduce children's Haiku and also show you my own Haiku I created. ▶ **Transmit**


T What's this? ↑ (doing the gestures with her right hand) (.) Do you eat this? ↑ This is a skewered sausage. 

S1 Ah, I do. (XX) Fall. **A small groan.**
(Sausage over a Finnish bonfire: many children have experienced this.)

T "I enjoyed skewered sausage With my friend" This is Haiku that I created. Do you think so, too? (.) Yes, I think so, too.

▶ **S1** Emphasize Label

T What's this? Do you like chopping woods? For sauna?

S1 **Say some longer sentences.** (XXX) . ▶ **Reason** 

T Do you chop woods in the early morning? ↑ (.)

▶ **S2** S1 Ya. I am () good. You, too. **Pointing his friend**

T&S **Read Haiku following the teacher. (Gesture)** ▶ **Stimulate**

Appreciate "Get up early A boy An expert of chopping wood" I created Haiku!

A scene where the S-teacher entered the culture of the other

57

S-Teachers felt the extent which Finnish students are excited beyond ZOOM.



<https://youtu.be/mJjj8sb5TcY>

Video Clip : Last 3 min. A moment Finnish students improvised Haiku

58

S - teachers' comments

What I generally felt after teaching the class, watching the video, and through data analysis.

Compare

Categorize

How were A-B-C similar? How were they different? It became clear.

Compare

By analyzing the class **in a scientific way**, we can deepen our class reflections and make predictions for the next class.

Discover

Predict

Expect

The process of discovery from practice and data(discourse analysis), rather than what is heard and taught, leads to **transfer skills**.

Define

Apply

Conclusion



59

S - Teachers' reflection on what they learned

I felt the **importance of scaffolding** after this class.

In teaching practice, there is always an objective for the class, and in order to achieve that objective, it is necessary to **spend a lot of time on that activity**.

It was important for children **to have "room" to think freely and to be able to create**. I realized that I had a feeling that I had **to use up everything I had prepared**, that I had to do everything.

Rewarding

I was worried about whether my English would be understood by Finnish children, but I learned that it is easier to communicate **by speaking slowly and clearly, repeating things** twice, and so on.

Connection

Since the class is basically **student-centered**, the class should be activity-based rather than explanation-based, and should be **connected to other subjects and cultures**.

It was a great experience for me to learn how difficult and fun it is to **communicate our culture** to people from different cultures.

Compare

In the haiku class, it was better to **introduce Japanese sounds and characters** rather than to suddenly explain the rules of haiku, so that the students could learn haiku more **smoothly**.

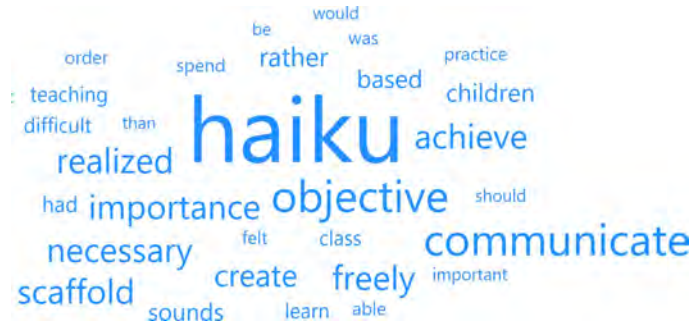
I thought it would be difficult to create haiku, but I think they were able to create haiku smoothly **by proceeding in the following order: sounds of Japan, letters, and examples and explanations of haiku**.

Definition

Take a stance

60

Using text mining to look at frequently occurring words



<https://textmining.userlocal.jp/>



61

S-Teachers' summary on haiku classes

This was my first attempt at teaching a class to children overseas, and to be honest, creating the class was **really difficult in every way**.

There were times when it was difficult to make progress because there were **so many questions**.

I could not ask my peers to look at my PPT and comment on it to see if it was good or not. However, **I managed to talk to them between classes** and find a little time to meet with them, and while getting their ideas.

Solve

I had any concerns or questions, I would **consult with** Dr. Kashiwagi or Dr. Pierce, and they would get back to me immediately. I called **group members** and **asked them** directly about things that were bothering them, and **practiced individually**. Through this, I was finally able to grasp what **other students were thinking** and trying to do. (**Resilience among peers**)

Ask

Explain

Cause&Effect

The difficult part was **how to convey the cultural differences** between Japan and Finland, and how to find the differences not only by conveying them, but also by **having the students interact with each other**. I thought it would be **very effective to compare (metaphor) them with something familiar to children**. Allocating time and responding to situations (speaking in English)

Convery

Resilient situation where Japanese S-teachers struggled with !

62

Using text mining to look at frequently occurring words



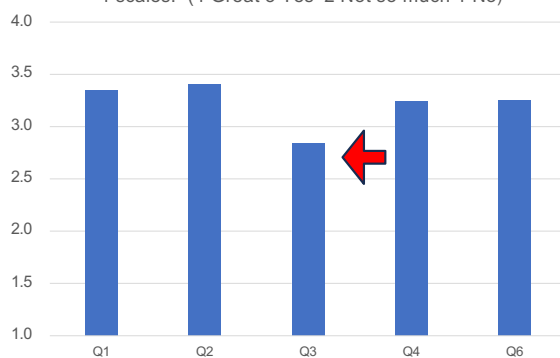
<https://textmining.userlocal.jp/>

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Results of questionnaire: Canadian students

(S-Teachers : N=4 Students (age 13):N=55)

4 scales: (4 Great 3 Yes 2 Not so much 1 No)



Q1 Was the haiku class impressive?

Q2 Were you able to keep listening to the teacher's instruction in English? (Input)

Q3 Were you able to share your thoughts with your friends and teachers? (Interaction)

Q4 Did you discover new ideas to appreciate haiku?

Q6 Did you find commonalities among haiku from Canada, Japan and around the world?

Q7 Description New ideas you gained from this class

	Q1	Q2	Q3	Q4	Q6
Mean	3.4	3.4	2.8	3.2	3.3
SD	0.5	0.6	1.0	0.6	0.6



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Canadian students' comments on Haiku class

(S-Teachers : N=4 Students (age 13):N=55)

Q5 Canadian students: What you discovered in Haiku class

I realized my amazing poetry skills. *By Lucy* Self Appreciation

I learned the main idea of Haiku and how the processes is done I also learned how to use a blush pen. *By Diwe* Process

The seasonal elements were **completely alien** to me before this lesson, **I have a grounding point.** *By Dan* Evaluate

I learned that your write **more about how you feel**, rather than describing something. *By Tes* Comapre Analyze

Q7 Canadian students: Comments on Haiku class

It was very fun and I engaged learning new things. *By Ebryn.*

Nice chill atmosphere **great use of hearing** as well as traditional methods. It was amazing. *By Bryn* Praise / Value



65

Analyses of comments on Haiku lesson N=32

Q4 Did you discover new ideas to appreciate haiku? N=31

Comment of five senses are found (8)

Theme	Code	Description	Theme	Code	Description
Learn (18)	Seasonal Words (11)	The seasonal elements... completely alien to me	Five senses (8)	Tactile (5)	I really liked using the wash, paper, and the blush pens.
	Syllables (4)	I discovered that syllables are important		Hear(2)	The lesson was entertaining and fun to listen to.
	Process(3)	I learned the main idea, and how the process is done...		See(1)	I love the game we played with pictures
Analyze (6)	Awareness (4)	I learned that you can describe a lot in Haiku.	The whole theme N=63		
	Hypothesis (2)	(there are) more summer in Haikus	Theme	Code	Description
			Comment (50+)	Fun(25)	It was really fun.

I realized my amazingpoetry skills.

(Braun & Clarke, 2006)



66

Conclusion

The project of Haiku in CLIL and Awakening to Language evoked the s-
teachers to acquire **meta-linguistic knowledge**.

CLIL and plurilingualism have something in common in their process of
teaching, however, they are **complimentary to proceed** the blanks(e.g.,
nurturing multicultural perspective and teachers' linguistic competence) .

Attaching labels of 7 CDFs, in the haiku CLIL, there were **appreciation
for, comparison of, and return to one's own and enter** the other's
culture.

Students' **"Emergent Language"** were found in the class where they are
also aware of the **process of learning** (input & intake).

67

Haiku to the World

scenery/
emotion
in your mind

What comes to your mind?

Canada
February 2022

Vietnam
March 2023

Taiwan Workshop
June 2023

Japan
Age 12

68

Thank you very much for your attention



69

Scales: Edu 21st & Teacher Agency

1) **Edu 21st skills (47 items)** for teachers to develop CLIL that evoke the integrity of language and cognition. (Kashiwagi, et.all, 2021)

<https://drive.google.com/drive/folders/18BbpKcBKO89w1gaf9sicArzgaNISpuW?usp=sharing>

To Realize CLIL Language Teaching

CLIL授業を実現したい教師へ



Edu-21st English-Japanese

2) **Teacher Agency (17 items)** to formulate team formations in schools . (Kashiwagi, Yada & Ikeda, 2023, on going)

To Change School Climate For Innovative Learning

イノベーティブな学びに向けて、
学校風土を変えたい学校リーダーへ



Teacher Agency-日本語



Teacher Agency-English

70

日本とフィンランドの国際共同研究 「アンケート」お願い

研修・勉強会へご参加の皆様、いつもお世話になっています。J-CLIL (柏木賀津子：四天王寺大学) です。CLILのような、少し新しい指針法について、知ることをはとて楽しいことだと思っています。そして、次に「周りの人や、職場ごとどのように伝え、またご自分の指導と一緒にやってみるか?」という雰囲気のように馴染みやすいのかは、悩ましいところでもあります。本アンケートは、ご参加の皆さまが以下のTeacher Agencyに興味を持っていただけましたらと思ひ作成したものです。現在、日本の全国でのワークショップの機会などに、ご回答への協力をお願いしており共同研究ご協力したいと思います。

柏木賀津子:四天王寺大学 池田真:上智大学 矢田匠:ユヴァスキュラ大学(ほか)

回答は自由意志で、コメントフォームも添付してあります。QRからご回答いただければ幸いです(10分~15分) 日

本-フィンランド-ベトナムでアンケート実施中です(2023年夏~秋)

Teacher Agency (運営行為への価値)

スクールリーダーは、多様化する社会について複合的視野を持ち、自らの職(校長や教育のリーダー 職場の一員)としてのキャリアと持続可能な地球社会への貢献をするという考え(Teacher Agency)のもと、リーダー相互協働と、企業・多機関連携プログラムを深めるような価値感のこと

Japannin,2017

Hallinger and Heck, 2010

71

CLILと職場のチーム形成 アンケート 参画依頼 (コメントフォーム含む)

CLILと職場のチーム形成
日本語 10min



<https://forms.gle/TtqMfG4D56wds2MTA>

CLIL & Workplace Team Formation
English 10min



<https://forms.gle/5MgaerT7qrTLiFjQ8>



国際共同科研B 「グローバルスクールリーダーの資質-向社会性形成への日本とフィンランドの共同研究」2023 柏木賀津子, 矢田匠, 池田真, Nikula, T他

72

A Quiz: Fill in blanks using a scientific thinking

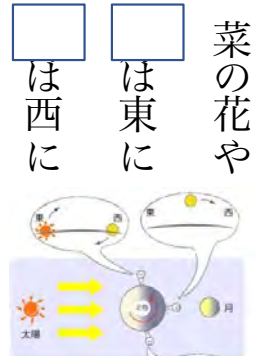
A carpet of mustered flowers

rose in the east

set in the west

Yosa Buson

Referring to PPT made by a science professional(Y.S)



CLIL summer seminar program 2023

An “ideal” lesson plan


universität wien
Helen Heaney


CELT
 CENTRE FOR ENGLISH LANGUAGE TEACHING
DEPARTMENT OF ENGLISH, UNIVERSITY OF VIENNA

1

2



ALL in one boat!



(Michael Storch, adapted by Beate Kralicek)

1. Remember, you're all in the same boat.
2. Don't miss the boat.
3. Plan ahead. It wasn't raining when Noah built the Ark.
4. For safety's sake, travel in pairs.
5. Don't leave anyone out. Give them all a friendly call.
6. Speed isn't always an advantage. The snails made it on board with the cheetahs.
7. When you're stressed, float for a while.
8. Remember, the Ark was built by amateurs; the Titanic by professionals.

3

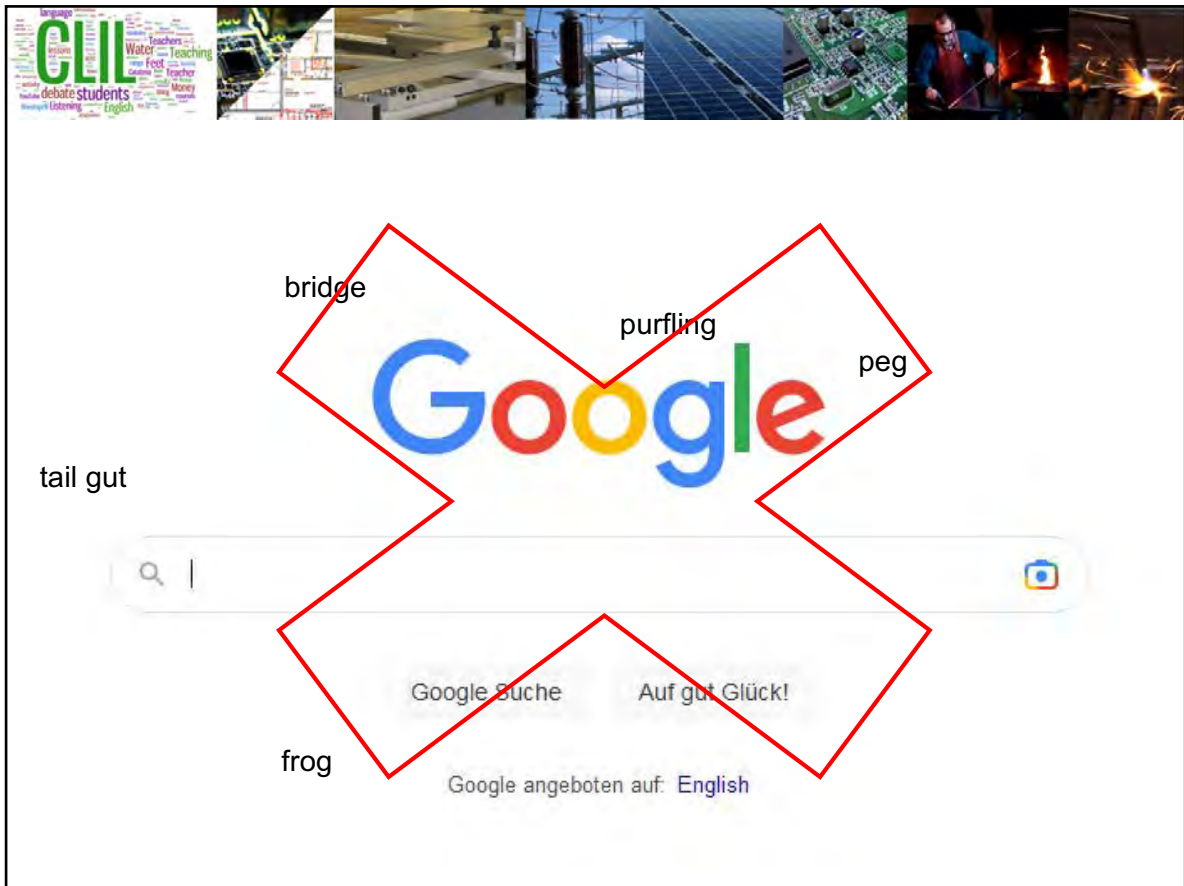


Now let us beam ourselves to...

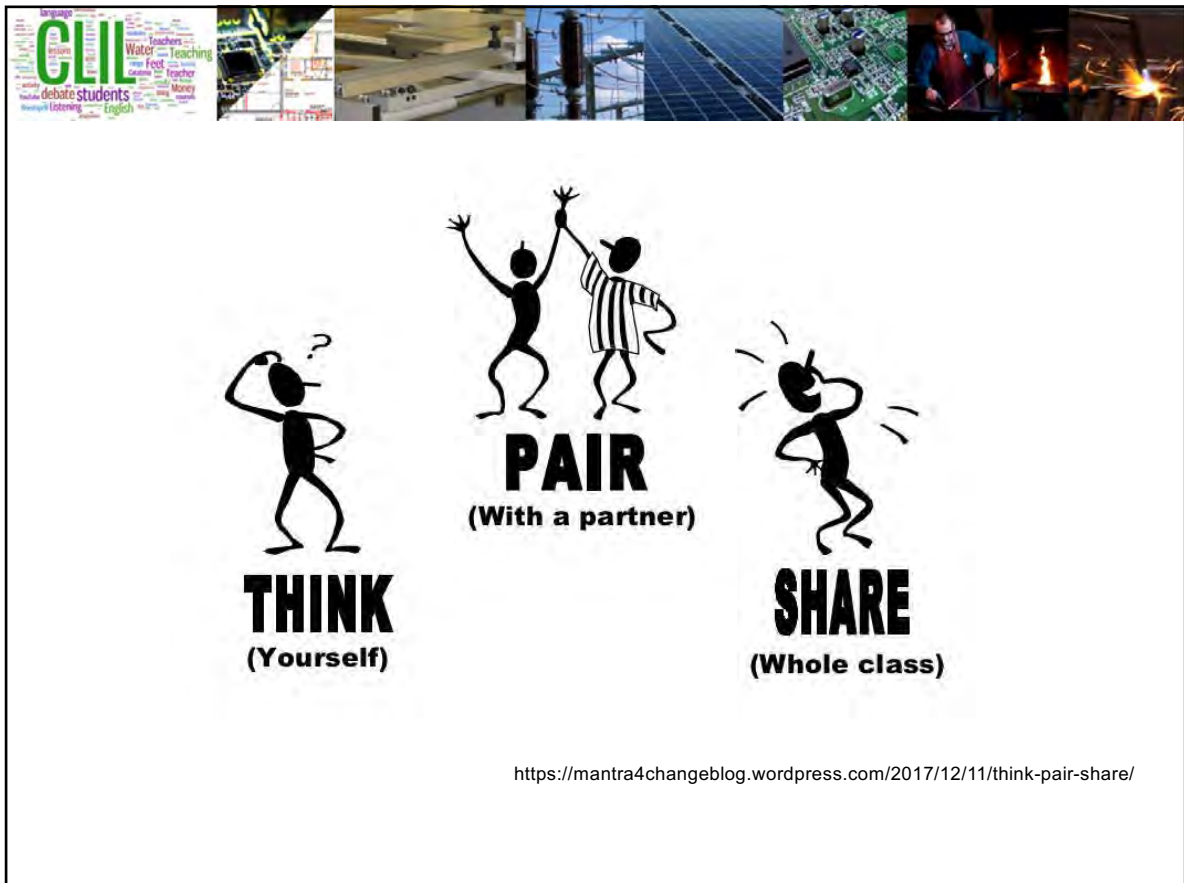


© Bwag/CC-BY-SA-4.0

4



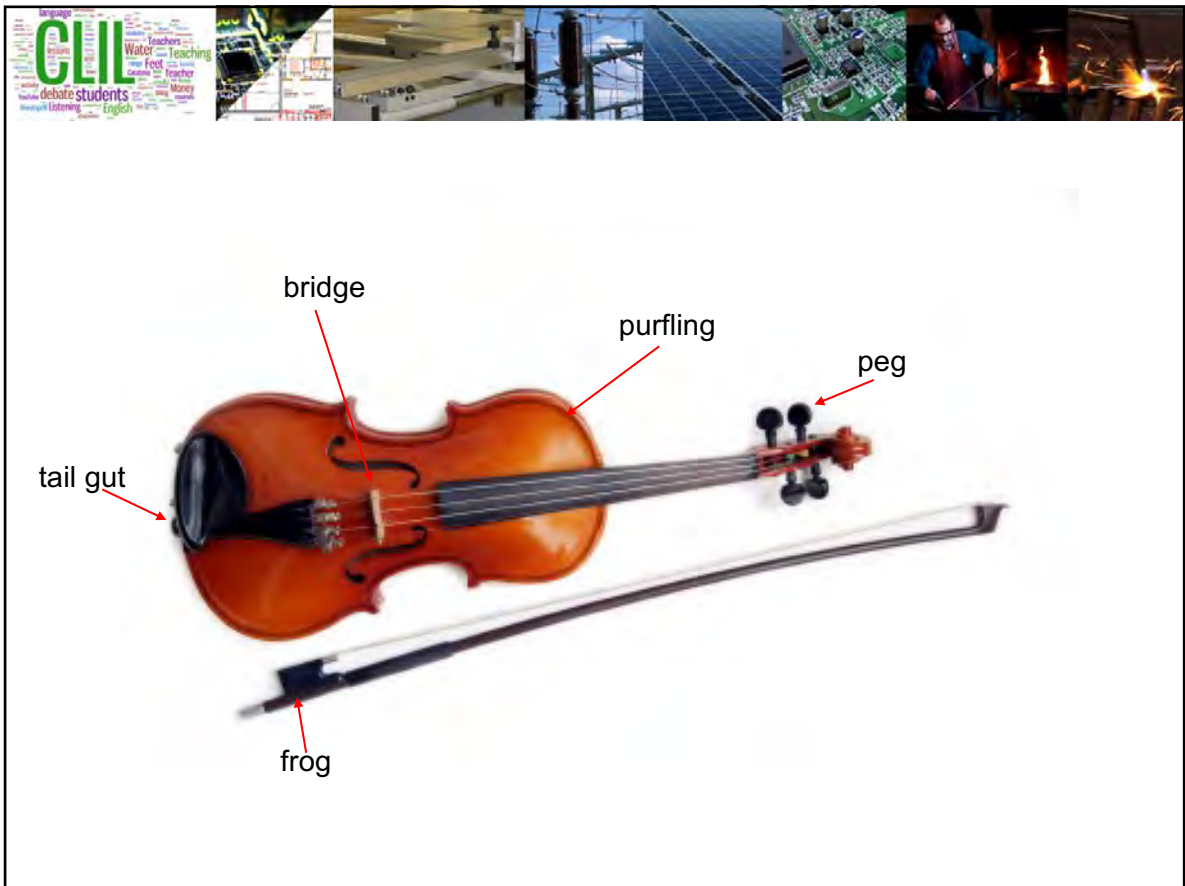
5



6



7



8

Pre-reading activity: Musicians retiring early on medical grounds

- Disorders affecting the hands, the nervous system, the respiratory system, [...], vision and even the ability to sit for long periods
- Memory loss due to normal aging
- High noise levels in an orchestra
- Pulmonary function
- Physical, emotional and artistic strains

<https://www.local802afm.org/allegro/articles/aging-and-the-musician/>

9

The pellegrina



<http://www.rivinus-instruments.com/DesignConcepts.htm>

10



While-reading activity 1)

Read your part of the text relatively fast. Which heading fits best?

- Design concepts
- Shape changes on stringed instruments
- String angles
- Weight ... and conscience

11



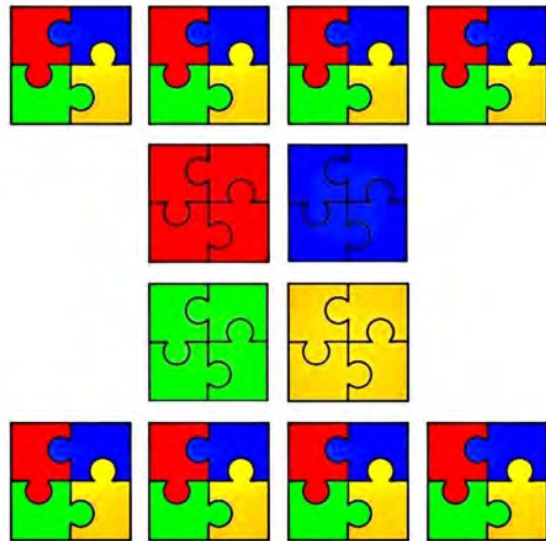
While-reading activity 2)

What differences are mentioned between a regular string instrument and the Pellegrina?

Regular string instrument (violin/viola)	Pellegrina

12

The jigsaw cooperative learning strategy



<http://www.mhaensel.de/unterrichtsmethoden/gruppenpuzzle.html>

13



While-reading activity 3)

- Move into groups which consist of four different coloured handouts.
- Share with each other what you found out about the differences between regular string instruments and the Pellegrina.

14



Post-reading activity

- Explain why this instrument is good for musicians around the age of 60 who are not yet ready to retire.



Hoffnung, Gerard. 1955. *The Hoffnung symphony orchestra*. London: Souvenir Press

15



Oh no!!!! I have just committed a major CLIL crime!!!!



16

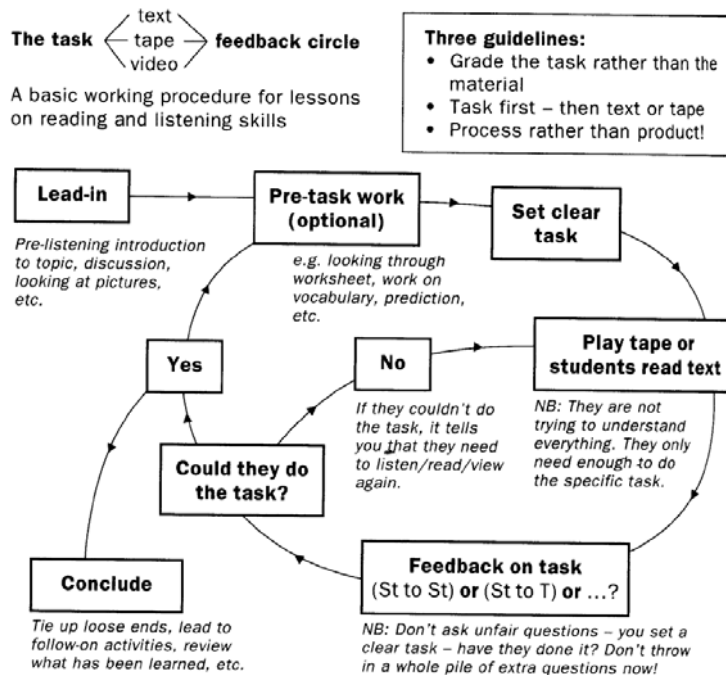


“Learning to use language – using language to learn”

17



Pre- /during- /after- reading & listening



Scrivener, Jim. 2005. *Learning teaching*. (2nd ed.). Oxford: Macmillan, 174.

18



Reading (listening/viewing) strategies

- What are the **language** & **content** aims for the text?
- How will you “tune in” to the topic?
- Provide a general task for the first **silent** reading & discuss the answers.
 - Don’t ask students to read it out (bad pronunciation practice!)
 - Encourage them to **ignore words they don’t know**.

19



Reading (listening/viewing) strategies

- Provide a specific task for the second reading & discuss the answers.
 - Encourage students to create their own questions around input.
 - Encourage them to **guess the meaning of some unknown words**.
- Use the **contents** and **language** as a stimulus for further activities
 - **Spoken and/or written tasks**
 - **Understanding & recycling** contents & language

20



Input → Intake → Output

21



“Ideal” lesson plan

1. Warm-up discussion/game/input connecting with the topic
2. Discussing language, content and learning skills outcomes
3. Finding out what students already know, helping them organize that information, working out what else they want to learn
4. Input (reading/listening) looking for general-to-specific information

22



“Ideal” lesson plan

5. Do peer cooperative work to compare results and use information to create something else
6. Ask class questions that encourage them to think critically/constructively about how they could improve their group work (language & contents)
7. Presenting one group’s outcome & producing a class outcome with the help of the other groups
8. Reviewing the outcomes, deciding on next steps

23



“Ideal” lesson plan

1. Warm-up discussion/game/input connecting with the topic (grabbing attention)

24



“Ideal” lesson plan

2. Discussing language, content and learning skills outcomes
 - Even if you don’t want to discuss it, you still have to think about it...
 - What are your content aims?
 - What are your language aims (mostly vocabulary related)?
 - What methods can you use to achieve those content and language aims?
 - What learning skills are needed/have to be taught?

25



“Ideal” lesson plan

3. Finding out what students already know...
Helping them organize that information...
Working out what else they want to learn...

26



The more powerful the thinking, the greater the learning!

27



“Ideal” lesson plan

4. Input (reading/listening) looking for general-to-specific information
 - Reading/listening/watching cycle

28



“Ideal” lesson plan

5. Do peer cooperative work to compare results and use information to create something else
 - Speaking
 - Writing

29



“Ideal” lesson plan

6. Ask class questions that encourage them to think critically/constructively about how they could improve their group work (language & contents)
 - Even if you don't want to include this stage, you still have to think about how these improvements could come about

30



“Ideal” lesson plan

7. Presenting one group’s outcome & producing a class outcome with the help of the other groups

31



“Ideal” lesson plan

8. Reviewing the outcomes, deciding on next steps

32



Questions? Comments?

33



Resources

- Erwin Gierlinger, PH OÖ: <http://clilingmesoftly.wordpress.com/>
- Macmillan: <http://www.onestopenglish.com/clil/what-is-clil/>
- British Council resources: <https://www.teachingenglish.org.uk/teaching-resources/teaching-secondary>
- Teaching and learning with the New York Times: <https://www.nytimes.com/section/learning/lesson-plans>
- Salzburger Nachrichten: Test your English: <https://www.sn.at/kolumne/test-your-english/>
- RSA animates: <https://www.youtube.com/playlist?list=PL39BF9545D740ECFF>
- Word clouds generators, tag cloud generators, wordles: <https://www.wordclouds.com/>, <https://www.jasondavies.com/wordcloud/>, etc. etc.
- Word games, i.e. <http://www.crosswordpuzzlegames.com/create.html>, <https://www.proprofs.com>, <https://worksheets.theteacherscorner.net/make-your-own/crossword/>, etc. etc.
- Oxford-Duden Bildwörterbuch Englisch-Deutsch
- Was ist CLIL (CEBS): <https://www.cebs.at/service-angebote/clil/>
- Free online courses, especially MINT but also economics & humanities: <https://www.khanacademy.org/>
- TED talks: <https://www.ted.com/talks>
- TED-Ed videos: <https://ed.ted.com/>

34



Resources (vocabulary)

- <https://worksheets.theteacherscorner.net/make-your-own/crossword/>
- <https://www.schule.at/portale/deutsch-als-zweitsprache-und-iki/news/detail/trimino-generator-1.html>
- <https://www.education.vic.gov.au/languagesonline/games/memory/index.htm>
- <https://www.vocabulary.com/>
- <https://www.ldoceonline.com/dictionary/energy>
- Online dictionaries: <https://www.linguee.com/>, <http://www.dict.cc/>, <https://www.leo.org/german-english>
- Online translation: <https://www.deepl.com/translator>
- English-German glossaries, e.g. <https://www.proz.com/glossary-translations/german-to-english-glossaries>
- Also google glossary + English + German + your specialist field to see what you can find

35



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CLIL Summer Seminar
Diverse CLIL research and practices in globalisation

Vienna, Austria
14 September 2023



CLIL between Englishisation and glocalisation: the case of metalinguistic classroom talk

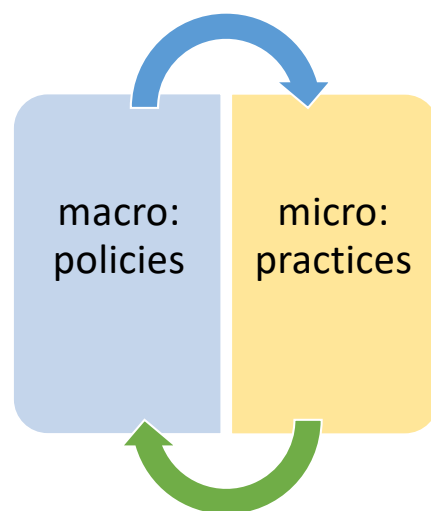
Ute Smit



1

Outline

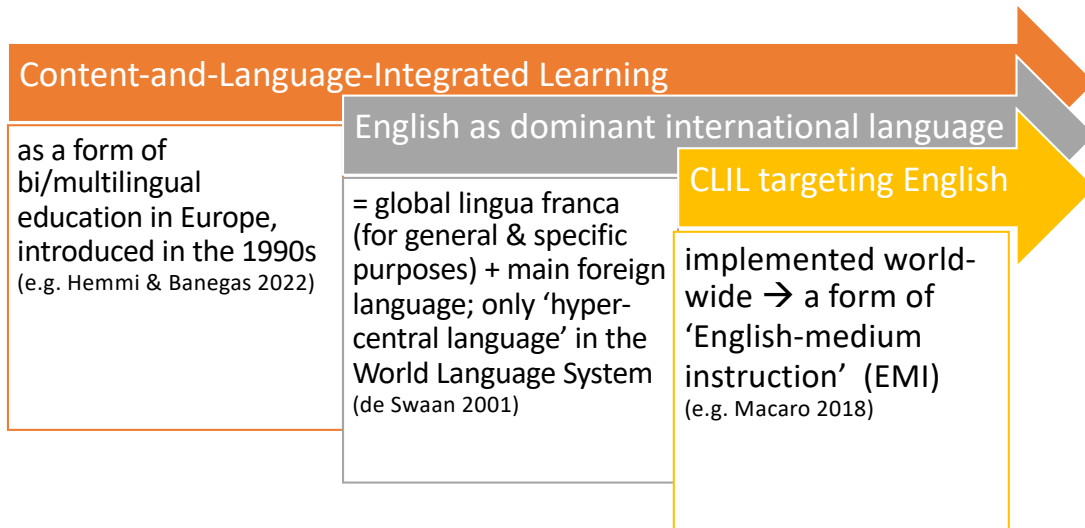
- A. CLIL; Englishisation & glocalisation
- B. Metalinguistic classroom talk: 'expanded LREs'
- C. Conclusions & implications



Ute Smit

2

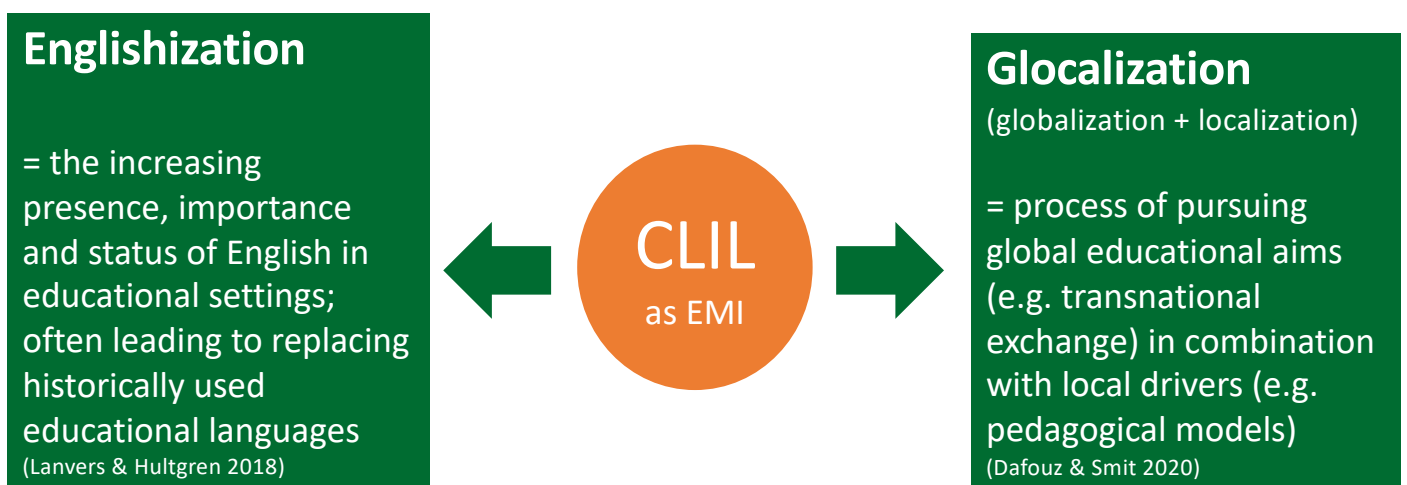
A. CLIL – a macro perspective



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3

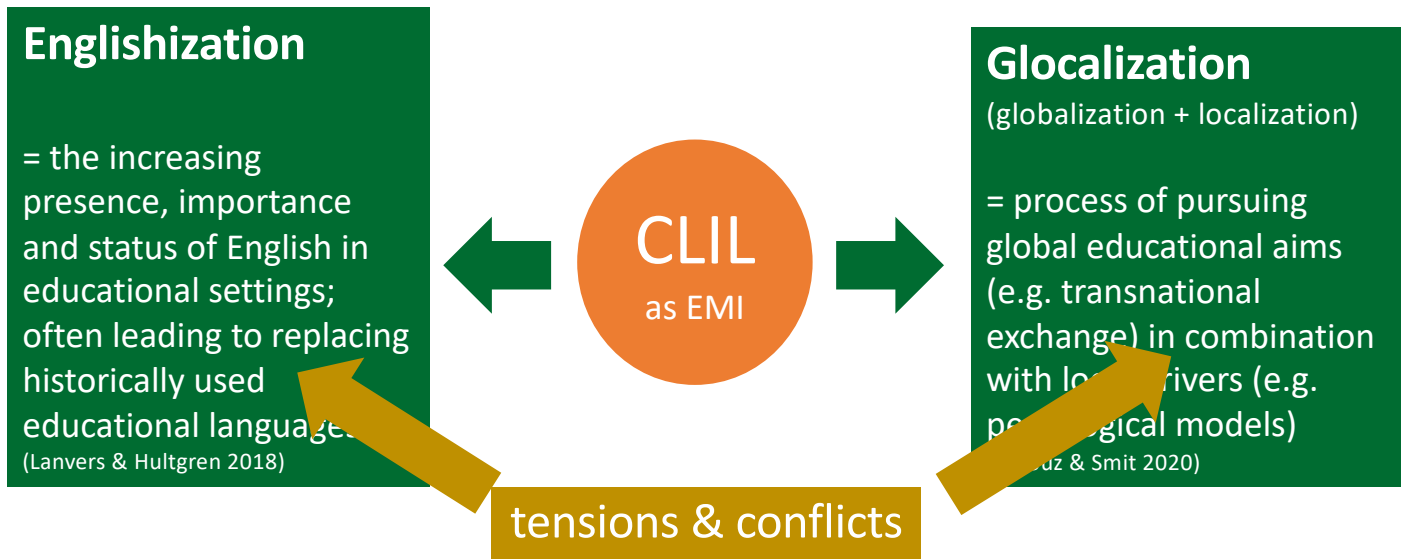
A. CLIL – a macro perspective



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4

A. CLIL – a macro perspective



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5

A. How define EMI? (Smit 2023)

3 core (= essential) elements

- 1) English-medium education of
- 2) academic subjects other than the English language to
- 3) L2 users of English

6 flexible criteria


- a) educational level
- b) language policies
- c) relation to English language education
- d) location
- e) degree of coverage
- f) optionality

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6

A. CLIL as a type of EMI (Smit 2023)

3 core (= essential) elements

- 
- 1) English-medium education of
 - 2) academic subjects other than the English language to
 - 3) L2 users of English

6 flexible criteria


- 
- a) educational level
 - b) language policies
 - c) relation to English language education
 - d) location
 - e) degree of coverage
 - f) optionality

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7

A. CLIL as a type of EMI (Smit 2023)

3 core (= essential) elements

- 
- 1) English-medium education of
 - 2) academic subjects other than the English language to
 - 3) L2 users of English

→ broad range
of realisations

6 flexible criteria

- a) educational level: **primary & secondary**
- b) language policies: **pedagogical integration of language & content**
- c) relation to English language education: **explicit language learning aims**
- d) location: **variable, but rather outside Anglophone countries**
- e) degree of coverage: **variable**
- f) optionality: **variable**

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8

A. CLIL as a type of EMI (Smit 2023)

3 core (= essential) elements

- 1) English-medium education of
- 2) academic subjects other than the English language to
- 3) L2 users of English



6 flexible criteria

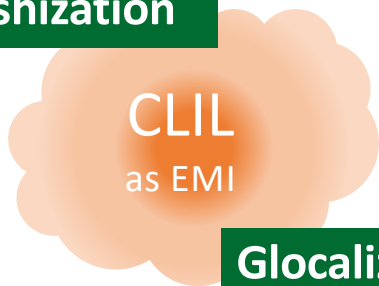
- a) educational level: **primary & secondary**
- b) language policies: **pedagogical integration of language & content**
- c) relation to English language education: **explicit language learning aims**
- d) location: **variable, but rather outside Anglophone countries**
- e) degree of coverage: **variable**
- f) optionality: **variable**

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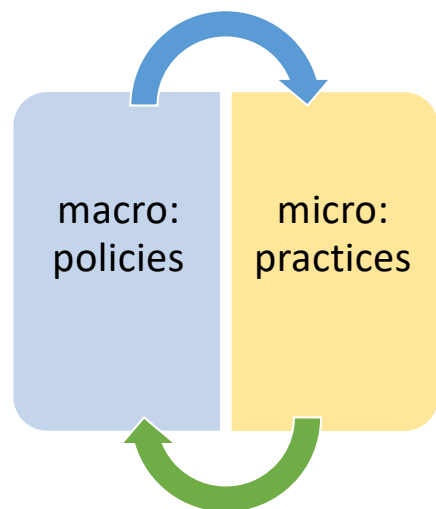
9

A. In sum

Englishization



Glocalization



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10

B. Metalinguistic talk in CLIL classrooms

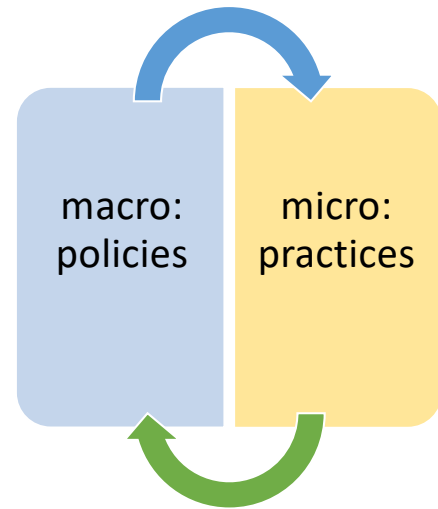
recent & ongoing research into classroom discourse (e.g.):

- cognitive discourse functions
- cumulative knowledge construction ('semantic waves')
- learner genres
- vocabulary (e.g. Dalton-Puffer et al 2018; Llinares et al 2012; Lo et al 2023; Morton 2015, Rieder-Bünemann et al 2021)

➤ little attention paid to: metalinguistic talk, i.e. exchanges that deal explicitly with & topicalise language

➤ Smit & Finker (2022).

Topicalizing language in CLIL teaching at technical colleges: a micro-level analysis of language-related episodes (LREs). *English for Specific Purposes* 68: 102-115.

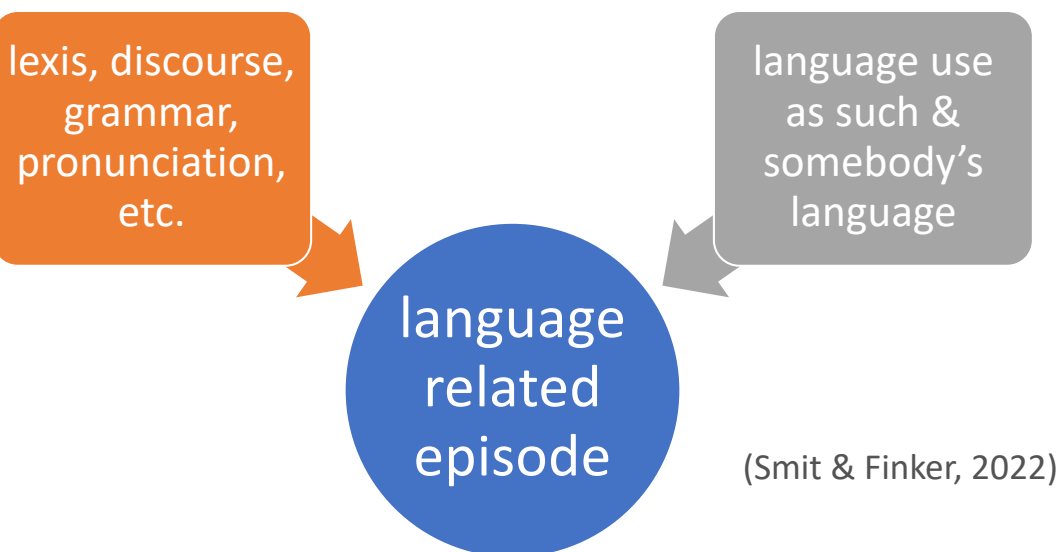


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11

12

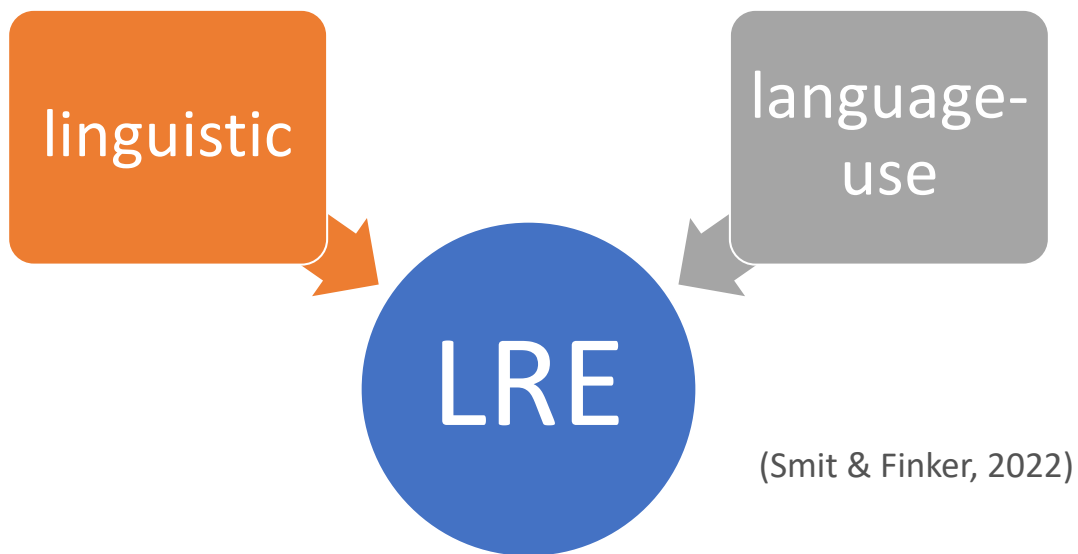
B. Topicalising language in CLIL



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12

Topicalising language in CLIL



(Smit & Finker, 2022)

Ute Smit

Exemplifying LREs

- Linguistic LRE (Extract 1):

- 1 S4 yeah then they have a map but <1>if you</1> press
uh
- 2 T <1>exactly</1>
- 3 S4 <GERMAN> **speicherplatz** </GERMAN> yeah
- 4 T which requires yes <2>uh</2> **memory use**
- 5 S4 <2>uh</2> **memory use** <3>yeah</3>

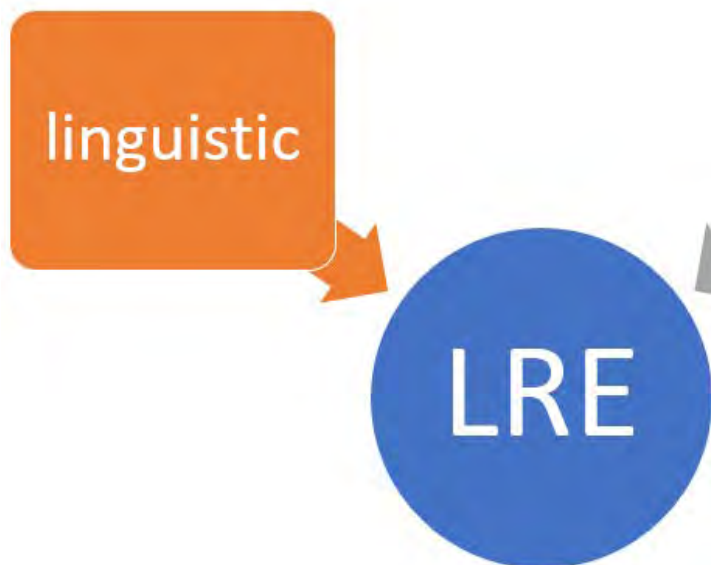
- Language-use LRE (Extract 2):

T: **try to talk in English to each other, ok?** and doing this work right now (.) whenever you finished (.) this part is done ok? (3)

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LRE research so far



in ELT: impact of topicalising linguistic features for learning them (Swain & Lapkin 1998)

in EMI:

(Basturkmen & Shackleford, 2015; Costa 2012; Hong & Basturkmen 2020)

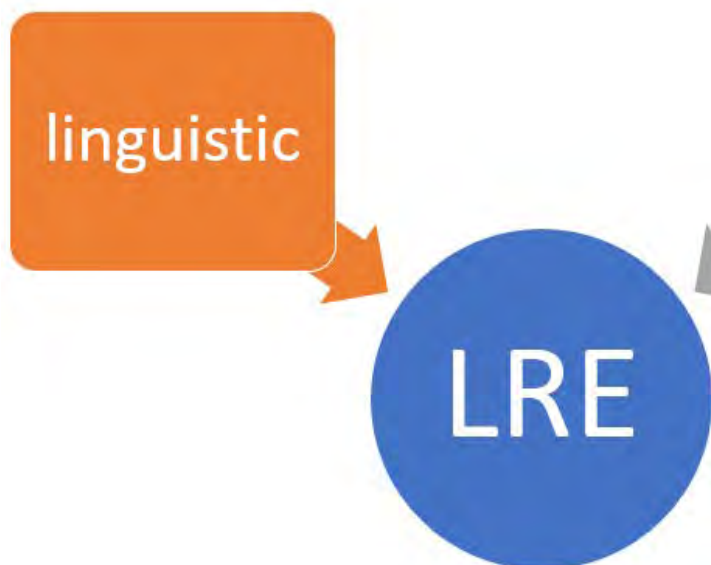
- frequent, but often incidental
- mainly on vocab
- explicit focus on technical vocab

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15

15

LRE research so far



BUT:

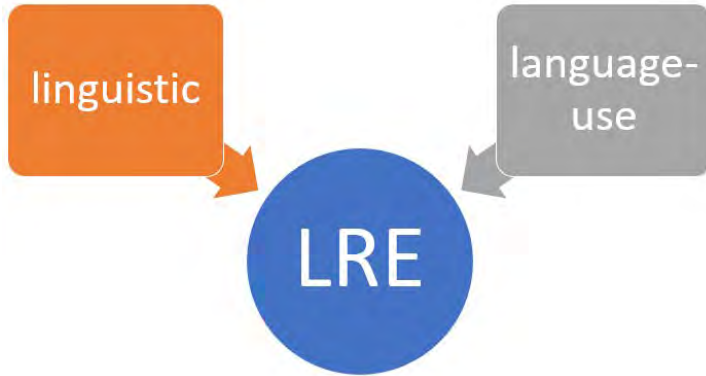
- CLIL settings have bilingual groups (\neq ELF)
- CLIL teachers' language learning aims (Dalton-Puffer et al 2021)
 - students use English confidently
 - see English as a lingua franca

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16

16

→ 'expanded LRE'



BUT:

- CLIL settings have bilingual groups (≠ ELF)
- CLIL teachers' language learning aims (Dalton-Puffer et al 2021)
 - students use English confidently
 - see English as a lingua franca

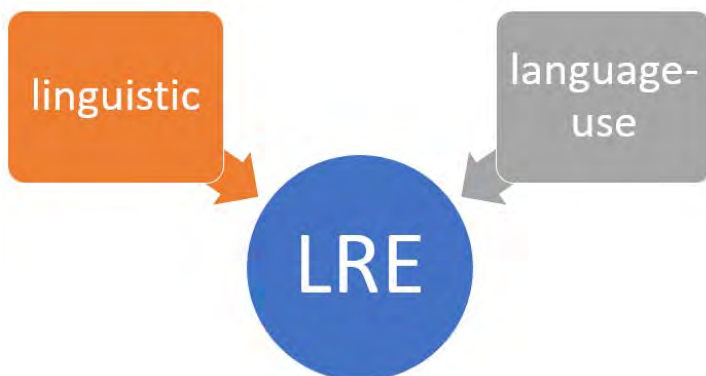
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17

17

18

Research questions



1. To what extent is language topicalized in upper secondary CLIL classes?
2. What language-related aspects are topicalized and how?

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18

Context & Study - the school type

- upper secondary schools of technology
- 5 years, grades 9-13
full university entrance qualification
- mechanical engineering, construction, mining, textile product engineering, IT...



- 72 compulsory CLIL-lessons for years 11-12 and 40 lessons for year 13
- autonomous implementation at each school (w.r.t. subjects, timing over school year...)
- ideally in coordination with the subject English

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19

19

Data set (in focus)

	Lessons	Subjects
Lessons recorded	33	
Total no. of students	120	
Case A	4	Databases & Information Systems
Case B	4	Network Engineering
Case C	4	Specialist Software Engineering
Case D	12	Introduction to Digital Signaling
Case E	9	Economics, Law & Entrepreneurship

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Data analysis - LRE categories

Language-related episodes (LREs)	
<i>linguistic LREs</i>	<i>language-use LREs</i>
discourse	language choice
grammar	language support
lexis	other
mechanical	own
pronunciation	writing

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Main findings (quan)

RQ1: *To what extent is language topicalized?*

LREs:

- occur frequently (on average once every 3 minutes)
- **BUT** cases/teachers reveal **different LRE frequencies:**
from once a lesson to once a minute

linguistic LREs: occur on average once every 4 minutes

language-use LREs: occur on average once every 7 minutes,
but so far overlooked!

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Main findings (quan & qual)

RQ2: *What language-related aspects are topicalized and how?*

linguistic LREs:

- 85% focus on *lexis* (& 9% on *discourse*), mainly technical words or expressions

language-use LREs

- 1/3 commenting on *language choice*, 1/3 on *other*, 1/5 on *own*

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Linguistic LRE - lexis

Extract 1 (Case B: Network Engineering)

- 1 S4 yeah then they have a map but <1>if you</1> press uh
- 2 T <1>exactly</1>
- 3 S4 <GERMAN> **speicherplatz** </GERMAN> yeah
- 4 T which requires yes <2>uh</2> **memory use**
- 5 S4 <2>uh</2> memory use <3>yeah</3>

- typically involves translanguaging
- often focuses on technical vocabulary
- L1 as fall-back option, but also part of intended biliteracy
- language expertise: sometimes offered by students (cp. ELFA)

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Language-use LRE - language choice

Extract 2 (Case A: Databases & Information Systems)

T try to talk in English to each other, ok? and doing this work right now (.) whenever you finished (.) this part is done ok? (3)

- often suggested / determined by the teacher
(= previous research)
- usually successful, esp. in experienced CLIL groups
- fits to teachers' teaching aims

Ute Smit

25

25

Language-use LRE - other & own

Extract 3 (Case C: Specialist Software Engineering)

T the thing here about doing this in english is u::m don't be afraid of mistakes that you make because i'm also no english teacher i just can talk a little English (.) it doesn't matter when you make mistakes i just want to get you talk English (1) ok (1) and i WILL get you talk English because (.) now this will be a dialogue now

- increase students' confidence to use English
- usually teacher-initiated & linked to their teaching aims

Ute Smit

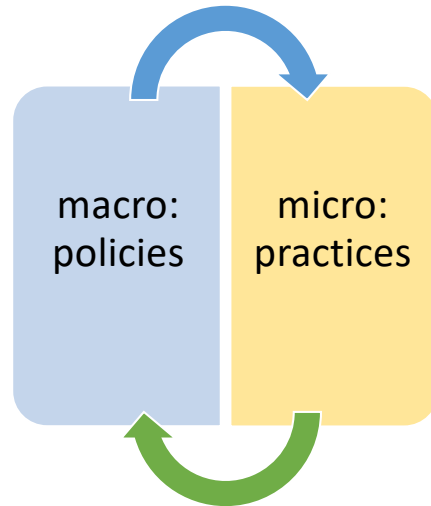
26

26

B. In sum

LREs: in-class indicators of language-focused CLIL teaching aims

- **linguistic LREs:** focus on (technical) lexis & discourse (*reflecting content teachers' language awareness?*)
- **language-use LREs** enact teacher aims to support students in using English confidently



Ute Smit

27

B. In sum

LREs: in-class indicators of language-focused CLIL teaching aims

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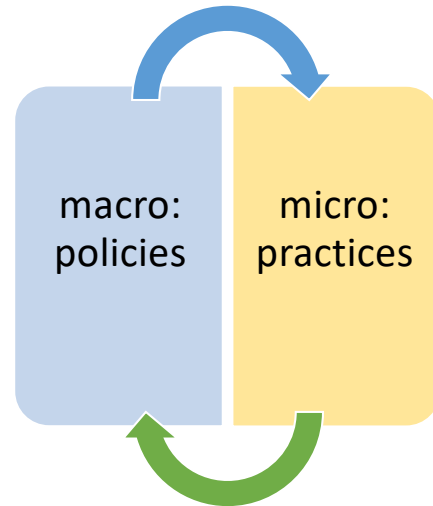
Ute Smit

28

C. Combining micro & macro

CLIL@HTL:

- and EMI
- and macro-level policies (Englishization & glocalization)



Ute Smit

29

C. CLIL@HTL and EMI (Smit 2023)

3 core (= essential) elements

- ✓ 1) English-medium education of
- 2) academic subjects other than the English language to
- 3) L2 users of English



6 flexible criteria

- a) educational level: upper secondary, English at B1/2
- b) language policies: ministerial regulations (English as target language, content subjects, esp. technical ones)
- c) relation to English language education: complementary; call for collaboration
- d) location: Austria
- e) degree of coverage: 184 lessons (in 3 years), subjects flexible
- f) optionality: not given (CLIL for all)

Ute Smit

30

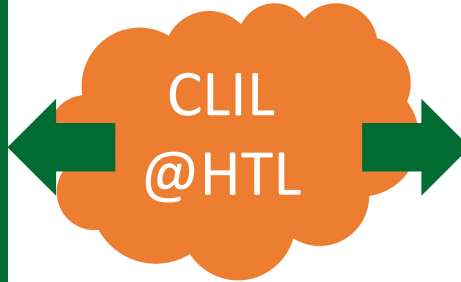
C. CLIL@HTL and the macro level

Englishization:

- access to technical know-how in English (*linguistic LREs!*)
- preparation for working internationally

BUT

- German equally relevant (school and work)
- bilingual educational practices & objectives



glocalised bilingual policy

(cp. 'globalised bilingualism' in Austria, Smit & Schwarz 2020)

Glocalization

- educating for engineering as **global** field
- awareness of (productive) English as relevant for **glocal** personal future (*language-use LREs!*)
- some pedagogical 'translanguaging' (in 'stance' and 'shifts', less in 'design'; cf. García et al. 2016)
- strongly **local** pedagogical approach (subject & region)

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Thank you
ute.smit@univie.ac.at

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Ute Smit

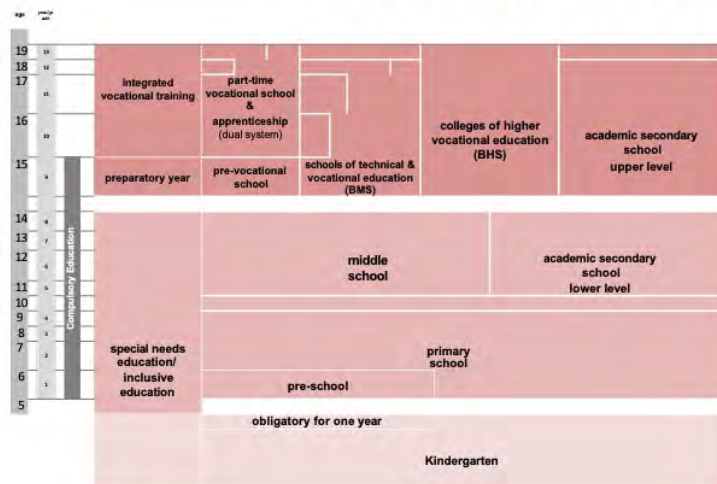
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MODERN LANGUAGE TEACHING IN VIENNESE SCHOOLS

Deborah Burger (deborah.burger@bildung-wien.gv.at)

1

AUSTRIAN EDUCATION SYSTEM AT A GLANCE



2

Educational Services Dept.

Bildungsdirektion
Wien

9 years compulsory education

1	2	3	4	5	6	7	8	9	10	11	12	13
---	---	---	---	---	---	---	---	---	----	----	----	----

primary
6-10 year olds

lower secondary
10-14 year olds

upper secondary
15-18/19 year olds

compulsory education (APS)
primary and middle schools

academic (AHS) & vocational education

3

Educational Services Dept.

Bildungsdirektion
Wien

BOARD OF EDUCATION FOR VIENNA

- Local education authority
 - Responsible for all schools in Vienna
- Point of contact for all pupils, parents and teachers

...~685 schools
 ...~27,000 teachers
 ...~241,000 pupils



Heinrich Himmer
Director



4

DIVERSITY MANAGEMENT IN VIENNESE SCHOOLS

Team of 23 specialists

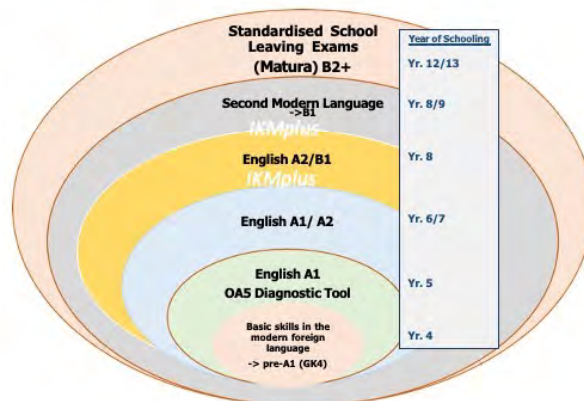
- Fields of expertise
 - Special educational needs
 - Migration and refugees
 - German language support
 - Mother-tongue language support
 - Foreign language learning
 - European key competences
 - Gifted and talented education
 - Gender pedagogy

Support/collaboration

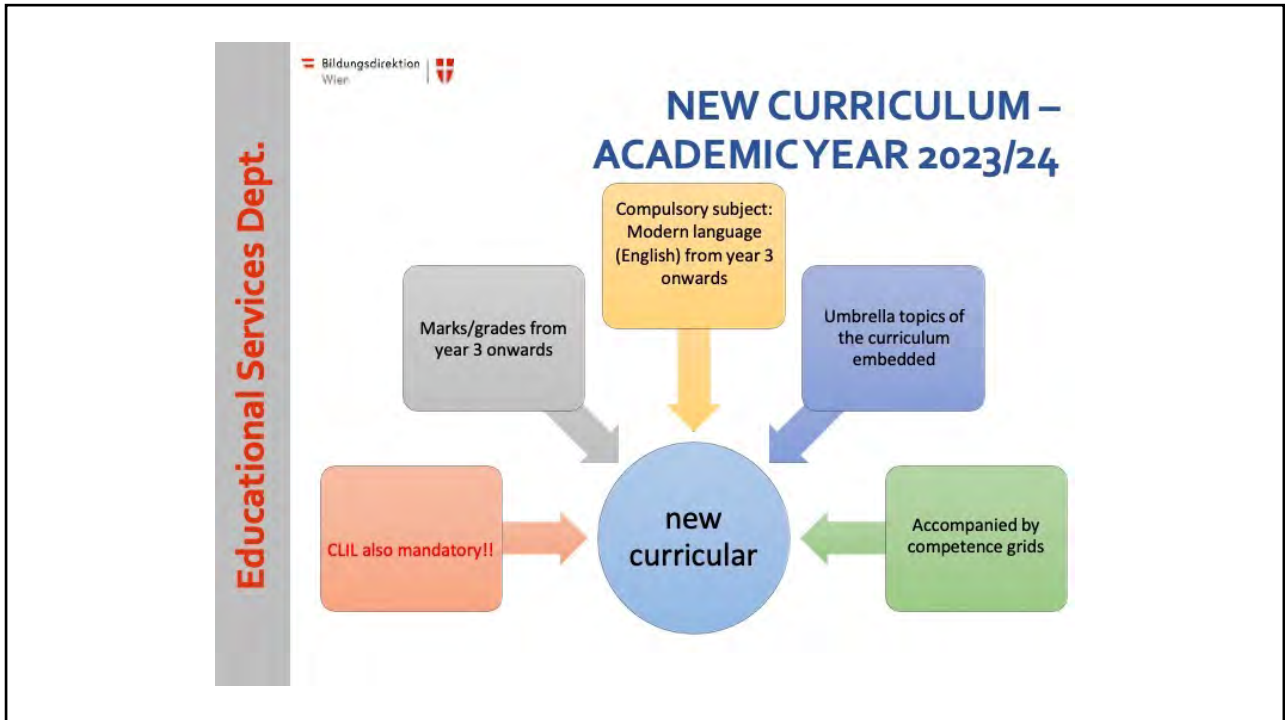
- Head of Dept. for Educational Services
- Head of school district (region)
- School quality management
- Legal dept.
- School psychologists
- Head Teachers
- Teachers
- Parents
- External stakeholders etc.

5

MODERN LANGUAGE LEARNING



6



7

ÖSZ (AUSTRIAN LANGUAGE COMPETENCE CENTER) – support for teachers

Educational Services Dept.

Bildungsdirektion Wien

The block displays several resources for teachers:

- WELCOME TO SCHOOL**: English integration in the primary school (ELL). Authors: Elisabeth Köllner, Lianne Hill, Nick Lang.
- Useful words and phrases**: CLIL-Collection of lesson ideas for Year 1.
- CLIL – Content and Language Integrated Learning**: A video resource.
- 03: Lesen und Sch...**: Another video resource.
- Lesson Examples – Basic skills 4 (GK 4)**: A grid of lesson examples.
- Die Grundkompetenzen Fremdsprache 2: Schulstufe – GK2**: Brochures for teachers and videos.

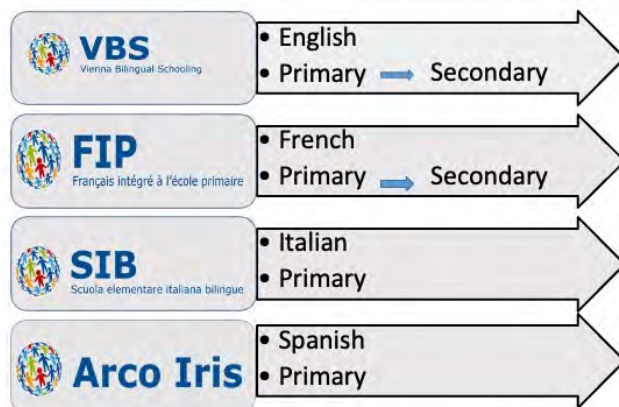
<https://www.oesz.at/OESZNEU/home.php>

8

MODERN LANGUAGE LEARNING PROJECTS



BILINGUAL PROGRAMMES








LANGUAGE PROJECTS AT PRIMARY LEVEL

 DLP Dual Language Programme	<ul style="list-style-type: none"> English taught by English Expert Native Speaker Teacher CLIL (<i>very soft</i>) Co-teaching
 GEPS Global Education Primary School	<ul style="list-style-type: none"> English taught by English Expert 3 – 5 hours per class/per week with Co-teaching CLIL (<i>soft</i>) Global Education, ICT, project work
 EPS European Primary School	<ul style="list-style-type: none"> 2 – 4 hours per class/per week with NST Co-teaching European Studies (CLIL) (<i>very soft</i>) Additional modern language in upper primary (optional)

11

LANGUAGE PROJECTS AT SECONDARY LEVEL

 DLP Dual Language Programme	<ul style="list-style-type: none"> 3 hours per class/per week with Native Speaker Teacher Co-teaching with subject teacher CLIL
 JHS Junior High School	<ul style="list-style-type: none"> ~3 hours per week with Native Speaker Teacher Co-teaching Global Studies – as subject (CLIL) Focus on ICT, Science and Arts Additional modern language (optional)
 EMS European Middle School European High School (EHS)	<ul style="list-style-type: none"> Native Speaker Teachers Co-teaching European Studies as subject (CLIL) Additional modern language (optional)
 E4U English For You	<ul style="list-style-type: none"> Native Speaker Teacher WMS (<i>WienerMittelschulen</i>) CLIL (project work)
 SIM Spanisch in der Mittelschule	<ul style="list-style-type: none"> Language learning Co-teaching CLIL Extra-curricular

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FURTHER MODERN LANGUAGE PROJECTS



Mobile NSTs (English) - primary

- Support for primary school teachers
- Preparation for new curriculum
- Professionalisation of English language teaching



School Project (English)

Financed from school's own personnel resources
English language lessons or CLIL



Hungarian - Language learning and CLIL, ateliers, extra-curricular

Spanish - Language learning and CLIL, extra-curricular



Italian – extra-curricular

French – extra-curricular

Czech - Ateliers, extra-curricular and CLIL

13

NATIVE SPEAKER TEACHERS

- Qualifications
- Employed as teachers (special contract)
- Rights and duties of 'regular' teacher
- Mostly work in a team
 - Authentic language input
 - Different approach to teaching
 - Different methods and materials

Native Speaker Teachers in Vienna		2022/23
primary school		99
middle school		57
academic secondary		66
	total	222

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Bildungsdirektion Wien

GERMAN LANGUAGE SUPPORT

Educational Services Dept.

The infographic details the following steps:

- school enrolment /start of school**: Represented by an icon of two people.
- standardised test**: Represented by a clipboard with checkmarks.
- German language support class**: Represented by a blackboard with 'abc' and text: "German language support class (primary -15 hours secondary - 20 hours)".
- assessment at the end of first semester**: Represented by a clipboard with checkmarks.
- German language support class - second semester**: Represented by a blackboard with 'abc'.
- or**
- participation in regular school timetable with extra German language support (6 hours)**: Represented by a box with text.

Deborah Burger 10

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Bildungsdirektion Wien

FIRST LANGUAGE LEARNING

Educational Services Dept.

The infographic details the following options:

- Compulsory schooling**
 - More than 200 Viennese schools
 - 21 (23) languages: Albanian, Arabic, Armenian, Bosnian/Croatian/Serbian, Bulgarian, Chechen, Chinese, Czech, Farsi, Italian, Pashto, Polish, Portugese, Romany, Romanian, Russian, Slovakian, Slovenian, Somali, Spanish, Turkish
- Academic secondary schooling**
 - More than 35 Viennese schools
 - 15 (17) languages: Albanian, Arabic, Bosnian/Croatian/Serbian, Bulgarian, Chinese, Czech, Farsi, Hungarian, Polish, Portugese, Romanian, Russian, Slovenian, Spanish, Turkish

SprachförderZentrum Wien <https://www.sfz-wien.at/> 20

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**Thank you for your
attention!**



Any questions?

CLIL IN SPANISH CLASSROOMS: SOME INSIGHTS ON DISCOURSE AND TEXTBOOKS

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Universidad de Valladolid

1

DIDÁCTICA DE LA LENGUA Y LA LITERATURA

El estudio científico de la organización de las situaciones de enseñanza /aprendizaje de la Lengua y la Literatura no como conocimiento en sí mismo sino **para ponerlo al servicio** de la acción llevada a cabo para **mejorar** la enseñanza y el aprendizaje por la consideración de los **constituyentes** de la acción pedagógica

(Ballester- Roca e Ibarra Rius, 2021 p. 16)

2

DIDÁCTICA DE LA LENGUA Y LA LITERATURA AS A SCIENTIFIC FIELD

The scientific study of the organization of the teaching/learning situations of Language and Literature not as knowledge in itself but to put it **at the service** of the action carried out to **improve** teaching and learning by considering the **constituents** of pedagogical action

(Ballester- Roca e Ibarra Rius, 2021 p. 16)

3

CLIL IN **SPANISH** CLASSROOMS: SOME INSIGHTS ON DISCOURSE AND TEXTBOOKS



4

CLIL IN SPANISH CLASSROOMS: SOME INSIGHTS ON DISCOURSE AND TEXTBOOKS

The classroom as a research context:

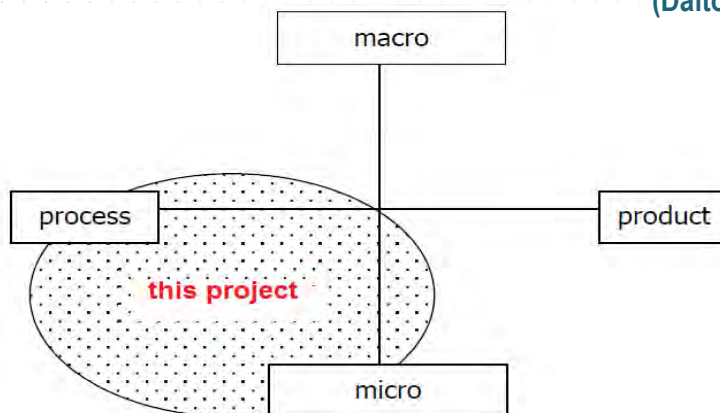
- Teacher discourse
- Textbooks



5

PERSPECTIVES FOR CLIL RESEARCH

(Dalton-Puffer and Smit, 2008)



6

CONTENTS

5 papers will be summarized in the following slides following these 4 points

1. Research Question
2. Corpus
3. Results/conclusions
4. Implications



7

Paper 1

Martín del Pozo, M. A., Gómez García, S. (2019).

Using the language triptych to **analyze** the language on a CLIL session in primary education

Available at

[Análisis cualitativo a través de la herramienta del tríptico del lenguaje en un aula bilingüe \(uva.es\)](http://uva.es)

Main point

Language in CLIL classroom

8

Language of learning

CLIL linguistic progression
Language learning and language using

Language for learning

Language through learning

Teacher: Ok, so let's go to the exercise two, please.
(Reading the exercise) Why do we need to reproduce? What would happen if we did not? Can you think of any examples of animals that did not reproduce enough?
Teacher: Answer just the last question, the others are already answered. ¿Qué significa la pregunta?
Student: Animales que no se hayan reproducido lo suficiente.
Student: Can I...?
Teacher: Yes.
Student: The answer is the snake.
Teacher: More.
Student: Dinosaurious.
Student: Iberian lynx, lince ibérico.
Teacher: Ok, they are extinguishing, se están extinguiendo. Eso significa que de esa especie hay más muertes que nacimientos, entonces se extinguen. Otro problema también es que ha habido mucha caza. Do you know more animals?
Student: The polar bear.

9

RESULTS

- Language OF learning
- Language THROUGH learning
- Language FOR learning

Teacher

64%

31%

5%

Interesting amount of LANGUAGE FOR LEARNING produced by the students but in Spanish!

LT for

- Planning
- Analysis
- Enhancing language

10

Paper 2

Martín del Pozo, M. A. (2017). Training teachers for English Medium Instruction: lessons from research on second language listening comprehension. *Revista de Lingüística y Lenguas Aplicadas*, 12, 55-63.

Available at

DOI: <https://doi.org/10.4995/rlyla.2017.6986>

Main point

Improving teaching discourse

11




Lecture structure and signalling



EMI lecturers (computer Science)

12




resources (expertise in lecturing in L1)

repetitive and stylistically weak

		Lecturer 1	Lecturer 2	Lecturer 3
Discourse structuring phase (DS)	Openers	Today's lecture is about The lecture today is We will talk/ We will describe The objectives of this talk will be	In this talk i am going We will introduce, we will see if In this very, very introductory lecture we just work with	This is the first less lesson in the course In this lesson <u>we will</u> talk about The target of this lesson is
	Sequencers	And, also The last, The third, Finally	First of all The first thing	First The second Once Until now
	Verbal Topicalizers	The <u>main notion</u> of this class, <u>Another possibility</u> in time share systems (2) <u>Another objective</u> of this lecture was What is a process? The basic issues of these notions are related in this slide We have the.	(First of all) we should tackle with Let's follow So the point here in this question The problem here is the following This has a problem , The rule is the following	For example What is a market basket? A new property of...

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- Lecturers require linguistic tools to signal lecture phases.
- Convenience of raising lecturers' awareness about DM

How? With what?

Materials for teaching listening comprehension in academic contexts could be used to learn lecture conventions

CLIL teacher /EMI lecturers are new ESP/EAP learners

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Paper 3

Martín del Pozo, M. A., Rascón Estébanez, D. (2015).
**Textbooks for Content and Language Integrated Learning:
policy, market and appropriate didactics?**. *Foro de
Educación*, 13(18), pp. 123-141.

Available at

[doi: http://dx.doi.org/10.14516/fde.2015.013.018.007](http://dx.doi.org/10.14516/fde.2015.013.018.007)

Main point

Content and language integration

15



content books : content and language objectives integrated?



Total number of books	25
Publishers	6
Years of publication	From 2007 to 2014
Course years	From 1 st to 6 th
Subjects	Science 18 Arts 5 Social Science 1 Natural Science 1 ¹
Type of book	Student's Book 17 Teacher's Guide 8

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RESULTS

LANGUAGE OBJECTIVES


- Football positions: goalkeeper, winger, full back, striker, sweeper
- Geometric shapes
- Structures: superlative form

Figure 3: Sample from Science textbook.

LANGUAGE OBJECTIVES

- Front, profile, three-quarters
- Axes of symmetry
- Structures: It's facing left/right ...

Omission of the overt reference to linguistic objectives,
 All the books emphasize vocabulary.
 «New words», «key vocabulary», «my words», «picture dictionary», «glossary»



Tell publishers!

CLIL is more than learning (science /arts) vocabulary

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Paper 4

Martín del Pozo M.A and Rascón Estébanez, D. (2019)

The Middle Ages through English, The Middle Ages through Spanish: spot the difference

Abstract available at [\(16\) María Ángeles Martín del Pozo \(researchgate.net\)](#)

Content comparison

Main point

18



difference in **content coverage**?

Social Science (History) 5th year (10 year old)



Unit	Topic
7	The Middle Ages
8	Spain in the 15th and 16th centuries
9	Spain in the 17th and 18th centuries

unidad	Tema
5	La Edad Media
6	La Edad Moderna

19

Medieval cities

In the 12th century, trade started to expand. As a result, cities grew and became more important. New cities were usually built near trade routes, such as roads and rivers.

Medieval cities usually developed around a castle. Why?

Important buildings, such as the cathedral and the town hall, were in the main square. The main square was also where the market and fairs took place. Craftpeople and artisans made products which were bought and sold by merchants.

The majority of people who lived in cities were merchants and craftsmen. Craftpeople who did the same type of work joined together to form guilds. These guilds became very powerful in the city. They controlled the prices of the products and the quality of work.

Medieval cities were protected by a large wall. Townspeople and travellers had to enter and leave the city through fortified gateways.

The streets were very narrow and the wooden houses were close together, which meant they were a great danger. Diseases spread very quickly because people lived in bad conditions, and there was no running water in the houses and no sewage system.

1 Explain why cities became important again in the 12th century.

2 Compare a medieval city with a city of Al-Andalus.

3 What were guilds?

4 Explain why the lack of running water and sewage system affected people's health.

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21

Unidad 5: La edad media Spanish	Unit 7: The Middle Ages English
Al Andalus, el invento del papel	Opener: 3 cultures
Recuerda: el estudio de la historia Fuentes históricas Medida del tiempo histórico Edades históricas	Analyse and organise - periods of Spanish history - Visigoths
La Hispania Visigoda El Reino visigodo de Toledo La organización del reino La vida en el reino	
Al Andalus La conquista y desarrollo ¿Cómo era la vida en Al Andalus?	Al Andalus The Muslims invasion Economy and society The legacy of Al Andalus
Reinos cristianos del norte Los primeros reinos cristianos y su expansión El dominio de los reinos cristianos	Christian kingdoms Stages of the reconquista Repopulation Feudalism

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Spanish	English
¿Cómo era la vida en los reinos cristianos? La sociedad medieval Las aldeas medievales Las ciudades medievales	Medieval cities
El arte y la cultura en los reinos cristianos El arte Románico El arte Gótico	Art Islamic, Romanesque Gothic Mudejar
Pongo en práctica: Línea del tiempo Visita cultural	Science project: The city of three cultures Fragile World: Muslims, Jews and Christians


23

Unidad 6: La edad moderna	Unit 8: 15 th and 16 th centuries
Pirata Barbanegra	Opener : Columbus
Comienzo de la Edad moderna	The Catholic Monarchs
Reyes Católicos	Unification of Spain
Descubrimiento.	Reforms (inquisition)
América precolombina y su conquista	The year 1492
	Conquest of Granada
	Discovery of America
(simply mentioned above)	Intolerance
	Explained (aztecas, mayas, incas)
	Products exchanged
	The discovery of America
	Columbus
	Spain after colonizing America

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Spanish	English
El siglo XVI El reinado de Carlos I El reinado de Felipe II Las consecuencias de los conflictos Reforma protestante	The Spanish Empire Carlos I Felipe II
	Science project: Spanish Renaissance Fragile World: A cultural rebirth
	Revise: Hernán Cortés

25



Spanish	English
Slightly more text information	More image
More detailed verbal recount	Historical recount in maps
Different vocabulary, connotational?	
Causes and consequences	Mainly recount

Coffin, C. (2006). *Historical Discourse: the language of time, cause and evaluation*. Continuum: London, UK.

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DIFFERENT CONVERGENCE?

BE AWARE OF

- Different relevance
- Different historical discourse
- Different perspective? Connotations?



Two "Histories"?

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Paper 5

Martín Del Pozo M.A and Rascón Estébanez, D. (2023)

Definitions in Geography CLIL textbooks

Abstract
available at

[\(16\) MARÍA ÁNGELES MARTÍN DEL POZO \(RESEARCHGATE.NET\)](#)

Main point

Presence of definitions (reception and production) in Geography textbooks

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DEFINITIONS IN GEOGRAPHY

2 Lessons

Planet Earth
Natural Landscapes

2 Publishers
4 years



The **equator** is an imaginary line that runs around the middle of the Earth. It separates the planet into two equal **hemispheres**.



Political maps. They use colours to represent political and administrative divisions.



Climate or meteorological maps. They depict the weather.



Population or demographic maps. They show population variables.

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DEFINITIONS IN GEOGRAPHY



- Definitions in text or in key words sections
- Predominance of formal definitions
 - Exposure
 - Models
 - Language bath

Production? Generation? Creation?

E In your exercise book, match each adjective to the correct definition.

leafy
deciduous
coniferous
evergreen
perpetual

with leaves all year round
losing their leaves in autumn
lasting forever
with a lot of trees and plants
producing cones and with
needle-like leaves

Passive
No explicit teaching

30

DEFINITIONS IN GEOGRAPHY



Teaching to define

Cognitive Discourse functions

cognitive processes

linguistic patterns

31

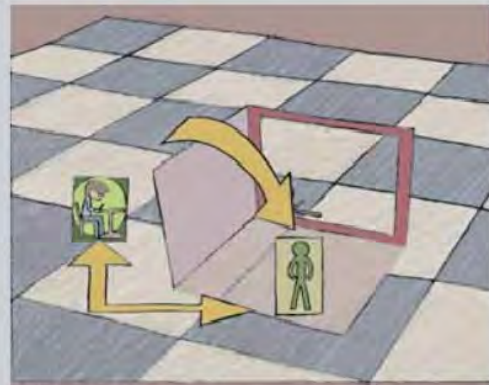
FINAL CONCLUSION

Aula convencional/Aula AICLE
Una mampara invisible, que se torna visible



Aula convencional

El profesor "explica" sin tener conciencia de que el discurso académico actúa a menudo como una mampara de vidrio invisible pero impenetrable.



Aula AICLE

La lengua extranjera utilizada como lengua vehicular consigue que la dificultad del discurso académico se torne visible a los ojos del profesor. El resultado es que el profesor organiza un complejo sistema de andamiaje que permite superar las barreras lingüísticas y cognitivas.

Metáfora de la mampara: Escobar Urmeneta (2009: 45)

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FINAL CONCLUSION

(Translation of previous slide)

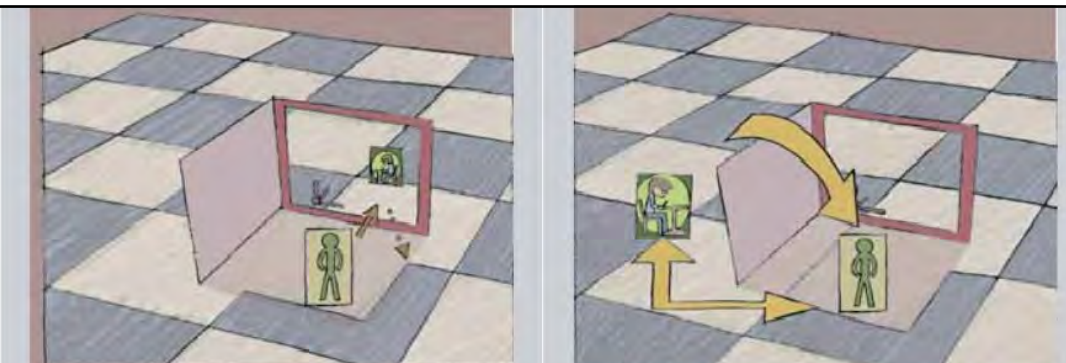
Metaphor of the invisible screen

Language has always been an invisible screen in the class

CLIL has turned it visible

Escobar Urmeneta (2009: 45)

33



L1 classroom

Teacher explains without awareness that academic discourse may often function as an invisible but impenetrable screen

CLIL CLASSROOM

Foreign language used as a vehicle makes the challenge of academic discourse visible for the teacher.

Teacher scaffolding will allow to overcome linguistic and cognitive barriers

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CLIL IN SPANISH CLASSROOMS: SOME INSIGHTS ON DISCOURSE AND TEXTBOOKS

María Ángeles Martín del Pozo
Departamento de Didáctica de la Lengua y la Literatura
Universidad de Valladolid (Spain)

Thank you for your attention



Universidad de Valladolid

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Operationalising subject literacy in a lesson planning tool for vocational CLIL teachers

Tatjana Bacovsky-Novak
University of Vienna

1

Overview

- Concepts and contextualisation
- Methodology
- Design: CLIL lesson planning tool

2

Integration in CLIL – The research-practice divide

- **CLIL**: “teaching and learning subjects in a second language (L2)”
(Ball, Clegg & Kelly 2015, p. 1)
 - **Integration** of subject and foreign language teaching methodology essential
(Mehisto, Marsh & Frigols, 2008)
 - Integration as a primary concern in **current CLIL research**: genre, CDFs, language for schooling, subject / disciplinary / pluriliteracies
(Nikula et al., 2016; Coyle & Meyer, 2021)
 - Very **little evidence** of actual integration in practice: **language aspect** often **neglected**
(Dalton-Puffer, 2007; van Kampen, Admiraal & Berry, 2018)
-

3

CLIL at Austrian technical colleges (HTLs)

- **Vocational upper secondary education** with academic and specialised technical subjects
(OeAD, 2022)
 - Qualification title ‘*Ingenieurin/Ingenieur*’ (‘engineer’) **equated to bachelor’s degree**
(Federal Chancellery of the Republic of Austria, 2017)
 - Little foreign language teaching → **72/40 mandatory CLIL lessons** per school year in grades 11, 12, and 13
(Smit & Finker, 2016)
 - Focus on **technical content subjects** for CLIL
(BMB, 2011)
-

4

Problem of practice & research gap

- **Technical expertise** but little teacher or foreign language teaching methodology training (Hüttner, Dalton-Puffer & Smit, 2013)
 - Lack of teacher **language awareness** (Wolf, 2016)
 - **Self-identification** as content teachers (compare Hüttner, Dalton-Puffer & Smit, 2013)
 - **Focus on academic school types** in CLIL research (Kontio & Sylvén, 2015)
 - Lack of CLIL **materials** and **support measures** for technical content subjects
-

5

A design-based solution to a problem of practice

- Designing a **lesson planning tool** that:
 - demonstrates the integration of content and language goals
 - makes connections between content and language explicit
 - targets the subject-specific language demands of technical content subjects
-

6

Design-related research questions and methodology

What are the design principles behind a CLIL lesson planning tool that novice CLIL teachers at technical colleges find accessible and easy to use?



- Design-based research (DBR)
- Creating a **design** that addresses a problem of practice while also advancing the **theory** behind the design (Barab & Squire, 2004)

How can a CLIL lesson planning tool (a) make the connections between content and language explicit to teachers and (b) how can this aid the actual integration of language and content goals in CLIL teaching?



- **Co-design teams** of local practitioners and researchers (Anderson & Shattuk, 2012)
- Design is refined over the course of several **research cycles** (McKenney & Reeves, 2018)

7

Design

- Currently docx.-format but plans for a digital tool
- Originally four different resources: CDF input, unit design template, lesson design template & scaffold for writing language objectives
- Based on Tedick & Lyster's (2020) instructional design for immersion and dual language classrooms & on Meyer's (2010) CLIL-pyramid unit template

8

Design

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- Based on Tedick & Lyster's (2020) instructional design for immersion and dual language classrooms & on Meyer's (2010) CLIL-pyramid unit template
- **Cycle 1:** Cognitive discourse functions (CDFs) (Dalton-Puffer 2013)
- **Cycle 2:** Bloom's taxonomy (Bloom et al. 1956)

2023

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Cycle 1 (winter semester 2021)

Cognitive discourse functions (CDFs)

"cognitive discourse functions (CDFs) constitute [...] a zone of convergence as the cognitive processes involving subject-specific facts, concepts and categories are verbalized in recurring and patterned ways during the event of co-creating knowledge in the classroom." (Dalton-Puffer 2013: 216)

Dalton-Puffer, Christiane. 2013. "A construct of cognitive discourse functions for conceptualising content-language integration in CLIL and multilingual education". *European Journal of Applied Linguistics* 1(2), 216-253.

CDF label	Sub-functions	Corresponding activities
CATEGORIZE	categorize, compare, contrast, match, structure, categorize, subsume	For example student notes, teacher input, etc.
DEFINE	define, identify, characterize	For example student notes, teacher input, etc.
DESCRIBE	describe, label, identify, name, specify	For example student notes, teacher input, etc.
EVALUATE	evaluate, judge, argue, justify, take a stance, critique, recommend, comment, reflect, appreciate	For example opinion essays, debates, etc.
EXPLAIN	explain, reason, express cause/effect, draw conclusions, deduce	For example group work, project work, etc.
EXPLORE	explore, hypothesize, speculate, predict, guess, estimate, simulate, take other perspectives	For example group discussions, role plays, opinion essays, thought experiments, etc.
REPORT	report, inform, recount, narrate, present, summarize, relate	For example giving a presentation, writing a summary, writing a lab report, exams etc.

Lesson design template

Lesson topic:	Module topic:			
Time frame:	Student number:			
Desired results:				
Primary learning objectives:				
Content objectives:	Language objectives:			
Related language:				
Content-obligatory language items:	Content-compatible language items:			
Materials and media:				
Lesson sequence:				
Duration:	Activity:	Language items needed:	Scaffolding:	Interaction format:
Evidence and assessment:				
Participation:				
Homework:				
Assessment:				

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teacher-class-dialogue

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 Time frame: _____ Student number: _____

Desired results:

Primary learning objectives:

Content objectives: _____ Language objectives: _____

Related language:

Content-obligatory language items: _____ Content-compatible language items: _____

Materials and media:

Lesson sequence:

Duration:	Activity:	Language items needed:	Scaffolding:	Interaction format:
Duration:	Activity:	Language items needed:	Scaffolding:	Interaction format:
Duration:	Activity:	Language items needed:	Scaffolding:	Interaction format:
Duration:	Activity:	Language items needed:	Scaffolding:	Interaction format:
Duration:	Activity:	Language items needed:	Scaffolding:	Interaction format:

Evidence and assessment:

Participation: _____
 Homework: _____
 Assessment: _____

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Primary learning objectives:

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Content-obligatory language items: _____ Content-compatible language items: _____

Materials and media:

Lesson sequence:

Duration:	Activity:	Language items needed:	Scaffolding:	Interaction format:
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Evidence and assessment:

Participation: _____
 Homework: _____
 Assessment: _____

10

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teacher-class dialogue

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Desired results:

Primary learning objectives:

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Materials and media:

Lesson sequence:

Duration:	Activity:	Language items needed:	Scaffolding:	Interaction format:

Evidence and assessment:

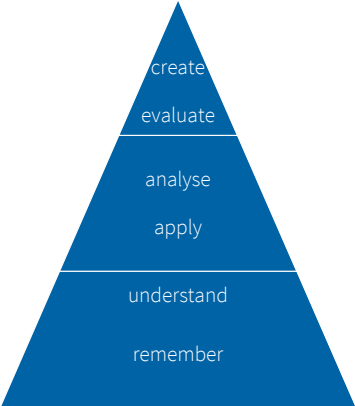
Participation: _____

Homework: _____

Assessment: _____

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Cycle 2 (summer semester 2022)



Bloom et al. (1956)

Lesson design template

Subject: _____ Module topic: _____

Time frame: _____ Student number: _____

Desired results:

Primary learning objectives:

Content objectives: _____ Language objectives: _____

Related language:

Content-obligatory language items: _____ CLIL lesson aim:
 repetition of German content
 expansion (Vertiefung) of German content
 introduction of new content

Materials and media:

Scaffolding:

Lesson sequence:

Duration:	Activity:	Language items needed:	Bloom's taxonomy:	Interaction format:
			<input type="checkbox"/> remember <input type="checkbox"/> understand <input type="checkbox"/> apply <input type="checkbox"/> analyse <input type="checkbox"/> evaluate <input type="checkbox"/> create	
			<input type="checkbox"/> remember <input type="checkbox"/> understand <input type="checkbox"/> apply <input type="checkbox"/> analyse <input type="checkbox"/> evaluate <input type="checkbox"/> create	

Evidence and assessment:

Participation: _____

Homework: _____

Assessment: _____

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Post-intervention (now)

Bloom et al. (1956)

Coyle & Meyer (2021)

Lesson design template

Subject:		Module topic:	
Lesson topic:		Student number:	
Time frame:			
Learning objectives:			
Content objectives:		Language objectives:	
Content-obligatory language:		CIL lesson aim:	
		<input type="checkbox"/> repetition of L1 content <input type="checkbox"/> expansion of L1 content <input type="checkbox"/> introduction of new content	
Materials and media:			
Subject-specific modes:			
Scaffolding:			
Lesson sequence:			
Duration:	Activity:	Bloom's taxonomy: <input type="checkbox"/> remember <input type="checkbox"/> understand <input type="checkbox"/> apply <input type="checkbox"/> analyse <input type="checkbox"/> evaluate <input type="checkbox"/> create	Language items needed:
Interaction format:			
Duration:	Activity:	Bloom's taxonomy: <input type="checkbox"/> remember <input type="checkbox"/> understand <input type="checkbox"/> apply <input type="checkbox"/> analyse <input type="checkbox"/> evaluate <input type="checkbox"/> create	Language items needed:
Interaction format:			
Evidence and assessment:			
Participation:	Homework:	Assessment:	

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universität wien

Outlook and open questions

- Currently working on data analysis & final iteration of the lesson planning tool
- *Solving the design conundrum: CDFs, Bloom's taxonomy, subject literacies?*
- *What insights from other educational contexts could help shed light on this?*

2023 tatjana.bacovsky@univie.ac.at 13

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**Thank you
for your attention!**

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【CLIL workshop Day 2】

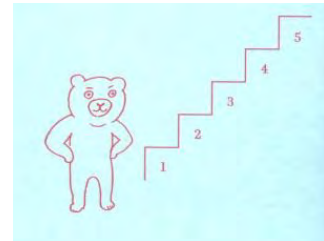


The Potential of CDF-Oriented Pedagogy (COP) in the EFL Secondary school context

---- To improve EFL learners' discourse competence

Doktoratsschule für Anglistik und
Amerikanistik (Pädagogische Linguistik),
Universität Wien

REI WADA
14.09.2023



1

Welcome to Vienna!!



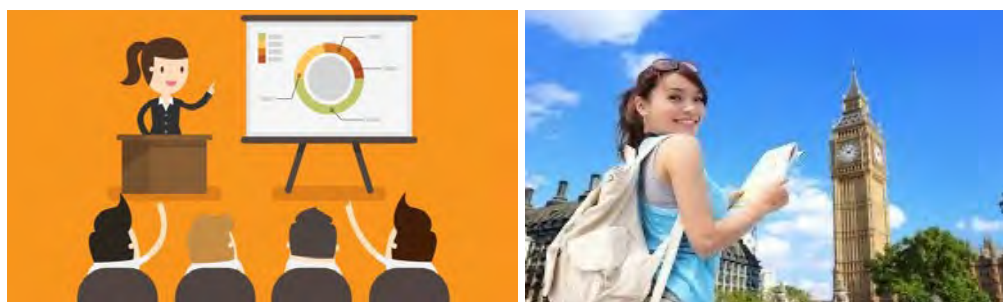
2

【Overview】 Today's Agenda

《 The tentative title 》

Developing Cognitive Discourse Function-Oriented Pedagogy (COP) & investigating its effect on EFL learners' L2 discourse competence

- 1 Introduction (Rationale)
- 2 Literature Review
- 3 Research Methods



3

Section 1

Introduction

4

【Petit workshop】 Let's enjoy a speaking activity!!

“I want to buy a gift for my host brother. He is only 4 years old. Which one should I buy for him, a picture book, animal cookies, or a T-shirt? And why do you think so?”



The answer time is 20 seconds.

5

National Academic Achievement Survey for Grade 9 Ss (MEXT, 30 July 2023)

【Criteria】

- ① Which? Opinion
 - ② Why? Reason
- (daily talk)



	Types of answer	Rate	
1	- respond to (1) & (2). - no linguistic errors.	2.9	◎
2	- respond to (1) & (2). - a few errors, but intelligible	13.1	○
3	- respond to (1) & (2). - some errors that make the meaning unintelligible	3.0	
4	- respond only to (1) - Or the reason is not appropriate.	49.5	
5	- response with errors different from those listed above (1 to 4)	8.3	
99	- Off-topic response	5.3	
0	- No response	17.8	
	percentage of correct answers	16.0	

6

Some people may say plastic bags are becoming more eco-friendly, but I recommend stores in Japan should stop selling plastic bags. **What do you think & why?**



	Types of answer	Rate	
1	- respond to (1) & (2) - no linguistic errors.	0.4	◎
2	- respond to (1) & (2) - a few errors, but intelligible	3.7	○
3	- respond to (1) & (2). - some errors that make the meaning unintelligible	1.3	
4	- response only to (1)	13.1	
5	- not direct answer to (1)	7.5	
6	- not respond to (1) and (2)	50.0	
99	- Off topic	5.1	
0	- No response	18.8	
	percentage of correct answers	4.2	

【Criteria】

- ① Which? Opinion
 - ② Why? Reason
- (Social issues)

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Intro: A Problem in JPN

Q1: Do you like learning English?

English Language Proficiency Survey (MEXT, 2018)

58.3%

Negative



85.1%

CEFR A1

an urgent need to develop learners' communicative competences

8

Intro: Educational Reform in JPN

The revised secondary school curriculum implemented from 2022 (MEXT)

*Ministry of Education, Culture, Sports, Science & Technology

Ensure that necessary *knowledge* is acquired

Develop Ss' abilities to *think, judge, & express* themselves

Cultivate the *motivation* to learn

How???

9

Intro: Validity of CLIL

MEXT

Content and Language Integrated Learning (CLIL)

Ensure that knowledge and skills are acquired

Content and language knowledge (Coyle, Hood, & Marsh, 2010)

Develop students' abilities to think, make decisions and express themselves

21st century competencies: cognitive skills, social skills, and ethical skills (Ikeda, 2016)
Cognitive skills (Marsh, 2012)

Cultivate the motivation to learn and humanity

Motivation (Lasagabaster, 2011; Lasagabaster & Doiz, 2016; Yamano, 2013)

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Intro: Contextual problems

NOT easy to shift to content-rich lessons!!

- Teaching: **linguistic knowledge** > skill (Ikeda, 2016)
- Teachers: lack of **HOW TO** do CLIL (Berd, 2015)
- Textbooks: **LOTS** > HOTS (Odate, 2023; Ikeda, 2016)
- Curriculum: **Grammar-oriented** syllabus
University exams (accuracy-oriented)
Com activity: Basic talk practice

'the continuing turmoil in JPN's EL education'

(deBoer, 2022: 157)

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Intro: Direction of my project



- Can I develop
a lesson-design framework
that can be applied in EFL in
Japanese secondary schools
&
that can be expected to
have **similar effects** to
CLIL lessons?

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Section 2

Literature Review

13

Review 1-1: CLIL

- Definition: What is CLIL?

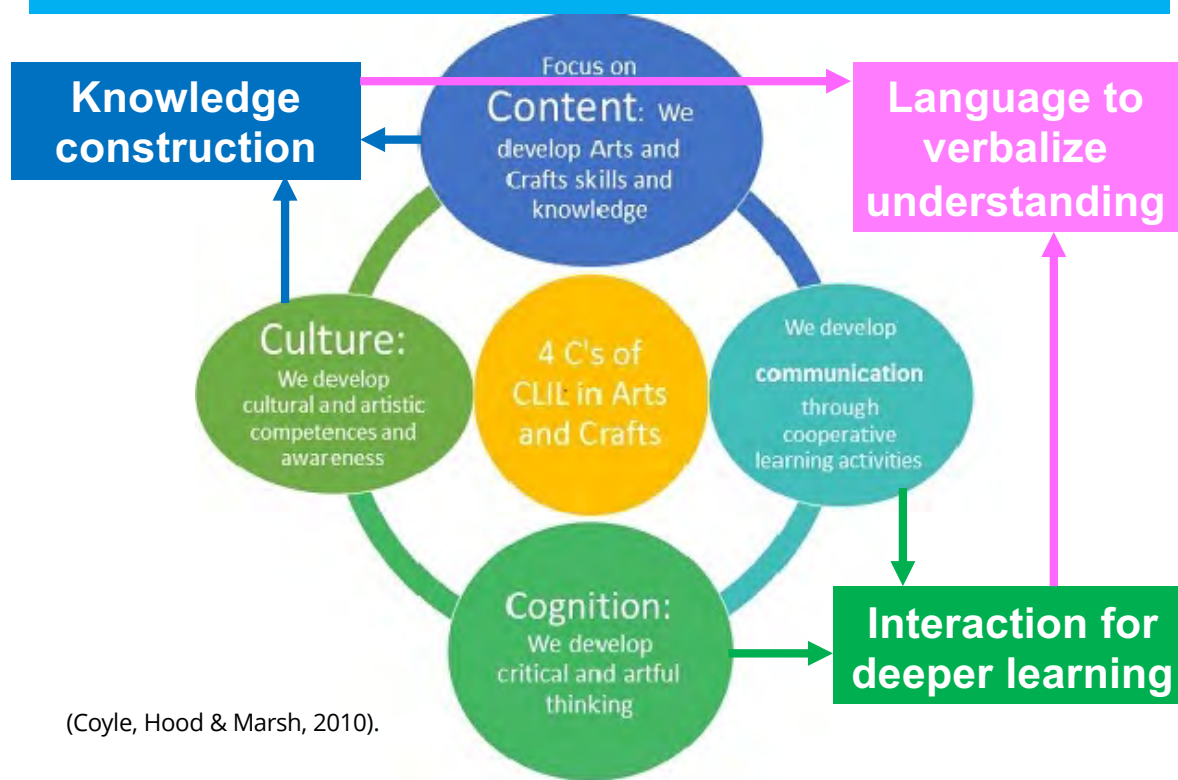
*'Content and language integrated learning (CLIL) refers to an educational approach in which **a foreign language** is used as the medium of instruction to teach **content subjects** for mainstream students'* (Nikula, Dalton-Puffer, Llinares, 2013).

*'CLIL is a **dual-focused** educational approach in which an **additional language** is used for the learning and teaching of both **content** and language'* (Coyle, Hood & Marsh, 2010).



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Review 1-2: CLIL (Framework)



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Review 1-3: CLIL (Benefits)

CLIL	EFL
Content subjects	IRF discourse
<ul style="list-style-type: none"> → Ss lexical abilities → lexical gap → attempt at filling the gap → repair is initiated by Ss <p>(Hüttner & Rieder 2007)</p>	<ul style="list-style-type: none"> → minimum Ss response → rarely stretch their lang. → not go beyond safety territory → the low incidence of GR errors in classroom talk

- Thinking skills / Social skills (Marsh 2012; Ikeda 2016)
- Motivation + / Confidence + / Anxiety - etc. (Lasagabaster, 2011)
- Positive Beliefs (Hüttner, Dalton-Puffer & Smit, 2013; 2022)

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Review 2: Integration

In recent years, research has increasingly focused on the concept of **integration** in CLIL. (Dalton-Puffer & Smit, 2013)

Every teacher is a language teacher.

Curriculum = objectives
= **academic competence**

(ex) [Modern Society competence]

- **Define** the term 'subprime mortgage'.
- **Describe** the causes that led to the financial crisis of 2008.
- **Explain** its effects on the global economy
- **Evaluate** different approaches to mitigate these effects.

(Coyle & Meyer, 2021: 80)

How can we visualise the integration?



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Review 3: Cognitive Discourse Functions (CDFs)

'CDFs are a **tangible analog** of **thought processes** and ... are visible, traceable and documentable in the observation of **classroom discourse**.' (Dalton-Puffer 2013: 231-232)

Communicative Intention	Type	Members
I tell you how we can cut up the world according to certain ideas	classify	<i>classify, compare, contrast, exemplify, match, structure, categorize, subsume</i>
I tell you about the extension of this object of specialist knowledge	define	<i>define, identify, characterize</i>
I tell you the details of what I can see (also metaphorically)	describe	<i>describe, label, identify, name, specify</i>
I tell you what my position is vis a vis X	evaluate	<i>evaluate, argue, judge, take a stance, critique, comment, reflect, justify</i>
I tell you about the causes or motives of X	explain	<i>explain, reason, express cause/effect, deduce, draw conclusions</i>
I tell you something that is potential (i.e., non-factual)	explore	<i>explore, hypothesize, predict, speculate, guess, estimate, simulate</i>
I tell you something external to our immediate context on which I have a legitimate knowledge claim	report	<i>report, inform, summarize, recount, narrate, present, relate</i>

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Review 3: 5 MA Projects to see CDFs (Dalton-Puffer et al. 2018)

	Researcher (MA)	Subject	Lessons	Total CDFs	CDFs per lesson	Focus
1	Kröss (2014)	physics	6	504	84	Content
2	Hofmann & Hopf (2015)	biology	8	619	77	Content
3	Brückl (2016)	economics	6	480	80	Content
4	Bauer-Marschallinger (2016)	history	8	265 (Ss only)	33 (Ss only)	Content
5	Lechner (2016)	English (EFL)	8	481	60	Language

In EFL: a lower incidence of CDFs

less academic topics being covered

(Dalton-Puffer, 2018)

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Review 3: Cognitive Discourse Functions (CDFs)

CDFs serve as a **research heuristic**

● Empirical research

- Breeze & Dafouz (2017)
- Nashaat-Sobhy (2018)
- Morton (2020)
- Llinares & Pozo (2020)



(Dalton-Puffer, 2013)



Communicative Intention	Type	Members
I tell you how we can cut up the world according to certain ideas	classify	<i>classify, compare, contrast, exemplify, match, structure, categorize, subsume</i>
I tell you about the extension of this object of specialist knowledge	define	<i>define, identify, characterize</i>
I tell you the details of what I can see (also metaphorically)	describe	<i>describe, label, identify, name, specify</i>
I tell you what my position is vis a vis X	evaluate	<i>evaluate, argue, judge, take a stance, critique, comment, reflect, justify</i>
I tell you about the causes or motives of X	explain	<i>explain, reason, express cause/effect, deduce, draw conclusions</i>
I tell you something that is potential (i.e., non-factual)	explore	<i>explore, hypothesize, predict, speculate, guess, estimate, simulate</i>
I tell you something external to our immediate context on which I have a legitimate knowledge claim	report	<i>report, inform, summarize, recount, narrate, present, relate</i>

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Review 3: Gap in CDF studies



Few studies on the pedagogical operation of CDFs

(e.g. Bauer-Marschallinger, 2022; Hasenbarger, in progress)

‘The CDF model may facilitate the link between thinking ... and the language needed to verbalise the thinking.’ (del Pozo & Llinares, 2021: 48)

If we can **design lessons that facilitate CDF realisation**, they may bring the same effects as CLIL ***EVEN in EFL classes*** ...



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Research Questions:

【RQ1】 What design principles are needed to encourage Ss to elaborate their verbalisation of thought process (CDF use)? **[Design from Ts' view]**

【RQ2】 What elements of CDF-oriented pedagogy (COP) do Ss feel useful to improve their discourse competence? **[Design from Ss' view]**

【RQ3】 Does COP have positive effects on the development of Ss' discourse competence?

[Local level effect]

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Section 3

Research Methodology

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3. Methodology: Intervention Study

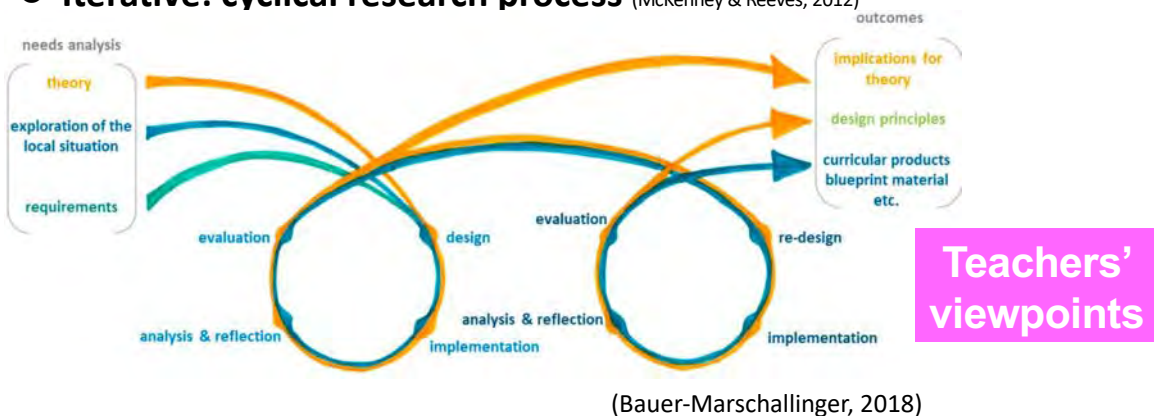
Research Questions	Method
【RQ1】 What design principles are needed to encourage Ss to elaborate their verbalisation of thought process (CDF use)?	▪ Design-Based Research (DBR)
【RQ2】 What elements of CDF-oriented pedagogy do Ss feel useful to improve their discourse competence?	▪ Interview with focused Ss ▪ Questionnaires to classes
【RQ3】 Does CDF-oriented pedagogy have positive effects on the development of Ss' discourse competence ?	<in the middle of considering>

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RQ1: What design principles are needed to encourage Ss to elaborate their verbalisation of thought process (CDF use)?

【object】 Exploring the elements that are beneficial for CDF-oriented lesson design and scaffolding required

- **DBR** examines learning in context through the **systematic design & study of instructional strategies and tools**. (The Design-Based Research Collective, 2003: 5)
- **collaborative study**: a researcher & practitioners
- **Iterative: cyclical research process** (McKenney & Reeves, 2012)



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Design Sessions (DS) with teachers

Session	T1	T2	Purposes	Findings
Observation	19 June	22 June	To see the current state of Ts lessons	<ul style="list-style-type: none"> ▪ Few/0 CDFs realisation ▪ Lang focus: drills, controlled practice, text, DQ ▪ Ss are engaged; attitudes were good
Initial mtg	30 April	22 July	Needs Analysis (problem; Wants)	<ul style="list-style-type: none"> ▪ Ss' talk is short; can't produce discourse ▪ Ts want to make pdg dialogic ▪ Ts want to enhance Ss thinking/self-expression
DS 1	08 July	29 Aug	Setting main goals for the next term	<ul style="list-style-type: none"> ▪ 👉 Increase self-expression activities ▪ At least 2 RQs per lesson to share Ss thoughts ▪ Awareness raising of target expressions via Ts talk or Modeling ▪ Presenting what to say & how to say it to facilitate CDF realization (Scaffolding)

What do you think is important for serendipity?



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Tentative image of CDF-Oriented Pedagogy

● Stage 1 (Goal design phase)

- Goal setting: Use CDF verbs explicitly
- Outcomes: Identify learning outcomes

● Stage 2 (Class implementation phase)

- Classroom interaction: Intro new topics, Use of RQs
- Task design: Focus on task prompts that elicit CDFs

● Stage 3 (Result verification phase)

- Test design: Focus on test prompts that elicit CDFs
- Assessment: Assessing student performance
with CDF-based rubrics

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RQ2: What elements of CDF-based lesson do Ss feel useful to improve their speaking skill?

[object] Exploring the elements that are beneficial for CDF-oriented lesson design and scaffolding required



Learners' Viewpoints

Ss Interview & Questionnaire
focusing on:

- Growth in discourse competence
- Useful elements for Ss to elaborate their statement
- Difference from normal EFL classes
- Difficulties in CDF lessons
- Help Ss want

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RQ3: Does CDF-oriented pedagogy have positive effects on the development of Ss' discourse competence?

- Idea 1: Pre-, Middle, and Post-Test (Speaking)
- Idea 2: Experimental study of speaking test
- Idea 3: Seeing a change in the CDF realization in classroom (Rate /Content)



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29



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Danke!!

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Cognitive Discourse Functions in Japanese Tertiary Inter-cultural studies Lessons

STEVE MCNAMARA



1

Note: for the pilot description of this study, please refer to:

**McNamara (2023), Pilot: cognitive discourse functions in intercultural studies lessons.
*Kwansei Gakuin University Humanities Review. (28) Nishinomiya, Japan***

2

Design Summary

- ▶ RQ1 = Study 1. X x 60 min interviews
(Context)
- ▶ RQ2 = Study 2. 25x90 minute observations
(Text)

“The resources of language code are used to engage with the context...that constitute the user’s social and individual reality”

(Text = semantic, pragmatic intent; function of text= governed by context)

-H.G. Widdowson, *Text, Context, Pretext*, 1978

3

RQ2,

**RQ2. How is the Cognitive Discourse
Function construct (CDF) manifesting in
language lessons that have intercultural
studies as a descriptor?**

4



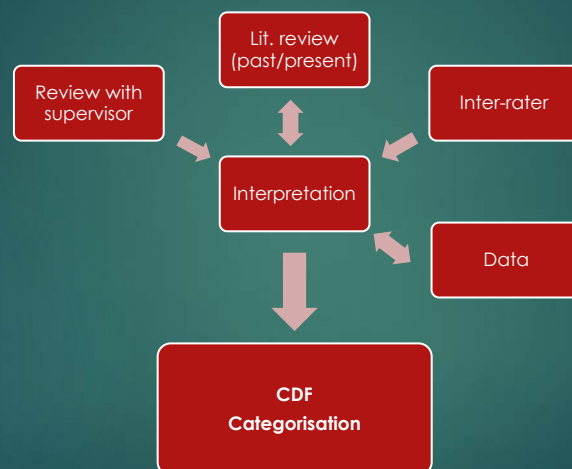
Methods: Collection & Data

- ▶ 5 x 5 90 minute lessons
- ▶ Corpus= 2250 mins
- ▶ Total= ten split channels
- ▶ Zoom H4n pro, H2n Handy; Sony IC
- ▶ Transcription: mostly orthographic, Vienna-Oxford Int. Corpus of English (VOICE)

5

Methods: Instruments (1)

(Stage 1,2)



6

Excerpt from: **McNamara (2023), Pilot: cognitive discourse functions in intercultural studies lessons.**
Kwansei Gakuin University Humanities Review. 28) Nishinomiya, Japan

This study aims at illustrating the functional intentions of speakers through their discourse, as a means of eventually describing a profile of cognitive discourse functions that constitute the subject discipline of “intercultural studies” in language-focused CLIL lessons. The study analyses naturally occurring speech in one lesson and categorises this speech into types using the Cognitive Discourse Function construct (CDF) heuristic. This study is a pilot using a small section of a full corpus, and as such has an emphasis on describing methodological choices and their appropriateness. The study focuses on the discourse semantic stratum of language using the systemic functional view of language stratification. The study acknowledges the lesson as using a soft-CLIL pedagogy, as the syllabus assesses content and language goals, even though the syllabus does not explicitly mention CLIL. The study found that DEFINE is the most frequently occurring CDF type, followed by DESCRIBE and EXPLAIN. The study found that the teacher was responsible for initiating functional moves in most cases, although realisation of the moves was equally shared between the teacher, teacher and students, and student to student. The study also notes some cognitive discourse functions operating in short, complex episodes, specifically DEFINE/EXPLAIN and DEFINE/ DESCRIBE. The results suggest that the activity types of the lesson, which were focused on vocabulary development, may be more responsible for influencing CDF output than the subject discipline itself, and therefore soft-CLIL may have a yet undiscovered CDF profile of its own that transcends its thematic foci.

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Cognitive Discourse Functions in Japanese Tertiary Inter-cultural studies Lessons

STEVE MCNAMARA



8

Scaffolding for CLIL/EMI Non-Language Teachers with Generative AI

Hirosada Iwasaki (Professor Emeritus, University of Tsukuba)

Abstract

The purpose of this study is to share the potential of using AI for “non-language” or novice CLIL teachers. While most EFL researchers have little difficulty publishing academic papers or making academic presentations in English, they face great difficulties when they teach EFL students with lower English proficiency in their specific academic fields. Therefore, this study makes the following arguments:

- (1) Background for the necessity of boosting CLIL classes in research universities, such as decreasing budget, the need to recruit more overseas students, and global competition in academia and business,
- (2) Specific difficulties which non-language CLIL teachers face when they teach EFL students, with reference to learners’ failure to understand, low-frequency words, opaque idiomatic expressions and academic terms, their failure to observe and use basic collocations, and also to teachers’ failure to paraphrase those difficult expressions and lead discussions or enhance collaborative learning in English,
- (3) Use of AI for extracting keywords with English definitions and Japanese equivalents, showing definitions and example sentences for technical terms, summarizing specific chapters or passages in plain English (by setting up CEFR levels), and correcting English,
- (4) Limitations of AI support, such as recognizing collocations and correcting English.

Part of this study is based on FD activities for non-language teachers who are teaching or who are going to teach CLIL courses for overseas students or mixed classes. Specific prompts for AI such as ChatGPT or Bing Chat (later renamed Copilot) are to be shown with the corresponding AI responses, so that it can show what kind of prompts better work for CLIL courses.

Keywords: ChatGPT, Bing Chat, collocations, collaborative, summary

1. Introduction: CLIL in Japan

Content and Language Integrated Learning (CLIL) has been gaining popularity in Japan's English language education for several reasons. First, with the focus on 4 Cs (content, cognition, communication and culture), CLIL integrates language learning with academic subjects. This enables students to engage deeply with academic content while enhancing their language skills. This holistic approach fosters critical thinking, problem-solving, and creativity.

Second, CLIL classes focus on real-world authentic topics and practical skills. This relevance is expected to motivate students, making language learning more meaningful, realistic and enjoyable.

Third, educators, including both language and non-language teachers, benefit from effective CLIL teaching. They find it rewarding and see positive outcomes in improving their own teaching skills and students' learning.

Fourth and lastly, CLIL enriches the curriculum by infusing language learning into various subjects such as science, history, or mathematics. This aspect aligns with Japan's such initiatives as Global 30 and Top Global University Project. Global 30 is an initiative in Japan's higher education, aimed at fostering internationalization within universities with the aims to promote the internationalization of universities by creating an academic environment conducive to global engagement. It focuses on enhancing both the quality of education and the acceptance of outstanding international students studying in Japan (MEXT, 2017). Similarly, the Top Global University Project is a funding initiative launched by the government in 2014. Its primary goal is to enhance the globalization of both public and private universities in Japan (MEXT, 2020). Both projects aim to create an educational environment where graduates can assume leadership positions on the global stage and

recruiting outstanding overseas students.

In summary, CLIL offers a comprehensive approach to language learning, bridging the gap between content and communication. Its popularity in Japan reflects each university's desire to prepare students for a globalized world. However, the significant challenge still remains with relatively low language proficiency among students.

2. Challenges non-language CLIL teachers face

While the CLIL has been largely accepted as observed above, still there has been a big barrier for non-language teachers to overcome even in research universities. While those researchers usually make presentations and write academic papers in English, they are not used to teaching relatively low-proficiency students in their universities.

In fact, the author's teacher training courses for CLIL conducted in 2018-2023 in one research university in Japan's Kanto area shows that those current or expected non-language CLIL teachers have such worries as below:

- They are not confident in teaching students who are not used to being taught in English.
- They are concerned about teaching language problems, such as structural, lexical or grammatical problems students may face.
- They are worried that they can teach less and their students can learn less in academic courses when English is a classroom language.
- It is very difficult for them to teach high-proficiency overseas students together with those Japanese students in the same courses.

These are very common worries CLIL teachers have in common, and with good reason. Take EF English Proficiency Index (EF EPI, 2023), for example. This is an annual ranking that measures the English language proficiency of non-native English speakers in different countries around

the world. The index is produced by EF Education First, an international education company that specializes in language training.

EF EPI uses a standardized online test called the EF Standard English Test (EF SET) to assess participants' English language skills. The test evaluates reading and listening comprehension, as well as grammar and vocabulary. The results are compiled to generate a proficiency score for each country. Their 2023 ranking of 113 countries shows the top 10 countries as follows:

1. Netherlands
2. Singapore
3. Austria
4. Denmark
5. Norway
6. Sweden
7. Belgium
8. Portugal
9. South Africa
10. Germany

As shown here, they are European countries or once colonized countries whose languages are closer to English. As for Asian countries, while Korea and China are ranked 49th and 82nd, respectively, Japan is ranked 87th. It should be noted that the participants voluntarily take the test, so the sample may not be fully representative of the entire population in a given country. Therefore, the ranking must be interpreted with caution, but still it shows the relative low proficiency of English among Japanese people.

The problems of Japanese students' low proficiency of English, especially their lower productive skills, can be observed in many studies. For example, Parsons and Caldwell (2016) claim that low-proficiency students in Japan have difficulty coping with the degree of complexity and specialization of university-level courses taught in English. To

address this issue, two multi-week EFL projects, including the adoption of problem-based learning activities, were undertaken. The study found that content and language integrated approaches could influence the attitudes of low-proficiency students to the study and learning in English language education in university.

While this study shows the struggle of CLIL teachers and their relative success in CLIL lessons in Japan, how and what kind of language support were given to each learner is not fully mentioned.

3. AI Support 1: Making a glossary

The observation above and many others indicates that in Japan's CLIL courses for lower-proficiency students need to take the form of soft CLIL, at least initially. However, non-language teachers are not prepared for providing language scaffolding. What follows, hence, shows that those teachers can use generative AI such as ChatGPT or Bing Chat (later renamed Copilot), so that the language support can be done in an effective way.

We use one of the TED Talks as a sample material here, because TED Talks can help students improve their listening skills, vocabulary, pronunciation, grammar, and presentation with their authenticity. They can also be used to bring questions, discussions and even diverse conflict into class, achieving CLIL's 4 Cs.

However, Iwasaki (2022) shows that TED Talks and TED Ed videos often include a substantial number of low-proficiency words, making it challenging for learners to view and understand them, not to mention reproduce or summarize them. So what follows shows such language support as making a collocation-based glossary, paraphrasing difficult words or idioms, and summarizing the content.

The sample material used here is "A test for Parkinson's with a phone call" (about 6 min., 1108 words in the transcript). In this talk, Max Little, an applied mathematician, addresses the challenge of detecting

Parkinson's disease early and objectively. So this talk can be used as an introductory material to gain medical and social insight into this disease.

The first step is to prepare a glossary, or preferably a collocation-based glossary so that students can use the vocabulary for their discussion or presentation. The prompt for ChatGPT (3.5) may be “Make a list of low-proficiency words with their meanings in Japanese and English” with the transcript cited. What follows is part of the glossary generated and simplified by the author for ease of reference.

1. Peculiar 特異な Unusual or strange
2. Virtuoso 名手 A person highly skilled in a particular art or activity
3. Neurological 神経学的な Relating to the branch of medicine dealing with the nervous system
4. Incurable 不治の Unable to be cured
5. Tremor 震え Involuntary shaking or trembling
6. Rigidity 堅牢性 Stiffness or inflexibility
7. Logistical 物流の Related to the organization and implementation of a complex operation
8. Biomarkers バイオマーカー Indicators of a biological state or condition
9. Invasive 侵襲的な Involving the introduction of instruments into the body
10. Non-expert 非専門家 Someone who is not a specialist in a particular field
11. Scalable 拡張可能な Capable of being easily expanded or upgraded
12. Confounding 混同する Confusing or complicating
13. Massive 大規模な Extremely large or substantial
14. Logistical 物流の Relating to the organization and implementation of a complex operation
15. Conclusive 決定的な Serving to prove a case; decisive
16. Initiative 主導権 An introductory act or step; leading action
17. Progression 進行 The process of developing or moving

gradually towards a more advanced state

Most of them are retrieved with correct meanings. The exception is “initiative” which is used in the phrase “Parkinson's Voice Initiative” in the speech, referring to the speaker’s project. Therefore, its meaning should be “an important new plan or process to achieve a particular aim or to solve a particular problem” (*Longman dictionary of contemporary English*). Thus, while a brief manual check may be necessary, the AI gives a practical glossary.

It should be noted, however, that the above partial list does not include any collocations, or habitual combinations of words, which are vital for productive skills in language class (Iwasaki, 2022). For example, even if students know the Japanese equivalent to “hypothesis,” they cannot use it in context unless they are aware of such collocations as “formulate a hypothesis,” “accept the hypothesis” or “reject the hypothesis.” Therefore, one may use the prompt focusing on collocations: “Extract "verb + noun" collocations and "adjective + noun" collocations from below and show their meanings in English.” The following is a partial list of extracted collocations and their meanings in English (with Japanese omitted for ease of reference).

Verb + Noun Collocations:

1. do applied math: Engage in the field of applied mathematics.
2. give (you) some attempt: Make an effort to explain.
3. save on (a difficult trip): Reduce the need for a challenging journey.
4. achieve (this): Accomplish this.
5. launch (the Parkinson's Voice Initiative): Introduce or start the Parkinson's Voice Initiative.

Adjective + Noun Collocations:

1. peculiar problem: Unusual or unique issue.
2. extraordinary level: Exceptionally high degree.
3. high level: Advanced degree.

4. initial suitability: Suitability at the beginning.
5. genetic component: Genetic part or factor.
6. neurological disorders: Disorders related to the nervous system.
7. extraordinary ability: Exceptional skill or capability.
8. incurable weakness: Permanent weakness that cannot be cured.
9. objective tools: Tools with a clear and unbiased purpose.
10. clinical trials: Medical trials involving patients.
11. digital microphone: Electronic microphone.
12. precision voice analysis: Accurate analysis of voice.
13. machine learning: Advanced computer learning.
14. ultra-low cost: Extremely low cost.
15. massively scalable: Able to be expanded on a large scale.
16. routine checkup: Regular medical examination.
17. high-frequency monitoring: Regular and frequent observation.
18. clinical trials: Medical experiments involving patients.
19. population-scale screening: Large-scale examination of a population.
20. confounding factors: Factors that may affect the results.

While some are not collocations (for example, “achieve this”), most of them are quite useful and informative. The definitions of each collocation not only helps understand the text but also explain these expressions (Note that Japanese equivalents are omitted for ease of reference). Therefore, it is advised to prepare a collocation-based glossary for using vocabulary later in discussions or presentations.

4. AI Support 2: Paraphrasing difficult words or idioms

The second language support includes paraphrasing. This overlaps with collocations and their meanings, but paraphrasing aims at rephrasing difficult words or idiomatic expressions for non-native speakers of English, rather than understanding them.

Therefore, the teacher may quote some of the difficult expressions or request students do so, and then use the AI to paraphrase them. The

prompt may be “Paraphrase the following sentences for kids” to make them easier to understand. Instead of “for kids,” one may specify “CEFR A1 level,” for example. (The output is edited for ease of reference.)

Original expressions to paraphrased expressions

1. Ballet requires an extraordinary level of expertise.
→ Ballet requires a very high level of skill.
2. Ballet probably requires a level of initial suitability that may well have a genetic component to it.
→ Ballet probably needs you to be good at it from the start, and that might be because of something in your genes.
3. They have to live with incurable weakness, tremor, rigidity and the other symptoms that go along with the disease,
→ People with the disease have to live with things like weakness, shaking, stiffness, and other problems that come with the sickness.
4. The neurologist's test is non-invasive.
→ The test from the doctor for the brain is safe and doesn't involve putting anything inside your body.
5. When something becomes ultra-low cost, it becomes massively scalable.
→ When something becomes super cheap, it can be used by a lot of people.
6. We can reduce logistical difficulties with patients.
→ We can make it easier for people to get help by using less complicated plans.
7. There is no need to go to the clinic for a routine checkup.
→ You don't have to go to the doctor's office for a regular checkup.
8. We can do high-frequency monitoring to get objective data.
→ We can keep track of things often to get the real facts.
9. We can perform low-cost mass recruitment for clinical trials.
→ We can get a lot of people to join studies about sicknesses without spending a lot of money.
10. We can make population-scale screening feasible for the first time.
→ We can check a large number of people to see if they might have

a sickness for the first time.

Example 2 may be a bit unclear, but most of them appropriately paraphrase or rephrase the original sentences.

5. AI Support 3: Summarization

Probably the most powerful function of generative AI is summarization. This function may be used by the teachers when they want to outline specific speeches, lectures, or even book chapters to students. As for the present material, the prompt can be “Summarize the following text in 200 words.” With this prompt without any indication of text levels, the 1108 word text has been condensed into a less than 200 word summary as shown below.

In this talk, Max Little, an applied mathematician, addresses the challenge of detecting Parkinson's disease early and objectively. He draws an analogy between the precision required in ballet dancing and the intricate coordination of vocal organs during speech. Noting the lack of biomarkers for Parkinson's, he proposes a novel solution using voice analysis as a diagnostic tool.

Traditional clinical tests for Parkinson's are expensive, time-consuming, and not easily accessible. Max suggests leveraging digital microphones and machine learning to analyze voice signals, offering a non-expert, high-speed, and low-cost alternative. He introduces the Parkinson's Voice Initiative, a project in collaboration with Aculab and PatientsLikeMe, aiming to collect a vast number of voice recordings worldwide. Individuals, whether healthy or with Parkinson's, can call in, leaving recordings that contribute to data analysis.

Max highlights the potential of voice-based tests to revolutionize disease detection, reducing logistical challenges for patients and enabling high-frequency monitoring. The initiative also facilitates

low-cost mass recruitment for clinical trials and makes population-scale screening feasible. Max claims a remarkable 99 percent accuracy in their voice-based tests, envisioning a future where individuals can call in from their mobile phones for self-administered tests, providing doctors with valuable information about disease progression.

When this text goes through CEFR-based Vocabulary Level Analyzer (CVLA; ver. 2), the result shows that the estimated text level for this summary is Level C2, which is a native speaker's level and is too high for Japanese students.

The following is the paraphrased version of the third paragraph above as an example, with the prompt "Paraphrase the following for CEFR A1 level."

Max talks about how using voice-based tests can change how we find diseases, making it easier for patients and allowing us to check more often. This idea helps recruit people for medical studies without spending a lot of money and can be used to check many people in a population. Max says their voice tests are very accurate, at 99 percent, and he imagines a future where people can call in from their phones to do tests themselves. This way, doctors can learn important things about how the disease is getting worse.

The CVLA indicates that this is still a B2.1 level text, but it HAS become easier, rephrasing "revolutionize disease detection" as "change how we find diseases," "reducing logistical challenges for patients and enabling high-frequency monitoring" as "making it easier for patients and allowing us to check more often," etc.

6. Conclusion

This paper has shown that while CLIL has substantial significance in Japan's higher education, teachers, especially non-language teachers, still

have great difficulties implementing CLIL for students with low-proficiency in English. In order to address this issue, the use of generative AI has been proposed so that both teachers and students find the material easier and more accessible with AI-generated glossaries, paraphrasing, and summarization.

Although this is yet to be experimented in a quantitative method, the potential of generative AI in CLIL courses are quite promising for both teachers and learners.

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CLIL Seminar at University of Vienna 2023

-Cognitive Development and Linguistic Complexity-

Kazuko Kashiwagi (Shitennoji University)

I Promenade ~Let's go on a Journey~

II Seminar ~Seminar scenes in University of Vienna~

I Promenade ~Let's go on a Journey~

For the first time in six years, I was able to join the Vienna training program planned by CLIL-ITE. Due to the university's ever-increasing responsibilities, I was only able to participate in the seminar for two days. I was very much looking forward to seeing the city, reading doctoral dissertations at the Textbook Center at the University of Vienna, and investigating firsthand the consistency of textbooks from age 6 to 15. As for English education in Vienna, the native language of many people is German, and while English is close in etymology, it is somewhat different from the highly developed academic English of the Scandinavian population. Yet, English education is somewhat successful, students are free and open-minded and often express their opinions, both in innovative schools such as the International Baccalaureate and in general public schools. However, there are few occasions when "English" is necessary in the capital of music, as exemplified by the Vienna Opera House. I took some photos of the city and noticed that the language landscape in the old city is 98% German. I attended middle school and high school classes during a visit to a school in Vienna in 2016. Content teachers in physics, music, and other subjects also used English moderately, as if the rich scientific and cultural content of the Austrian nation could not help but be utilized in English classes. When we arrived in the city of Vienna, as expected, we could still see the summer vacation atmosphere here and there, and people were dressed in pink, yellow, and white, which looked great against their tanned skin. Mr. and Mrs. Wada, who are staying as doctoral students at the University of

Vienna, took us to enjoy a long afternoon time at the Heuriger in the suburbs. The grapes are just being prepared for wine, and at this time of year, the first such juice is available in a wine called Schulze (pictured below). However, the Schulze is not yet available. It was the final round of summer. While eating Viennese cutlets with Austrian wine selected by the sommelier at an open café in a restaurant, I heard the sound of horses' hoofs and the bells of the majestic Stephanskirche (Stephans Church).

Final Round of Summer



Heuriger



Seminar



Ms Takasago, Me, Dr Christiane, Mr Wada



CLIL Materials

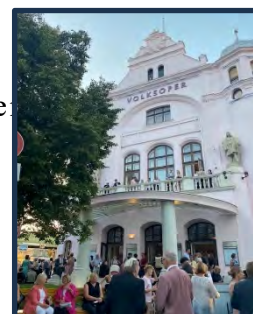


Discussion



This was my first time in Vienna in September. There, I was scheduled to speak about haiku at a seminar workshop, so I took a lot of pictures in Vienna at the end of summer, finding a typical September atmosphere. The last remaining bunch of the grape trellis, the outdoor accordion player, and the pears on the side street stand are all seasonal. In Japan, people change their clothes in September, even if it is still hot, and start wearing autumnal clothes, but in Vienna, people seemed to want to enjoy wearing short sleeves until the very last minute.

Seasonal words in September:
 A bunch of grapes
 An outdoor accordion player/
 A musical at Volksoper
 “Fiddler on the Roof”



Walking tour in the old town



Linguistic landscape in Vienna



II Seminar ~Seminar scenes in University of Vienna~

Many researchers and teachers at the seminar were from Tokyo, Chubu, Kansai, and Kyushu. He himself has a wealth of experience in CLIL practice. Discussions and questions continued with as much vigor as those of the Austrian researchers, and laughter abounded. The experience of actually hearing it from its author in a lecture, although they had read it in an article in an international journal, would change the participants'

way of studying in the future. It was also clear that any prominent paper is a work of practice, careful analysis, conceptualization, and illustration, each of which is conveyed in an easy-to-understand manner to those who will inherit it. It is better, in my opinion, to take even one piece of data and stare it. Based on Dr. Sasajima's advice, I would like to reconsider the importance of CLIL and qualitative research. Since my participation in the seminar was only one and a half days, here is a short summary of what I learned from Prof. Dalton-Puffer's 7CDFs and CLIL research and Prof. Julia Huttner's workshop.

Note 1: Development and issues on CLIL in Austria

While the academic leadership at the University of Vienna has contributed to an increase in the number of CLIL researchers, implementing CLIL in public schools presents challenges. The national administration has developed textbooks to align with the goals of 21st-century OECD education, but it has not elucidated the teaching process. Although 90% of teachers are familiar with the term CLIL, only 10% have recognized their capacity to implement it. Noteworthy progress is being made in private schools and through grassroots CLIL initiatives. CLIL-type English classes constitute 35%-60% of the total, and EFL (foreign language classes) are observed in approximately 30%-40% of classes. This underscores the importance of addressing three specific areas of teacher competence:

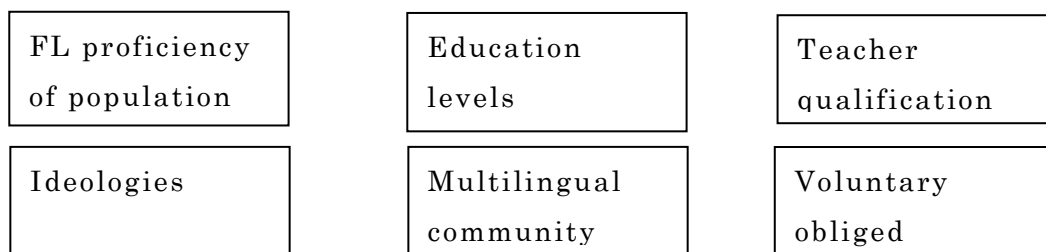
- 1 . The ability to develop multifaceted foreign language learning.
- 2 . The ability to interculturally develop tasks and curriculum.
- 3 . Analytical design thinking skills using evidence.

As a potential remedy, the nature of teacher training needs transformation, adopting a transitional approach that incorporates reflective practice. Efforts are being made to bridge the gaps between tests, lessons, and textbooks, highlighting a resonance with similar issues in Japan.

Note 2: CLIL's many and varied possibilities

CLIL is not a method of teaching, but rather a method of rich-content learning, which includes the interest of everyday life, socializing. CLIL has a variety of focuses, and therefore requires a variety of qualities from the schools and teachers who are teaching it.

CLIL has many faces:



Note 3: CLIL Integration Model Elaborated by Lin & Wun (2022)

The diagram below illustrates the CLIL integration model developed by Lin in 2022. Examining the first of the concentric circles reveals the keyword "Thematic Patterns." This implies that each subject or discipline employs thematic grammar patterns specific to that field, warranting our focused attention. For instance, biology classes frequently use terms like produce, consist of, is, an, etc. The most commonly utilized themes in CLIL, as per student surveys, are 1. physics (504), 2. biology (8), 3. business (6), and 4. history (8), in that order.

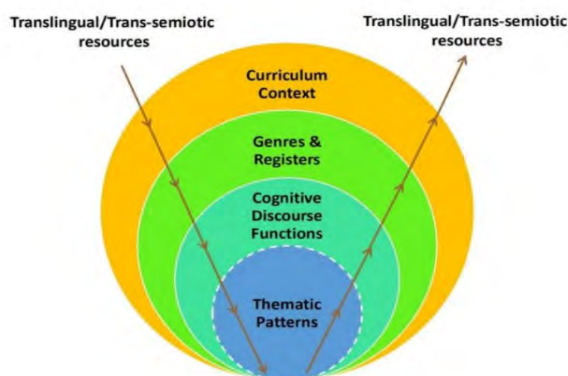


Figure adapted from Lin&Wun(2022)

Note 4: Seven cognitive discourse functions

In CLIL, it may be possible to analyze the cognitive development of teacher-student discourse during the learning process by referring to the Seven Cognitive Discourse Functions (7CDFs). The CDF construct, as presented by Dalton-Puffer and Bauer-Marschallinger (2019, p.35), serves as a projection of learners' cognition, focusing on the cognitive processes of verbalization. In essence, the 7CDFs represent communicative processes. As illustrated in the table below, these functions have become widely recognized among CLIL researchers. One participant inquired, "How did you come up with these 7CDFs?" To this, it was suggested that the researcher's initial step involved classifying "verbs" into types in CLIL research over an extended period. The main concepts can be summarized as follows:

- 1 . L1 and L2 exhibit remarkable similarity in structural realization, with more abstractions expressed in L1.
- 2 . In both L1 and L2, the teacher's metatalk and ability to elicit student utterances, analyzed with reference to 7CDFs, proceed at cross-purposes with cognitive development.
- 3 . In foreign language learning, the sequential order of acquiring a language is listening, understanding, and then reading. However, cognition occurs simultaneously during listening, and the learner's brain may alter the ratio of cognitive and linguistic complexity. This interwoven phase of cognition and language is challenging to observe due to the delayed nature of the learner's language output. Nevertheless, anchoring the process in the categories of 7CDFs is possible.

III Summary and Gratitude

~ **Gratitude for CLIL-ITE and seminar lecturers** ~

In summary, considering the current state of CLIL in Japan, a shift from "CLIL tried first" to "integrating both cognitive development and

linguistic complexity" seems necessary for the future. The balance between these two areas might be less apparent and could be designed based on the educational level, school environment, teacher meta-talk, subject-specific "Thematic Patterns," and the deepening of task and question types. Though the latter part of the workshop presented specific examples of teaching, however, this summary may be inadequate due to my two-day attendance.

Finally, I express my gratitude to Dr. Christiane Dulton-Puffer, Dr. Ute Smit, and colleagues from the English departments at the University of Vienna. Additionally, thanks to Dr. Teresa Ting, Dr. Dario Banegas, and other the esteemed speakers from various countries who participated in this dialogic talk. The seminar, led by Dr. Sasajima Shigeru and CLIL-ITE, proved to be a productive and enlightening time.

References:

Dalton-Puffer, C., & Bauer-Marschallinger, S. (2019) Cognitive discourse functions meet historical competences: Towards an integrated pedagogy in CLIL history education. *Journal of Immersion and Content-Based Language Education*, 7(1), 30-60.

Wu, A., & Lin, A. (2022) Thematic patterns, Cognitive Discourse Functions, and genres: Towards an Integrative Model for CLIL. *Journal of Immersion and Content-Based Language Education* 10(2). 230-264. DOI: 10.1075/jicb.21024.wu

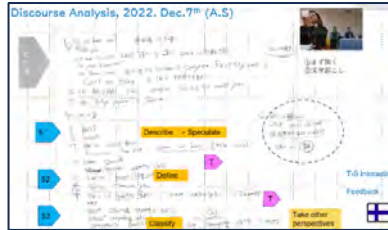
Appendices:

Assessing CLIL implemented in a multidisciplinary approach in Japan:
Focusing on teachers' 21st century skills (K.Kashiwagi, 2023. Sep.14th)

Integrating Haiku CLIL with pluri-linguistic approach



Haiku in English
Haiku to the world



Teacher-Student Discourse



Reflections on the CLIL Summer Seminar in Vienna in 2023

Mayumi Takizawa (Bunkyo Gakuin University)

This report begins with a brief look at the Austrian education system and Content and Language Integrated Learning (CLIL) there. Unfortunately, however, due to a scheduling conflict with another seminar I attended in the Netherlands, I couldn't observe any CLIL classes at schools in Vienna. Instead, I would like to share my reflections on Dr. Teresa Ting's workshop, "CLIL, as seen from the perspective of how the brain likes its information, or not" (Ting, 2023) and Dr. Makoto Ikeda's talk, "Developing sustainable English language competencies: A framework for Soft CLIL 1 and material design", which focused on the development of thinking skills and conceptual knowledge — a topic that have recently captivated my interest for better understanding to enhance the design of my own future CLIL lessons.

The Austrian education system and CLIL

1) Key features related to organisation and structures (Figure 1&2)

"Since 2010, obligatory kindergarten attendance has been introduced for 5-year-olds (i.e. children one year before school entry). An important aspect of the Austrian school system is the strong diversification of programmes at all levels of education. Austria has put in place a strong vocational education sector. Traditional early streaming (at ages 10 and 14) has been subject of educational reforms but remains a fact. General compulsory schooling lasts until the age of 15 in Austria. Since the 2016/17 school year, all youths who have not yet reached the age of 18 will be required to engage in education or training after completing general compulsory schooling. They should as far as possible complete some form of education or training that goes beyond the compulsory school-leaving qualification" (European Commission, 2023). While, academic secondary schooling starts at the age of 10 and mainly continues to university-level education.

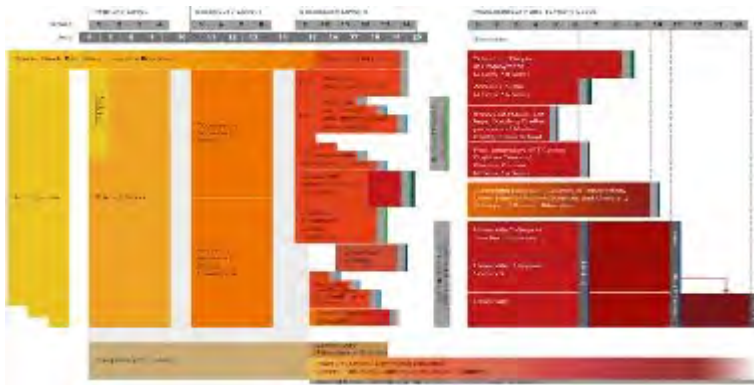


Figure 1 2023 © OeAD



Figure 2 ©MEXT

According to one of the seminar’s presenters, Ms. Deborah Burger from the Vienna Board of Education, in the new curriculum, English is a mandatory subject starting from Year 3 in primary school. Soft CLIL in English is introduced in language projects through team teaching by a home room teacher (HRT) and a native-speaking teacher (NST). Also, as modern language learning projects, Erasmus+, the EU programme for education, training, youth, and sport, is integrated into the school curriculum, particularly focusing on ICT, European studies, and global studies. Personally, I've been very interested in Erasmus+, and fortunately, I had an opportunity to participate in two Erasmus+ meetings in October after this CLIL Summer Seminar; one in Portugal with a J-CLIL member, Prof. Hitomi Sakamoto, and the other in Poland by myself. We are currently in the process of planning an article to share our experiences and perspectives from the CLIL context for future opportunities.

“How the brain learns or not” (Dr. Ting) and “conceptual knowledge” (Dr. Ikeda)

Before attending this seminar, I had heard about ‘conceptual knowledge in CLIL’ as just a part of titles of Dr. Ikeda’s or a J-CLIL member, Mr. Shirai’s presentations but I didn’t have any opportunities to learn about it. In the seminar, however, it seems to me that I grasped a big hint to understand how to developing it practically through Dr. Ting’s workshop.

I found that Dr. Ikeda's key points of his talk closely correspond to the procedures of the M&M experiment (Figure 3&4) in Dr. Ting's CLIL lesson. Please refer to their presentation slides on the preceding pages to see the following part. As my understanding, I tried putting Dr. Ikeda's key points in parentheses along the procedures of the five tasks in the M&M experiment as chemistry CLIL by Dr. Ting.

(1. Ability to learn conceptual knowledge, 2. Ability to use HOTS skills, 3. Acquiring content & language learning)

Task 1AB: language task for vocabulary & grammar to discover the materials and procedures (reading, LOTS-remember: communication)

Task 2: haptics of writing (Figure 3) to create five dialogues (writing, LOTS-apply: cognition)

Task 3: Q&A role play & observation (reading, speaking, listening, LOTS-understand: community)

Task 4A: explicit language task & implicit content concepts (reading, HOTS-analyze: communication & cognition)

Task 4B: haptics of writing to work on explicit content concepts (writing, HOTS-analyze: content & cognition)

Task 5A: explicitly ordering content concepts for learning discourse in an experimental report(reading, HOTS-analyze: communication & cognition)

Task 5B: organizing thoughts & giving 'language' to speak about it (reading, writing, speaking, listening, HOTS-analyze: content, communication, cognition, and community)

Thus, I think that the four skills are employed to learn content, each task is interrelated, 'concepts' should be learned through HOTS, and CLIL should address this through problem-solving activities relevant to students' real lives, as explained by Dr. Ikeda. Related to this, Dr. Ting, a neurobiology expert, also mentioned that motivation already exists in the brain as a "feeling good state" called the Brain Reward System (BRS) and a problem-solving state may involve reticular neural elements (NE) pathways which activate primitive "pleasure pathways". These

words are very inspiring and encouraging to CLIL practitioners and I would like to design CLIL lessons with “pleasure” in the scientific way in the near future.



Figure 3



Figure 4

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The School Visits Report in Vienna

The CLIL Summer Seminar Programme includes two days for visiting primary and secondary schools in Vienna on 18th and 19th September in 2023. The dates when we visited were very busy time for the local schools which just started the new school year, but the following schools kindly accepted our visits. We really appreciated them:

Primary schools	Secondary schools
GTVS Astrid Lindgren Volksschule	MS In der Krim
OVS Kaisermuehlen	RG/WRG 8 Feldgasse
GTVS Wichtelgasse	G 11 Geringergasse
	Sigmund-Freud-Gymnasium
	AHS Kenyongasse

Before visiting these schools, we invited the following teachers, having a talk session on bilingual education and CLIL with teachers in Vienna:

Deborah Burger (Vienna Board of Education)

Sarah Devlin (CLIL teacher in Vienna)

Bernhard Prunner (CLIL teacher in Vienna)

Susana Vega (CLIL teacher in Vienna)

Sandra Prokop (CLIL teacher in Vienna)



Regarding the Vienna school system, Deborah Burger of the Vienna Board of Education explains about the outline of bilingual education (Dual Language programme: DLP) or CLIL in Vienna. As with other European countries, modern languages learning has been encouraged in primary and secondary education under the CEFR for the past 20 years or more, while CLIL has grown wider in Europe. Austria is of course one of the leading countries to develop and promote CLIL, so Vienna has had more than 20 years of CLIL implementation. However, CLIL policy in Austria seems to be basically a language-driven or ‘soft’ approach. For example, for more details about it, see Austrian Language Competence Centre (ÖSZ) (<https://www.oesz.at/OESZNEU/home.php>). And, if you want to know a lot more about it, it would be useful and helpful to read the presentation slides and resources which Deborah Burger provided us with in the school visiting report of the proceedings.

Here some seminar participants also report their experiences when visiting the schools. We would like to share ideas with one another to better understand how CLIL is taught in each classroom in Vienna.



Finally, we would like to show our gratitude to Christiane and Deborah who arranged the teacher talk session and the school visits for us. It was very fruitful time to communicate with Vienna teachers at their schools. I hope for the future sustainable relationships of teachers and researchers between Austria and Japan.

We have lots of things to learn from Vienna teachers

Shigeru Sasajima (CLIL-ite)

My classroom observation

I have learned a lot from classroom observations and talks with teachers in Vienna. The school visit is one of the main topics in my research career. I have visited many schools in many countries for the past 20 years or more. Since I quitted the job as an upper secondary school teacher and started teaching English at university in 1997, I have had time to travel and do research on ELT and CLIL classrooms in a variety of contexts. I first started to visit schools and observe classrooms in Japan to aim to understand how to teach English by focusing on the relationships between students and teacher. These classroom observations such as classroom dynamics, teacher decision-making, and student learning behaviours are of my main concerns of research topics. Then I started to observe a variety of classrooms in many countries: e.g., the UK, the US, Italy, Spain, France, Germany, the Netherlands, Finland, Sweden, Norway, Australia, Singapore, Hong Kong, Malaysia, Taiwan, China, South Korea, Australia, India, and South Africa.

It is meaningless to just visit many schools and classrooms in many countries. The point is to find and develop better learning and teaching, considering each context. Thanks to seeing many different learning and teaching contexts including CLIL classrooms, I have been able to understand some positive aspects of good classroom activities such as flexible lesson procedures, learner-centredness, teacher attitudes to motivate students, learner motivation, and good interaction between students and teacher. Classroom observation and school visit are therefore very significant and useful for me to realise what learning is for students as well as what teaching is for teacher.

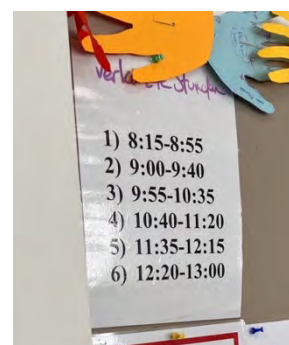
CLIL programme in Vienna

During these two-day school visits in Vienna, I visited two schools and saw three classrooms in each visit, based on my assumptions of classroom observation as described above. Here in this report, I will discuss my reflection of CLIL or bilingual education approaches in primary and secondary schools in Vienna. Before our visiting schools, Deborah Burger of Vienna Board of Education and four teachers explained about the outline of bilingual education and CLIL and actual classroom learning activities.

In Vienna, there are different types of bilingual or English programmes: e.g., VBS (Vienna Bilingual Schooling), DLP (Dual Language Programme), GEPS (Global Education Primary School), EPS (European Primary School), JHS (Junior High School), EMS (European Middle School), and E4U (English For You). Each programme seems related to CLIL pedagogy, and also native or fluent speakers of English, co-teaching, or bilingual use are all key factors. Compared to the Japanese school system, the Vienna one seems to be rather flexible and diverse to my understanding. CLIL is not always focused on in these programmes, but it is usually underlain by them. From these viewpoints, I make a report on each classroom I observed.

RG/WRG 8 Feldgasse

On Monday, 18th September, I visited a secondary school, RG/WRG 8 Feldgasse, near the University of Vienna, which is a VBS secondary school. VBS is a bilingual programme for German and English speaking students. The school is taught by German and English Native Speaker (ENS) teachers according to the Austrian curriculum. I visited this school with Professor Eleanor



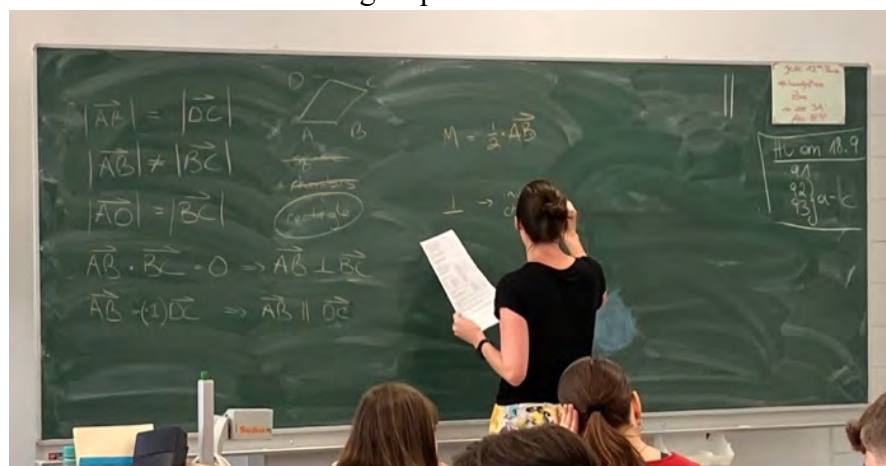
Kane. There were two classes for each period, so we could see different classes. I selected Math, Music, and English. Though all teachers seemed to be busy when we were there, the school atmosphere was very nice and comfortable. Teachers and students must make a good community of practice.

Math class

At the second period (9:00 to 9:40), I first went to Math class for year 7 with 21 students (15 and 16 years of age). It was a co-teaching classroom by a German math teacher and a ENS teacher. There were some English-speaking students, but all the students spoke two languages spontaneously. The math topic was vectors. Each student had a review work and then tried to solve other vector problems. Two teachers walked around the classroom and got questions from them. The classroom

activities were apparently very normal or common.

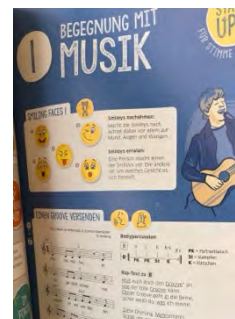
However, there was one characteristic of using two



languages, German and English, which appeared to be natural. In other words, many students use languages to communicate something or negotiate meaning in terms of math thinking. Most students were active in their learning activities. Some students tried to explain the solution to other students, and some asked questions to the math teacher. The teacher combination was so good, and they could understand their roles in terms of how to teach math effectively while focusing on English sometimes. I thought it is a good model of CLIL pedagogy including 4Cs principles: content, cognition, communication, and culture.

Music class

Next, I observed Music class for Year 5 with 26 students (12 and 13 years of age). It was also co-teaching by a German music teacher and a ENS teacher. The topic was the history of rock music based on the textbook. The ENS teacher is from the US, so he talked about his own experience, including the background, musicals, and the US culture. The students



enjoyed discussing, but the lecture part seemed slightly boring, so the two teachers



changed their plan during the lesson. Finally, the students all sang a song from the musical *Grease*, when they were really active and enjoyed singing together. It was also a good CLIL pedagogy, in which the language activities are very

natural and spontaneous. The students learned what rock music is.

English class

Finally, I went to English class with two ENS teachers, who are American and British. It may not be CLIL but can be referred to EMI, though I don't care, but it was really gorgeous for the students to learn American and British languages and cultures. There were 21 students in the Year 3 (11 and 12 years of age) classroom. They enjoyed learning the topic and some of them already understood the differences because some students seemed to have knowledge. I realized the two teachers didn't give the students any clear answers and tried to let them find the answers by themselves. This approach was very interesting, and the classroom was very active because of it. Whether CLIL or not, this English class was based on the

policy of VBS, which means it is bilingual education based on the 4Cs framework: content (the English language), cognition (ELF), communication (discussing), and culture (language and culture). In Japan, as CLIL pedagogy is being included in English classrooms, so CLIL is going to be part of ELT methodology.

I don't think CLIL implementation at RG/WRG 8 Feldgasse shows everything, but I realized the school is providing both the students and teachers with good learning opportunities. It was a short stay there, so I couldn't say it clearly, but I can say they have made and enjoyed their teaching practices by applying their own CLIL pedagogies.



G 11 Geringergasse

On Tuesday, 19th September, I visited another secondary school, G 11 Geringergasse, which I think is a rather big school including lower, upper, and business & sports secondary schools in Vienna. I visited the school with Ms Tatjana Bacovsky-Novak, a PhD candidate at the Vienna University. Thanks to her, many



teachers welcomed us warmly, showing us very common classrooms. This school has DLP, but it seems German teachers often teach their subjects alone. The programme is very flexible in accordance with its own context. I stayed in their staff room and saw their busy contexts at intermission. In a sense, it appears to be similar to the school teacher room in Japan. Tatjana and I then observed three classes together: Music, Math, and History.

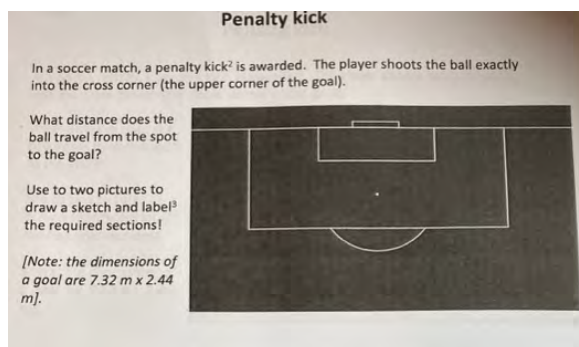
Music class



First, we went to Music class taught by a German music teacher and a ENS teacher. The classroom had 26 Year 5 students (12 and 13 years of age). The class started warmup activities of voice training, learning English body parts, and singing. When learning body parts, there was a linguistic approach focusing on sentence structures. It was a good classroom atmosphere in translanguaging pedagogies, and the students enjoyed learning and interacting with each other. The impressive thing was that an overhead projector (OHP) was used in language activities. Some students were interested in that OHP, which was very rare or new to them. It was a nice CLIL music classroom including 4Cs principles: content, cognition, communication, and culture.

Math class

Next, we observed Math class for 23 Year 5 students (12 and 13 years of age). One German teacher taught math in this classroom. He first gave the students some math problems, adding some methods. After that, each student tried to solve them, and



he had lots of questions. That's it in his classroom activities. However, all the students were studying very hard, thinking alone, discussing in groups, and asking the teacher questions. The lesson was not going as planned, but the students seemed to learn many things. They were primarily speaking German, but the teacher tried to speak English. It was genuine CLIL, according to the CLIL standard in Europe. I believe CLIL should be like this math class, which doesn't only follow the planning, but respect spontaneous interaction including content, cognition, communication, and culture. I believe the students are learning a lot.

History class



Then we moved to History class by a nice German teacher who teaches English and history. The classroom had 23 Year 5 students (12 and 13 years of age) who had cheerful and noisy students, according to the teacher (I didn't think so, though). The topic was the stone age. The trouble is, the projector did not work, so she was not able to use the computer resources, but she quickly changed her plan to use the textbook only. The activities seemed to follow an

ELT approach, using two languages effectively, English and German, but it was very good and helpful for the student. It may be appropriate for our learning context in

Japan as well. The teacher should always be ready for something happening and try to focus on classroom management. It is basic in any kind of learning and teaching. CLIL should be like that.

Before leaving the school, I had time to kindly talk with Ms Karin Simpson Parker, though she seemed a little bit busy.

She talked about her school activities sincerely and I felt her eagerness for bilingual education including CLIL or DLP. I believe these kinds of positive attitudes help create good community of practice among her colleagues and students. Thanks a lot.



The school visit report

Yoshimi Kawabata (National Institute of Technology, Ishikawa College)

1. MS In der Krim 6 1190(4)

<https://in-der-krim.schule.wien.at>

Date of Visit: September 18th, 2023

Subject: Science (Geography)

Teaching Style: Pair teaching with a homeroom teacher & an English-speaking teacher

Class size: approx. 20 students (max. 25)

It is a Viennese Bilingual School. They teach from the 5th to the 8th grade. The pupils of the class which I visited were 10 or 11 years old. I observed one class during the day. The learning aim of the class on that day was to understand the points of the compass in both German and English. They used a textbook written in German and a handout designed to fill in the blanks in English.

At first, the pupil used a small compass provided to confirm the direction of north and south and to check terms in German and English. The cardinal directions were written in German in the textbook. The pupils were taught English expressions for directions and then filled up them in the blanks and colored in the line drawings on the English handout. To remember the initials of the directions in English, N, E, S and W, the teachers had them come up with a pun, “Never Eat Soggy Worms.” After a brief mention of magnetic fields, it was time for the lesson to end.

Most of the children appear to come from upper class families, for example, sons or daughters of embassy staff, including children from Ukraine. Their English language skill is generally very good. The English-speaking teacher also teaches in another

school, and the two teachers had a 10-minute meeting beforehand to discuss the content of the bilingual lesson they would be teaching together, including which handout to use, as they had worked together for a number of years.

2. Kenyongasse 1070(4)

<https://www.kenyon.at>

Date of Visit: September 19th, 2023

Subject: English and Mathematics (Bilingual), Physics (CLIL)

Teaching Style: Pair teaching with a homeroom teacher & an English-speaking teacher (Bilingual) or an English-speaking teacher (CLIL)

Class size: approx. 20 or more

1) English

First, the pupils were given a German-English Word Writing Test and a German-English Single Sentence Writing Test. Next, idioms such as ‘looking forward to -ing’ were introduced by the teachers, followed by role plays and other activities based on the textbook.

2) Mathematics

The class did a lesson on divisibility rules. After explaining terms such as digits, place and divisible, the teacher asked questions such as “What number is divisible by four?” The pupils understood this in both German and English. This was followed by a workbook exercise.

3) Physics

After the class teacher explained the precautions in English from the class teacher, the children were divided into groups to build dominoes, carefully adjusting the distance between the pieces and other details. The teacher awarded points to each group based on the criteria such as ‘quality of design’ and ‘whether all the pieces toppled.’ Points were deducted for speaking German during the lesson. The top two groups were rewarded with sweets at the end. The children enjoyed their work and

there were shouts when the dominoes they had lined up in the middle of the task toppled over, or when they spoke German by mistake. The classes seemed more focused on using English rather than on learning physics content in English.

Classroom Observations in Vienna – Toward becoming a reflective CLIL teacher

Yoko Kusumoto (Tokyo University of Technology)

1. Introduction

Content and Language Integrated Learning (CLIL) is a growing trend at all levels of English education in Japan, and I have tried to implement CLIL lessons in my English classes whenever my teaching conditions permit. Although it is difficult to implement CLIL in the first-year mandatory English for General Purposes course I have been teaching, where we use a common syllabus and common textbook, I have been thinking about how to incorporate CLIL into such a course. To get some ideas from CLIL researchers and CLIL practitioners, I attended the CLIL Seminar at the University of Vienna jointly organized by the University of Vienna, J-CLIL, and CLIL-ite in September in 2023. In this report, I would like to share what I learned from the CLIL classroom observations as a part of the summer seminar.

2. CLIL education in Vienna

In Austria, 4 years of primary education (students aged 6-10) and 4 years of lower secondary education (students aged 10-14) are compulsory. During compulsory education, the Vienna Board of Education offers two unique English programs where an Austrian teacher (content teacher) and an English native speaker teacher (NST/language teacher) team teach utilizing the CLIL approach: Vienna Bilingual Schooling (VBS) and Dual Language Program (DLP). While most of the subjects are taught in English in the VBS class, only a few subjects are taught in the DLP class. At the two public secondary schools I visited, In der Krim and Freudgymnasium, one class out of four classes in each grade is the VBS/DLP class. The students who wish to be enrolled in the VBS/DLP program will have an

interview and an entrance exam. Once they are admitted to the VBS/DLP class, they will study together for four years. However, if students struggle and wish to withdraw from the VBS/DLP class, they can transfer to the regular class taught in German. There is no standardized curriculum across schools in Vienna, and each CT (content teacher) has the freedom to decide what and how much to teach in VBS/DLP. In team teaching, both a content teacher and a language teacher share equal responsibilities and rights unlike team teaching of a Japanese English teacher and an ALT (assistant language teacher) of the Japan Exchange and Teaching Program in Japan. In Vienna, I had a chance to observe both the VBS and the DLP classes at secondary schools. In the next section, I will share what I observed in each class.

3. Classroom Observations

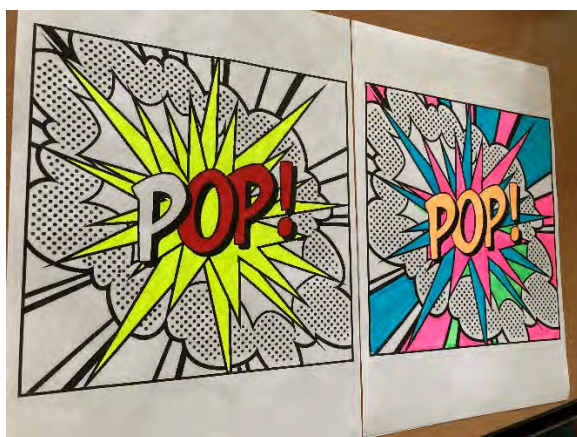
3.1 Art Class

In VBS class at In der Krim, German and English are equally used as instructional languages. In the art class, the NST taught the first half of the lesson on pop art in English, and the CT taught the second half in German. It was a fourth-year class with 19 students (ages 13-14), and most of them came from multinational backgrounds and spoke languages other than German and English at home. During the lesson in English, the NST showed some artworks and asked students if they had seen these paintings or heard of Andy Warhol. They also watched a short YouTube video about pop art (Picture 1). Students responded to the NST's questions and seemed to understand the lesson well. One language aspect the NST explained was the vocabulary "icon" and "iconic". Other than that, students seemed to understand everything without any language support. After looking at works by Andy Warhol, Roy Lichtenstein, and others and learning about their use of bright colors and other characteristics of pop art in English, the CT gave instructions in German, and students colored in their worksheets with pens (Pictures 2 and 3). I

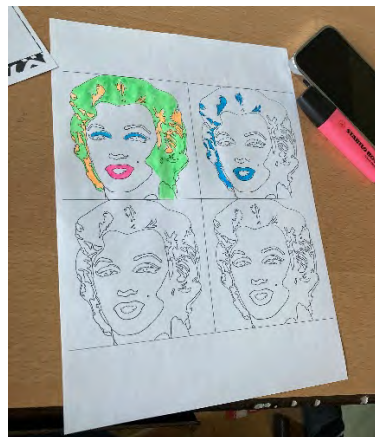
think the CT encouraged students to play music on their smartphones and feel free to chat while working on the coloring activity, so they were relaxed and enjoying the activity. During the coloring, I spoke to a few students. They are all fluent in English and told me that they enjoy studying in English. As the VBS aims to develop speaking skills in English and ensures a balanced input in both German and English and since the students have already received bilingual education for three years at the secondary school, they have a good command of both English and German, which are additional languages to most of the students. As students' English proficiency is high, the part of the lesson in English was an English medium instruction (EMI) lesson rather than a CLIL lesson.



Picture 1 Watching YouTube video about pop art



Picture 2 Work done by male students



Picture 3 Work done by a female student

3.2 Math Class

In the DLP classes I observed at Freudgymnasium, one of them was also more or less an EMI lesson. In the third-year math class with 27 students (ages 12-13), the NST started the lesson with a vocabulary activity with “language of learning”. Students reviewed and learned the technical terms in a fun quiz-type activity for the first five to ten minutes. For example, the NST showed a picture of a surfer, crossed out the suffix “er”, and a card of ace to elicit the word “surface” (Picture 4). After that, the German-speaking content teacher taught geometry entirely in English, and the NST walked around occasionally and assisted students who needed support (Picture 5). The lesson was about drawing an inscribed circle of a triangle and finding the radius and the interior center. I wasn’t sure if the language ability or math knowledge was an obstacle, but I noticed that some students didn’t understand what they were supposed to do, and they just copied down what the CT had drawn on the chalkboard onto their worksheet. On the other hand, the stronger students solved the problems ahead of time before the CT gave instructions or explained how to solve the problems. For these stronger students, the pace of the lesson



Picture 4 Vocabulary activity



Picture 5 Teacher’s demonstration

seemed slow, and they were soon off task and started playing with a compass or chatting with classmates. In the mixed-level class like this, it is challenging to accommodate all students' needs and wants. However, I think the lesson can be improved, and students can benefit more from the DLP if the CT and the NST have more time to plan the lesson together and discuss their roles in the classroom.

3.3 Geography Class

Another class I observed at Freudgymnasium was a well-planned and coordinated CLIL lesson. It was a fourth-year geography lesson (ages 13-14) about European countries around Austria and the languages spoken in those countries. There were 26 students, and most of them spoke language(s) other than German and English at home like students in the VBS at In der Krim. The NST started the lesson with a warm-up think-pair-share activity to activate students' background knowledge. Then, the CT led the introduction to the lesson. When the CT asked students what languages they speak at home, more than 15 languages were mentioned. The NST wrote the languages students mentioned on the chalkboard, and then she asked a volunteer to come up to the board and circle the languages spoken in Europe (Picture 7). The lesson was well coordinated, and the teachers were aware of their roles and took turns leading the lesson. As the director of the board of education explained in the seminar prior to the school visit, the NST was treated as an equally respected teacher, not an assistant to the CT in the geography class. The NST was the same teacher for the math class, but the geography lesson was more clearly planned around CLIL's 4Cs (Table 1) and was really a team-taught lesson.



Picture 7 Identifying the European language spoken by the classmates

Table 1 Geography lesson around CLIL’s 4Cs

Content	European languages - countries around Austria and their capital city
Communication	Names of languages spoken in Europe
Cognition	LOTS: What languages are spoken in Europe? Can you think of one continent where only one language is spoken? HOTS: Why is language important to us? What do we use it for?
Culture & Community	solo work, pair work, whole class know classmates’ first (or dominant) language

There were many different activities, and the teachers asked questions to cultivate both lower order thinking skills and higher order thinking skills. In the pair activity, the students were given a piece of string, asked to place one end on Vienna in their atlas, and rotate the string 360 degree (Picture 8). This hands-on activity raised awareness of how many countries they can travel to within four hours and how

many languages they can encounter. The class also looked at a world map and discussed how many official languages are spoken in countries such as Australia, the U.S., Brazil, and China. The lesson made students realize that they were living in a unique environment where many languages are spoken. I was impressed with the well-designed engaging lesson, well-coordinated team teaching, and students' English proficiency and performance.



Picture 8 Pair work – languages around Vienna

4. Conclusion

All three classes I observed were authentic, and all the students I spoke with told me that they enjoy studying in English, and English is not an obstacle for them at all. Some lessons are rather EMI than CLIL, and I saw some students struggle in the classroom; however, I think both the VBS and the DLP meet their aim, and the students are improving their English competence. Although there is room for improvement, and it can be more effective if the CT and the NST have more time to plan the lesson together, the VBS and the DLP are great assets for the Vienna public school system. I learned a lot from the classroom observations. Moreover, it was great to witness that English was used as a Lingua Franca. Since there were only a handful of “native” German speakers, and most of the students in the VBS/DLP classes came from multinational backgrounds, the learning environment

was multilingual and multicultural where the students influenced each other using English.

Participating in the summer seminar in Vienna was a stimulating experience. The students and teachers at the secondary schools I visited, the researchers and teacher trainers who gave the talk at the seminar, and the seminar participants who are CLIL practitioners and researchers gave me new perspectives and insights.

Although I need to follow my university's English curriculum using an assigned reading textbook, I should be able to incorporate CLIL in some units if I think more creatively and think out of the box. I hope to develop effective mandatory reading CLIL units by applying what I learned from the seminar in Vienna.

CLIL in Primary Schools in Vienna: A Report about the Classroom Observations in Vienna Bilingual Schools

Hayumi Ozeki (Tamagawa University)

1. Introduction

The CLIL Summer Seminar Program was held in Vienna, Austria, from September 13 to 19, 2023. I had the opportunity to participate in this seminar and observe CLIL classes at two public elementary schools in Vienna. The seminar was co-hosted by J-CLIL, the English Department at the University of Vienna, and CLIL-ite. The school visits took place during the last two days of the program.

Compulsory education in Austria lasts nine years, from the age of 6 to 15, and is based on a branching school system. Volksschule, elementary school, lasts four years. After that, students go to Allgemeinbildende höhere Schule (AHS), a school for students who want to go on to university, or Neue Mittelschule (NMS), a school for students who want to pursue other paths, such as vocational training. In Vienna, Vienna Bilingual Schooling (VBS) and the Dual Language Program have been introduced, and Content and Language Integrated Learning (CLIL), has been implemented.

I visited two schools: GTVS 17 Wichtelgasse and GTVS 6 Astrid Lindgren. GTVS stands for Ganztagesvolksschule, which means full-day elementary school, and both are designated as VBS schools. This paper reports on the content, instruction, and teaching systems of the schools based on classroom observations at each school.

2. GTVS 17 Wichtelgasse

At GTVS 17 Wichtelgasse, I observed one third-grade class and two fourth-grade

classes. Each class was taught by a native English-speaking teacher (ELT) and a homeroom teacher (HRT), and each class lasted 50 minutes. I would like to introduce the third-grade class.

The theme of the lesson for the day was "orientation and working with a grid". At the beginning of the lesson, students watched a conversation between the ELT and the HRT. The conversation included phrases such as "What are the compass points?" and "The compass points are...", which the students would later use. The teachers let the students guess what they would learn in today's class through the conversation. The ELT then introduced the directional vocabulary necessary for learning this theme by using the English chant "Naughty Elephants Squirt Water". This mnemonic, "Naughty elephants squirt water," uses the initial letters of east, west, south, and north, providing a fun way for students to learn the directions of the compass. The students followed the ELT and recited it. They then noted the directions on the handout (see Figure 1). After that, the ELT asked them if there was a way to memorize the directions in German as in English. We, the observers, were also asked how children memorize the directions in Japanese and we explained it. The "Culture/Community" of the 4Cs of CLIL, which includes cross-cultural understanding, was incorporated into the direction learning in this lesson. In addition, CLIL encourages the use of authentic materials, based on the idea that language teaching should be as closely connected to real life and real experiences as possible. We, the observers, also served as an authentic resource of cross-cultural understanding.

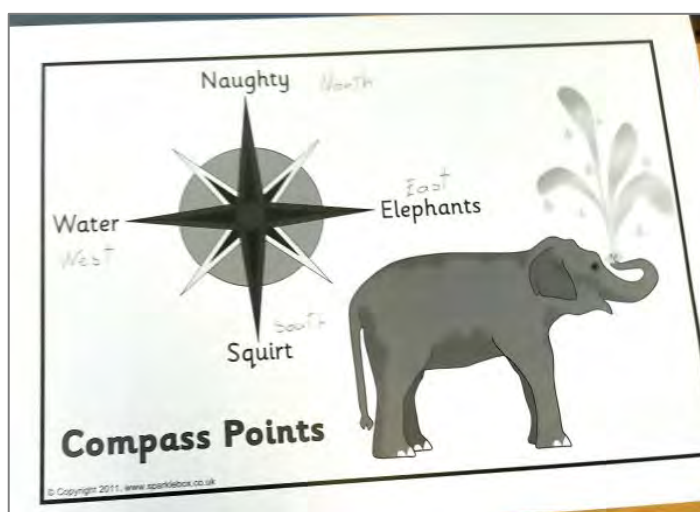


Figure 1 Handout "Compass Points"

After practicing how to say the directions in English again, the students worked in pairs and spent time asking and answering each other using the phrases “What are the compass points?” and “The compass points are....” When the students answered with only the words, the teachers guided them to formulate their answers in complete sentences. The teachers not only taught the directions as the “language of learning” necessary for this subject/unit, but also instructed them to form sentences including these words. This approach was aimed at developing the students’ ability to ask for and provide the concepts and definitions necessary for learning in English.

Next, they conducted an activity using a grid. On the grid, numbers 1 to 7 were written vertically and letters A to G were written horizontally. The students wrote the initial letters of east, west, south, and north around the grid on the worksheet, while simultaneously reviewing the four directions they had just learned. The teachers demonstrated to the students how to do the activity. The HRT told the ELT, “The school is on A1.” The ELT selected a school card and placed it on grid A1. The HRT instructed the students to place the cards in the locations they heard from their partners. The students then partnered with the person sitting next to them and tried the activity (see Figure 2).

When introducing each vocabulary word such as “park,” “river,” and “train station,” the ELT asked the students questions related to their district. For instance, when introducing the word “park,” she asked, “Are there any parks in District 17?” While interacting with the students, she reminded them of the rivers, shops, and institutions in their school district, making connections between their real

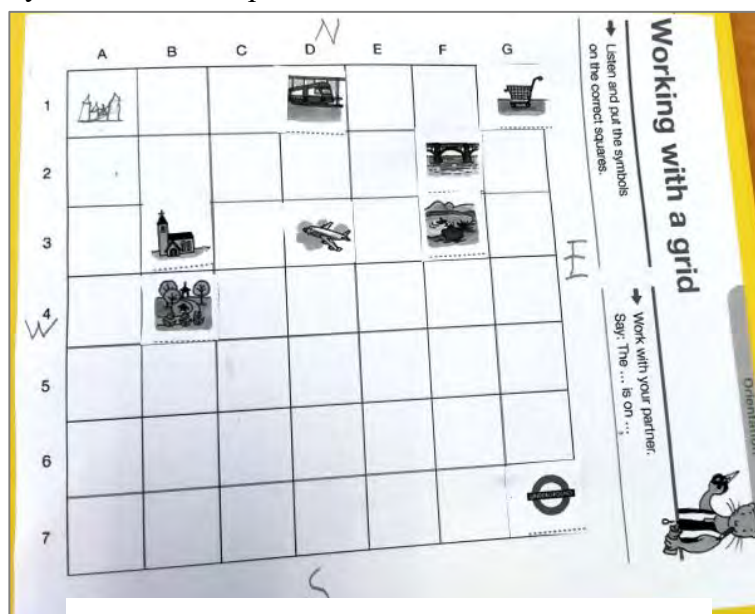


Figure 2 Worksheet “Working with a grid”

lives and the English vocabulary. When teaching the word “church,” she inquired about the churches in the school district and also brought up temples and mosques, demonstrating respect for other religions.

By this point, the fifty-minute class had concluded. Although I am uncertain about their plans for future classes, I believe that applying the phrases taught in this class could enhance learning activities. For instance, students could engage in group investigations and discussions about the placement of various elements in their town using actual maps. They could explore why certain things are located where they are. This approach would foster a learning experience that aligns more closely with the “Cognition” and “Community” aspects of CLIL’s 4Cs framework.

In addition to the class mentioned above, I observed fourth-grade science and math classes.

In all three classes, basically the HRTs acted as content teachers and the ELT acted as an language teacher, working together in a team-teaching setting. The HRTs were teaching the subject content and explaining activities in English, but they sometimes checked pronunciation and spelling with the ELT for accuracy. Team-teaching between the ELT and HRTs seemed to create an environment that made it easier for both the students and the HRTs to engage in this style of instruction. On the other hand, it is not an easy task for the ELTs to work with different HRTs and a wide range of subject matter through team-teaching.

The three classes I observed this time were taught by the same ELT. It seems that ELTs are required to have not only the knowledge and skills of language teachers, but also high communication and work management skills in order to collaborate with a variety of teachers.

3. GTVS 6 Astrid Lindgren

At GTVS 6 Astrid Lindgren, I had the opportunity to observe the second and fourth grade-English classes and the fourth-grade German class. I will introduce the practice of the fourth-grade English class.

The class was led by an ELT who was teaching solo. The students were learning about Roman and Greek mythology. At the start of the class, the ELT asked the students, “What are the five senses?”. As she listened to their responses, she introduced vocabulary and expressions related to the five senses. Next, the ELT showed the students a picture of a mythical town and asked them what they could see. She encouraged them to describe what they saw and felt from the picture using the expressions of the five senses. Using the five senses to describe the picture is an engaging approach to pique the students’ interest in the myths they are about to learn. The students carefully observed the picture and used their imagination to respond. The students shared their thoughts, such as the sounds of carts and animals, and the scents they imagined they could hear and smell from the picture. This is one approach to the "Cognition" of the 4Cs that would be appropriate for the students of this age.

The students then chose one of their favorite pictures shown by the teacher, and were grouped with other students who had chosen the same picture. The students discussed what they could see and feel from the picture and wrote their observations down on a worksheet (see Figure 3). One student



Figure 3 Students working on a group activity

worked on his own, because there were no other students who chose the same picture. When I asked the teacher about it, she replied that it was important

for students to work on a picture that they were truly interested in. Therefore, she did not force students to be in a group for this activity. She also told me that the students would share their opinions with the whole class and have a chance to hear other students' opinions afterwards. Both the perspectives of “respect for the individual” and “cooperative learning” were valued in the class.

In this activity, students need a wide variety of vocabulary to express their opinions. Each group had a basket on their table with the lists of vocabulary useful for the activity, such as an alphabet list, cards with detailed color descriptions, a list of vocabulary to describe characters, and so on. In addition, various vocabulary and expressions that the students had learned so far were displayed in an organized manner on the blackboard, walls, and other places accessible to the students (see Figure 4 & 5). It is said that in CLIL, it is essential to increase the learners' vocabulary, and it is important to keep them visible throughout the instructional period, and to display all the relevant words and information so that the students can see them at a glance (Sasajima & Yamano, 2019: 20-21). Various scaffolding could be seen



throughout the classroom to help the students express what they wanted to say in English.

Figure 4 picture cards to help learning the theme

After the group activity, the teacher transitioned to reading time. The reading material was *James and the Giant Peach* by Roald Dahl, and each student had their own copy of the book. The students formed a semicircle around the teacher, sitting on the floor, on their own seats, or wherever they preferred, and read aloud in turn, starting from where they had finished reading in the previous lesson.



Figure 5 Pockets with cards of synonyms

4. Conclusion

I have described the classes in two schools designated as VBS. Watanabe, Ikeda & Izumi (2012) states that, based on the basic principles of the 4Cs of CLIL, there can be many variations to suit the actual conditions of the educational site (context), and that such “flexibility” is one of the characteristics of CLIL (p.9). Due to space limitations, I cannot mention the details of all the classes I observed, but I did observe a wide range of variations in each class. In any case, through these classroom observations, I was reminded of the importance of integrated content and language learning. With the “Content”, learners can acquire language skills by using language to express what they truly think and feel, and in the process become interested in what others think and feel, creating the need to communicate using language.

In each class, the teachers used various scaffolding techniques to help the students deepen their understanding of both the content and language. The school visits were thought-provoking and I gained valuable ideas and perspectives from each class.

Acknowledgements

I would like to express my deepest gratitude to the Vienna Board of Education for providing the opportunity to visit schools, to the teachers and students of the schools I visited, and to the teachers, staff, and graduate students who worked tirelessly to organize the CLIL Summer Seminar.

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September 2023 JCLIL Seminar in Vienna School Visit Report

Kota Kawakami (The University of Edinburgh MSc TESOL)

In September 2023, I participated in a CLIL seminar organised by the Japan CLIL Pedagogy Association and the University of Vienna and visited a primary and middle school for classroom observation. The visit was to bilingual education schools with a policy called Dual Language Program, in which subject content is taught in English. Details are given below.

[16th September at Kaisermuln Primary School]

First, during the first hour, we observed an English lesson with third-grade primary school students. The class consisted of about 15 students whose first language was not English. A homeroom class was divided into two groups, depending on whether the students' first language was German or another language. The lesson focused on spelling, but the learning progressed through interaction with the students from start to finish. For example, review of words with the 'ur' sound included "What is a place people in prayer pray in on Sunday?" (church), "What do you call hair on animals?" (fur), there were many exchanges that students enjoyed in the form of quizzes. This was followed by an activity in which the students were asked to make up a story with words containing the 'ur' sound and present it one by one. What was very effective was that the teachers knew a lot about each student's everyday life and used this as a basis for asking personal questions. For example, when a student talked about buying new furniture for the family, she was asked questions such as "You said you bought a new bed before. Is it more comfortable than the last one?" As the question was about themselves, the students were actively speaking in English. If there were grammatical errors in the students' utterances, the teacher corrected them on the spot. (e.g.. "We fought." - "Oh, you fought.") Although the lesson was not content-based, due to the high English proficiency of the students and the smooth facilitation of the teacher, the class proceeded in a very cheerful and

interactive manner.

The second period was a grade 4 English class, where a native English teacher was teaching the spelling rules. This class also proceeded in a lively atmosphere with students actively speaking up. The classroom is equipped with English learning games, English picture books for extensive reading, dictionaries and other resources, and the teacher told me that they enjoy learning English by making use of these resources on a regular basis. It was interesting to find the differences in developmental errors between the Japanese students and the German students, such as spelling just as 'yust' and cut as 'kut', and it seemed that because they are native German speakers, they are influenced by the spelling rules of their mother tongue.

In the third hour, we observed a CLIL lesson in music. First, the students practised playing the recorder, splitting into tenor and alto recorders. All instructions and explanations of scales were given in English, but the students seemed to be able to follow them without difficulty. The students then listened to an English song and discussed the meaning of the lyrics, then moved on to a group activity to write song lyrics. The lyric writing activity involved each group choosing one of their favourite themes (e.g. sweets, football players, games, etc.) and writing a song using nouns in that category. The students seemed to enjoy the activity a lot, probably because they could choose their favourite theme. This task seemed very effective because it included several CLIL elements, such as authenticity, motivational effects, creativity and collaboration with peers.

[17th September at Sigmund Freud Gymnasium]

On the second day, we visited Sigmund Freud Gymnasium, and the students we observed are equivalent to second graders in Japanese junior high schools. We first observed a mathematics class. The class was taught by a British English teacher and an Austrian mathematics teacher, with the English teacher in charge of the main facilitation, and the mathematics teacher providing supplementary support in

German. The topics covered in the lessons were the Greatest Common Factor (GCF) and the Lowest Common Multiple (LCM). First of all, several key words were shown, and the students were asked to say one word that applied to each and check their conceptual knowledge. For example, 'maximum', 'divide' and 'a repeating event' were applicable to GCF, while 'multiple items', 'minimum' and 'same time again' were applicable to LCM. The students then worked in pairs to solve the problems in the worksheet hand-made by the teacher. Initially, students solved the problems, but as they advanced, the students were involved in activities where they created their own problems, which I feel increased student engagement. For example, a sentence started with "Peter has 12 dollars in his pocket and James has 15 dollars," and the students had to decide for themselves whether the sentence was GCF or LCM and create their own questions in English. After the class, I asked several students about their opinions on studying mathematics in English. Some interesting comments were made, such as "I feel it is useful because I will need English at university or when I get a job" and "The content itself is easy because I have learned it in German before, so it is a good review". The next class was also a mathematics class, and the teachers covered a similar content, but the roles of the British and Austrian teachers (different from the first period) were reversed, and it was interesting that German was used a little more frequently in class. It was insightful to find the different forms of teaching in the same environment, depending on the teachers' roles.

The third period was spent music CLIL. It was taught by the same British teacher and the topic was types of musical instruments. First of all, the students learnt about the characteristics of each instrument in a game format with Odd one out. Drawing on existing knowledge from the students, she introduced them to the names of the instruments and the different sounds they make. Then, using worksheets, the students were asked to identify the instruments by three types: 'plucking', 'striking' and 'bowing'. The activity involved identifying the instruments by their type. As is typical for CLIL classes, there was an atmosphere of active participation not only

by students who were good at English, but also by those who were familiar with music, such as those who had learned to play a musical instrument. The activity of guessing the types of instruments from their sound seemed to be of particular interest to the students.

[Reflection]

I would like to reflect on the observation for the two days, focusing on the differences from English education in Japan.

First, I feel that the English lessons for the lower grades were phonics-driven, unlike the grammar-driven lessons in Japan. Students are exposed to a large amount of English input through television and the internet on a daily basis, and English is used naturally on a daily basis. In such an environment, students were able to form sentences in English even in the third grade without having to learn grammar and syntax from scratch. Despite such an environment, there seemed to be an emphasis on improving their pronunciation (e.g. er sound), perhaps due to phonetic differences with German. In addition, although the students are fluent in speaking, their spelling and writing are still developing, and many misspellings were seen in their spelling notebooks, so they may not be very different from Japanese students in this respect.

The next point is about the collaborative teaching between native English teachers and Austrian teachers. In the math lesson I observed in the second day, the co-teaching was very effective, because while the native teacher takes the major role in facilitation, the Austrian teacher can attend to the students in need and provide support in L1 if necessary. Besides, the Austrian teacher was not simply translating the native teacher's instruction. Rather, she was paraphrasing what was explained and add explanations from different perspectives, which was very helpful. I suppose this is made possible by opportunities for in-service training for CLIL teachers. There is also a mentoring system where experienced teachers can give feedback to

the novice teachers. These resources seem to make co-teaching CLIL practice in Austria effective.

Also, the teachers incorporated CLIL into their lessons efficiently. The math CLIL worksheet involved different levels of cognitive demand as the activity advances. This applies to cognition in the 4Cs in CLIL. In the lyrics making activity in music CLIL, the students had an opportunity to create something by collaborating with their peers, which applies to communication in the 4Cs in CLIL. Above all, the teachers' attempt to integrate content knowledge and language skills was very effective, introducing vocabulary and expressions in meaningful contexts.

Overall, I feel that the two days were very informative, from the school culture to cooperation between teachers. I was also encouraged by the fact that teachers in a different country are striving for better teaching in their own contexts on a daily basis.

Learned a lot The CLIL Summer Seminar Program in 2023 at the University of Vienna

Hazuki Nakata (Konan Women's University)

1. Introduction

About ten years ago, I was a supervising officer in charge of teacher training at the municipal board of education. At that time, I visited schools, including the University of Vienna and schools in Klagenfurt, Austria, under the dispatch of Independent Administrative Institution Teacher Training Center (now the National Institute for School Teachers and Staff Development). Our focus was on observing German language activities for reference in Japanese language activities, and I did not specifically explore second language (English) education. Regarding CLIL, I inquired at the Federal Institute for Educational Research (BIFIE) meeting but received the response that it was conducted only in some technical high schools.

However, through further research, I discovered that CLIL-based English education is also being conducted in Austrian elementary schools. This information intrigued me, and I had a longstanding interest in understanding how such classes were conducted.

2. Purpose of the Visit to school

I have been involved in English lessons for elementary school students as both a homeroom teacher and an English teacher. The city where I worked had been implementing English classes from the first grade ahead of the national English education policy. However, at that time, teaching methods were not well-established, and various initiatives were being explored. Weekly English classes were not sufficient for students to become familiar with the language. To foster a solid

foundation in English expression, I hypothesized that using English actively while thinking would enhance language retention. Concurrently, I learned about CLIL and have been practicing it since then.

However, unlike CLIL conducted in languages close to English in Austria, implementing CLIL in the Japanese context, where English and subject content are integrated at a 1:1 ratio, is particularly challenging at the elementary school level. Therefore, I believe it is more accurate to say that I borrow subject content to conduct lessons in English. When I create CLIL lessons, I intentionally incorporate target sentences that match the content of thought processes and scenes. Until the 2020 academic year, English was not a subject in higher grades, and there were no textbooks. Due to this, I had to devise and implement lesson plans on my own. However, since English education became a subject in 2020, textbooks became essential, making it challenging to freely conduct CLIL lessons. While striving to use the content and target sentences from the textbooks, I try to conduct CLIL lessons.

Additionally, English education became a subject in elementary schools from the 2020 academic year. As there are still many challenges in "writing" instruction, I was also curious about the type of writing instruction carried out in Vienna.

Therefore, during the CLIL classes at Vienna schools, my main purpose was to observe:

- 1)How they set and implement thought tasks.
- 2)How writing instruction is conducted in elementary schools.

3. Seminar

I had the opportunity to attend various lectures at the University of Vienna by prominent CLIL researchers from Europe and Japan. Particularly, when I was studying for my master's degree, I have referred to the papers of Dr. Julia Hüttner

and Dr. Ute Smit for my master's thesis, and especially used CDFs by Dr. Christiane Dalton-Puffer for my analysis. I felt truly fortunate to have had the opportunity to attend lectures by such highly respected professors in person.

Dr. Teresa Ting's workshop, focusing on CLIL practices in primary schools and the training of primary school teachers, provided significant insights for someone like me who primarily works with university students. The method of CLIL, where



content and language support each other, incorporating scaffolding both in terms of content and language, was truly remarkable. The CLIL lessons using scientific content were especially valuable for me as I plan to create and implement STEAM and CLIL lessons in elementary schools.

4. Elementary School Observations

On the first day, we visited GTVS Wichtelgasse. Despite their busy schedule at the beginning of the school year, we were able to learn more about the classes and the school from Principal Heidi Novy and English teacher(NT) Ms. Ezara Spangl. We exchanged information about how Austrian schools face challenges in having to choose students' future



career paths at only 10 years old, and how to interact with parents. They told us that, like teachers in Japan, they are becoming increasingly busy.

Regarding the classes, we visited lessons in "Social Studies," "Science," and

"Mathematics." Although the English teacher led the class, the homeroom teacher (HRT) also interacted in English as necessary. In Japan, there are instances of Team Teaching (TT) between HRT and Assistant Language Teachers (ALT), but due to the busy schedules of teachers and efforts for workstyle reform, there is an increase in classes conducted solely by English teachers. While some HRT in Japanese elementary schools are proficient in English, they are in the minority. Like in Vienna, I found that conducting classes entirely in English is challenging in Japan. However, NT in both countries is busy, and there is often limited time for coordination with HRT.

Considering these observations, I have long recognized that, to implement CLIL classes in Japan, addressing challenges such as securing time for teachers' lesson preparation and improving English proficiency is crucial.

I was able to see a class where the thinking task involved learning subject matter content. We were able to see students practicing speaking using subject content and applying it to target expressions, and we were able to see a CLIL class with a 1:1 ratio of content to language.

While I could not observe writing instruction, but when we asked about the teaching, we were told that since German also uses the alphabet, there is no special teaching, but if there are words that are different from those in German, they are taken up and taught, and phonics and other materials from the UK are used.

5. Secondary School Observations

On the second day, at the private secondary school Kenyongasse, Mr. Bernhard Prunner guided me to observe a class where he conducted a domino activity. The

class was well-planned, with groups creating domino structures, earning points based on design and whether all dominoes fell, and speaking in German resulting in point deductions. The top two groups received candy prizes. The tasks included using 70 dominoes to create a chain reaction, arranging dominoes in any order, placing them on the group's desk, using a ruler to measure the distance between



two domino pieces, creating an overall blueprint, and presenting the final result. Although students initially measured distances using a ruler, they gradually stopped doing so, focusing more on setting up the dominoes. Nevertheless, the students were enthusiastic and engaged in the challenge.

6. School environment, etc.

Vienna's elementary schools, there were many displays of student work and learning materials in classrooms. Recently in Japan, there is a tendency to avoid decorating the front of classrooms with displays to minimize distractions for students. It was nostalgic for me, as I used to have many displays when I started as an elementary school teacher. All the schools I visited had spacious hallways, where students drew illustrations drawing paper on the low tables during break times, and some played games.

At Kenyongasse, there was a lounge with sofas between two staff rooms, and even during short breaks of 10 minutes, teachers conversed there. In Japanese elementary schools, especially, teachers often spend break times with students, checking notebooks or engaging in various activities. This interaction time with colleagues has been decreasing over the years due to the increasing workload. However, I feel that this is a very useful time to exchange information, learn how the students are doing, and discuss teaching methods.

7. Conclusion

I have visited schools not only in Vienna but also in Finland and Vietnam. What I always sense is the excellence of Japanese teachers in their teaching. The class sizes are 1.5 times larger in Europe than in Japan. The teaching prowess of Japanese teachers who engage and educate students while managing larger groups is truly remarkable.

In any case, both Vienna schools and Japanese schools are conducting wonderful initiatives through the daily efforts of teachers. In both schools, English teachers collaborate with homeroom teachers to create lessons that encourage children to think, incorporating innovative approaches to incorporate English. I would like to express my sincere gratitude to Professor Dalton-Puffer, Professor Sasajima, and all the participants who supported me, despite my limited English proficiency, during this valuable opportunity.

The school visit report

Saki Suemori (The University of Tsukuba)

AHS Bildungszentrum Mater Salvatoris Kenyongasse (secondary school)

In this school, I had a chance to observe three classes in DLP program. All of them were taught by a subject teacher and a native speaker teacher. Each class was around for 45 minutes. The first one was economy for 11 years old. The number of students were around 27. The teacher taught the basic idea of economy such as supply and demand in English with a handout and a blackboard. Students were very active, and many students raised their hands when the teacher asked some questions. When students did a pair-work, the teacher wrote down an expression that they could use for their activity such as "How much would you pay for ___?" The next class was physics, and it was for 13 to 14 years old. The number of students was around 17. At first, students reviewed the content of the class, and the teacher taught in German. Then they did an experiment with a balloon. After that, they watched a Youtube video to learn the process of it. Then the teacher explained who invented what using PPT slides in English, and students wrote down the explanation in their notebook. Students asked some questions when they did not understand something. The next class was music, and it was for 13 to 14 years old. The number of students was around 20. First, the teacher distributed the sheet music with a lyric, and the teacher started to play the piano. I did not know whether students sang that song before or not, but they sang a song well. Then after that, the teacher showed an exercise with fingers and the shoulder to show how to make their body tense and remove. Then they moved on to voice exercise. After that, they sang another song "To be with you." At the end of the class, they worked on an exercise in the textbook. They listened to a various different types of music and matched the music and picture in the textbook. The teacher mainly taught in English during the class.

OVS22 (primary school)

In this school, I observed two English classes by native speaker teacher. This school has a bilingual program, and students need to be able to express themselves both in German and in English when they enter the school. The teachers check students' level and select the students who can study at this school. One third of the students have an Austrian parent. The first class was for the 4th grade, and there were around 15 students in the class. First, they sat together on the floor, and they checked the content of the book they read as a homework. The teacher asked a question from various perspectives such as the meaning of the words and expressions and the story. Each student read aloud a few sentences, and the teacher asked a question. After that, they worked on an activity "invent your own words." They just thought about some new words. As a class, they invented a word "undess (under + one's desk)." They had a worksheet, and they had to invent a new word and think about a part of speech, definition, and plural forms. When they were uncertain about the meanings of some words, they checked the meanings in the dictionary. At the end, they did a spelling game. The second class was for the 1st year students who have just started studying at the school. At first, they sat on the floor, and the teacher started talking about one picture book. They first checked the terms such as front cover, back cover, and title. Then after that, the teacher talked about how students should treat a book. Each student has a book from the school, and they are supposed to put it to a book bag so that they do not damage the book. The students were told to treat the book appropriately. Then they started reading a picture book on alphabet. After that, they went back to the desk, and they started working on an activity "Letters in our name." They received a post it, and on each post it, they wrote down one letter of their first name. After they finished, they started putting them on the blackboard for each letter. At the end, they sang a song of alphabet and colored the sheet.

Overall impression

In both schools, I had a chance to interact with native speaker teacher, and I learned what kinds of experiences they have had. They need to collaborate with various teachers, and they have to adopt their teaching styles in many cases. In the first school, the native speaker teacher was teaching with three subject teachers, and I was able to see how she collaborated with different teachers. I also heard that the salary of native speaker teacher is lower compared to that of Austrian qualified teachers even though the amount of work is the same. It can be one of the difficulties for native speaker teachers.

What was interesting to observe in the school was students were not very good at reading and writing. Especially in primary school, it was clear. In the class for first year students, they were able to write and read their own name. However, they could not read their friends' names. When some students were asked to distribute the holder to other students, they could not read their friends' names, and I helped them. In the class for fourth year students, in the spelling game, what they focused on was very basic vocabulary. In both classes, the teachers talked in English relatively fast, and students seemed to understand well. They also communicated well in English with their friends. I was able to see a gap between their speaking and listening skills and reading and writing skills.

Reflections on the School Visits in the CLIL Summer Seminar Program in 2023

Chisato Takasago (Kobe University Graduate School of Intercultural Studies Master's program)

In September 2023, I participated in the CLIL Summer Program and had the opportunity to visit schools during the last two days of the seminar. This report is a review of the four classes and what I have learned from the two schools I visited.

1. Sigmund Freud-Gymnasium

This school is a public secondary school offering a Dual Language Program (DLP), in which several subjects are taught by a team of subject teachers and Native English teachers. Participation in this program is limited to students who have experienced lessons taught by a native English speaker (NS) in elementary school, have daily use of English as a background, or have above-average English proficiency.

(1) Geography Class

The first class we observed was geography class for 4th graders (13-14 years old). Although this was a team-teaching lesson, the geography teacher also used English, and the class was conducted exclusively in English. The theme of the lesson was "European Languages." When the geography teacher asked the question "What is diversity?" concerning the theme, the students raised their hands one after another. Thus, the lesson developed through teacher-student interactions. When the teacher asked a question, the students thought about it and answered, and the teacher gave precise feedback to the students' answers and asked another question based on the feedback. The way she consistently picked up the key points and key words that she wanted the students to think about in relation to the theme was very impressive. At the same time, about the language, the teacher was stimulating students' language awareness through

recasting or rephrasing the expressions. While thinking about the content, they were also made aware of English expressions, and when speaking, they were asked to speak in sentences, which was probably an attempt to apply a linguistic load appropriate to the content and the grade of the class. I felt that this was one form of integration of content and language.

(2) Math Class

The second class we observed was math class for 3rd graders (12-13 years old). There were 27 students in one class and the lesson was conducted



by a math teacher and a NS and was taught in English only. The content was the Coordinate system, and this lesson was a review of what they learned in the regular math class. When the student had difficulty in understanding the terminology, the NS provided support for it as well as the pronunciation. The activity called Rebus Puzzles by the NS was a content-related vocabulary activity, which stimulated the class.

2. GEPS & VBS Kaisermühlen

This is a public primary school with the Global Education Primary Course and the Vienna Bilingual Schooling system and is characterized by the diversity of students' cultural backgrounds. The English lessons we observed were divided into two groups and the teacher worked with half the class of 11 or 13 students at a time.

(1) English Class for the third graders (9-10 years old)

11 students were taught by a NS teacher entirely in English. When the class started, the teacher sat on the desk facing the children sitting in a circle on the floor at the corner of the classroom. When the teacher started asking questions about the content

of the book students had read as their homework, the children raised their hands and responded to them very actively. The activity seemed like a retelling activity effectively confirming rephrasing the content. After this, students sat down on their seats to read another book. They read one chapter per lesson in the way of the teacher asking questions; the teacher read one sentence aloud and asked questions such as "What did she do? The amount of speech by the children was very large and they spoke English well enough. The lesson then moved on to the next activity called "Invent a word", which was intended to review parts of speech and synonyms by giving the students the task of creating a new word.

Throughout the whole lesson, I was also very impressed by the interaction that actively brought the students' diverse backgrounds into the lesson. For example, when the word table was mentioned, the students were asked what it's called in their native language.

(2) English Class for the first-graders (6-7 years old)

This class had 13 students with the same NS teacher. The lesson began almost in the same style using a picture book. Although this was the first grade in which the students started learning English at school, they answered the teacher's simple English questions without any problem, and their listening and speaking ability didn't seem that of the first graders. When they started the next activity to learn the alphabet and write the letters of their names, however, we noticed they had difficulty writing English letters. Later I was told this was because writing is not taught until they are 6 years old.



To Conclude, I would like to summarize two impressive points; the English learning context in Vienna compared to Japan; and the use of Dialogic Teaching.

First, through the classes we observed at the two different schools, I was once again realized the different context in Vienna in learning English from that in Japan. Students in Vienna are exposed to English outside the classroom daily while Japanese students are rarely exposed to English outside the classroom. This environment makes it natural for Austrian children to learn English through SNS or TV programs before starting school. After the first graders' English class, I asked a girl coming up to me with a curious look on her face, "When did you start learning English?" She said, "When I was three. On TV". The fact that the school is a place to experience diversity is also giving them a good environment as a motivating factor for learning English.

Second, most of the classes we observed were developed through dialogues between the teacher and students. Through the observation of these lessons, I have had an interest in the Dialogic Teaching. I would like to make this a new challenge for myself to learn the methods and possibilities of not only eliciting and developing students' ideas through dialogue, but also encouraging them to correct their ways of expressing themselves and to deepen their understanding.

Finally, I would like to express my sincere gratitude to Mr. Sasajima, the professors at the University of Vienna, and all others who prepared for this valuable learning opportunity and I would like to thank all the participants.



Classroom Observations of Three CLIL (Music, Geography and Physics) Lessons in Austria

Yoshihiro Nigo (Yamaguchi Gakugei University)

During my stay in Vienna, Austria, in September 2023, I had an opportunity to visit two local primary and secondary schools. I found both of these schools to be valuable experiences with much to learn. In this report, I will focus on my observations of a CLIL lesson in a secondary school, which I visited on the first day and which is particularly closely related to my research topic.

On 18 September 2023, I visited a secondary school called ‘the Bundesgymnasium und Bundesrealgymnasium’ in Vienna together with one of the members of the J-CLIL summer teacher training program. In this school, I was able to observe three CLIL lessons.

The first was a music CLIL lesson for 23 pupils of Grade 6. This was a stand-alone lesson by the music teacher. In the introductory part of the lesson, the music teacher explained the musical score mainly in English and communicated with the students in English about the meaning of the score. Then, before singing, he instructed the students to warm up and move their bodies so that they could vocalize well, followed by the teacher confirming the meaning of the lyrics in English. Finally, all the students enjoyed singing a song in English together. This lesson was truly CLIL in that the teacher was aware of both the language and the musical content, while also providing linguistic assistance to the students by checking difficult English expressions in the music and lyrics in German as well.

The second was a geography lesson for 28 sixth-grade students. This was a stand-alone lesson by the geography teacher and was conducted mainly in English. In the

introduction, the teacher gave the pupils a three-dimensional image of the earth with an orange. The theme was to learn the different ways of drawing a world map. In doing so, the teaching materials were very well designed, including the use of a globe, worksheets and video commentary in English. The teacher also emphasized cognition in CLIL and asked the students to think about what a world map looks like outside Austria, and they learned that the world map in the southern hemisphere is upside down and that the one in Japan often shows Japan in the center of the world by asking the two visitors.

The third was a physics lesson for 24 students of Grade 7. This was a stand-alone class taught by a physics teacher. The lesson was facilitated mainly in English and focused on the topic of temperature. Initially, students were paired with two prepared worksheets and each read a description in English about Celsius and Fahrenheit, which was followed by an information gap activity. The subsequent lessons were conducted in a Q&A style with quizzes, such as "What physical phenomena occur when the temperature is ~ degrees Celsius?", in order to stimulate the students' intellectual curiosity through communication. I felt it very impressive. In this sense, the third example was a CLIL-like class with a good balance between content and language learning. Furthermore, there was a very good individual instruction to follow up on the difficult physics content.

Utilizing the above three valuable CLIL classes I saw in Vienna as a reference, I would like to further explore what type of CLIL would be best suited for teaching English classes and other subjects in English at elementary and junior high schools in Japan.



CLIL Classroom observation in Vienna

Eleanor Kane (University of Shimane)

My visit to Vienna began with several encounters that I'd like to share before writing about classroom observation. My plane was delayed, but through the ride app I was using I contacted my driver in English. We got talking in the car. He was a high school graduate in his 30s, who worked as a hospital driver during the day and a ride app driver in the evenings. He lamented his poor English, while chatting for the entire journey in fluent English.

Next morning, I went to the bank on the corner near my hotel, just a local branch. I do not speak any German. Having lived in Japan for over 30 years, slowly and carefully I asked the employee greeting customers if anyone spoke English. He replied at speed, and assured me that they all did, and I should speak to the teller at the bank to change yen into euros. The teller, a woman in her 20s, took care of my exchange in very proficient English.

With my crisp euros, I went out for breakfast. The young woman in the café, brought me an English menu for breakfast and began to chat fluently in English. My immediate impression of Vienna that morning was that their language education is clearly working well.

During the JCLIL seminar in Vienna, I had the privilege of observing classes in two schools. Both schools belong to the Vienna Bilingual Schools category. These public schools are selective, and children must be fluent in one of the languages and proficient in the other. The schools generally test and interview prospective pupils. The system is very diverse. English is not the only foreign language offered in addition to German. There are also bilingual schools for French, Italian and Spanish.

The first school I visited was in the city centre, near the university. There were seats for 24 pupils at long tables for three or four pupils, and power outlets for laptops at each bench. Pupils could put their belongings in open lockers at the back of the class, and there was also a football table game that they played with between classes.

The first class I observed was a history class for eighteen 15-year-olds (ten boys and eight girls). They had all studied English for at least five years. Several used English as a home language, with one parent originally from the UK or the US, or a similar international background.

The history class was team taught by two German-speaking teachers, an Austrian and a “native” English teacher (NET). The class began with a prepared student presentation. Then followed a teacher-fronted talk, where pupils took notes and listened attentively to an explanation on different types of governance. Slides, whiteboard, instructions, materials were completely in German for the first 30 minutes of class.

The NET took the latter half of the class in English. All classroom instructions and talk from this teacher were in English. There was a jigsaw task about historical forms of governance. Groups were assigned one form of governance each. Pupils used their German-language textbook and electronic devices to complete an English worksheet on the requirements, numbers, roles, terms, and duties of various systems of governance.

The second teacher modelled appropriate language for pupils: e.g. “Say about 30,000. I’m not expecting you to say 29 thousand and something.”

The history teachers later said that finding and creating English-language materials was an issue for them due to constraints in the Austrian system. Textbooks should

come from a domestic publisher. According to the teachers, there was little time allowed for joint lesson planning. Teachers know the topics in advance and plan tasks to complement their partner's topic.

The second class I observed was an English language one with the same pupils. Again, this was team taught by an Austrian teacher and a NET. They began by checking what pupils already knew about the forms necessary to show indirect speech in English. Pupils had the metalinguistic language to discuss the necessary forms: e.g. "you can omit 'that'" and backshift the verbs. Pupils used English to negotiate the classroom: e.g. "I'm really sorry. I'm a bit lost. Where are we?" After reviewing the forms of indirect speech, the pupils played a game where they each wrote a man's name, a woman's name, an adjective, a location, and a message, and then created amusing sentences using reported speech.

According to the English teachers, last year most pupils preferred to use English for their private conversations, which was an issue for children not from a bilingual home who need to learn German too. The pupils are very competent and comfortable in English.

Lesson three was a maths lesson, again team taught, this time with the English language taking precedence. The teacher interactively reviewed the topic of binary in English, asking the pupils questions e.g. "What is the binary system? And please use mathematical language to describe it". She wrote key terms in German only on the whiteboard to facilitate understanding. English key vocabulary was introduced in the second half of the lesson. Pupils were able to paraphrase and support each other e.g. Pupil A: "The number is not odd." Pupil B: "Even." Pupils moved on to textbook tasks and the teachers assisted during these tasks, using English to interact with pupils.

I was struck by how fluent and natural teacher talk was: "that was what I was

aiming for” in response to a correct answer, and “Before I let you loose on the problems...”. I wondered how these teachers had learned their teacher talk. It is qualitatively different from the resource books of classroom English that Japanese teachers have access to.

Afterwards, I asked the maths teachers about testing, and discovered that evaluation is conducted in German. If there had been more time, I would have liked to hear more about how language skills are evaluated in the bilingual schools. I would also have liked to sit at the front of the class, which is where I would always observe my own students’ teaching practice in Japanese high schools, to see how the pupils were responding to the lesson.

On the second day of school visits, I visited a bilingual school in the suburbs, which had recently seen a large influx of about Ukrainian children due to Russian violation of Ukraine’s borders. One classroom had been given over to Ukrainian pupils and their teachers. However, these children can filter into the German stream as their language skills develop.

The NET at this school said that she was only allowed to team teach. There was little joint planning time, but she would know the topic in advance. Many NETs have several schools making it difficult to plan lessons with their teaching partners. In this school, a wide range of subjects is taught in English, including geography, history, art, biology, and physics. 70-80% of children at this schools progress to Gymnasium (academic) schools or business-oriented schools. Children attend this school mainly because parents see the value of bilingual education. It is a highly diverse catchment area, with children of embassies’ employees alongside children from a migrant background.

At this school, I observed an Art class taught almost entirely in English by the NET, with the Austrian teacher in attendance but giving few instructions in German, and

some classroom management in English e.g. “Why did no one wipe the board at breaktime?”. Some key words were introduced by the NET (despot, tyranny, iconic, aesthetics, consumerism) and then a YouTube video about pop art was shown. The pupils next read a handout about Roy Lichtenstein and highlighted important parts of the text. Finally, pupils completed their own English speech bubbles on a Lichtenstein type image and coloured it in Lichtenstein’s palette. Pupils spoke to one another in English (“Are these all the same?”, “Did you just say yes?.”) They had a great willingness to communicate with the teachers and their peers in English. My impression from this classroom was that it was EMI rather than CLIL. There was little need for scaffolding of language because the children were so proficient in English.

Finally, I would like to thank all those who made the JCLIL seminar in Vienna possible: all the professors and teacher educators who spoke about CLIL at the University of Vienna; the JCLIL members who organized the seminar; fellow participants; and the teachers and pupils who allowed us to observe their classrooms. Every classroom we enter teaches us something.

Editorial notes

I am very thankful to all the people concerned with publishing the proceedings, which I hope can represent what we studied in the University of Vienna in September 2023. CLIL is a very convenient term including a variety of educational approaches which involve aspects of integrated learning such as content, language, intercultural awareness, and thinking. In Vienna, I have felt the potential for future CLIL in Japan thanks to substantial talks and workshops as well as school visits and conversations with researchers and teachers. The proceedings are therefore very helpful to reflect on what we studied there. To edit the proceedings, I have special thanks to Suemori sensei and Ozeki sensei, who kindly helped me. – Shigeru Sasajima

It has been more than six months since the seminar ended, and I can still recall the fulfilling days I spent in Vienna such as insightful presentations, engaging discussions, and eye-opening school visits. I believe that reading through these proceedings will help you to reflect on what you experienced during the seminar. We can review the content of the presentations and also see what each of us learned. Regarding the school visits, each of us visited various types of schools, and knowing what we experienced there is invaluable. I hope that these proceedings will help you to reflect more deeply on your experiences. I would like to appreciate everyone who was involved with the seminar. – Saki Suemori

As I check these proceedings, I think again what a fulfilling seminar it has been. Looking at the photos reminds me of my seven days in Vienna, and I am writing this editorial note with a desire to visit Vienna again soon. The seminar included lectures, workshops, and school visits, and I was able to learn about CLIL from many angles, from theory to practice. And during the seminar, I gained a lot of inspiration from various professors, teachers and participants. I am very grateful to Professor Christiane Dalton-Puffer and Ms. Deborah Burger for giving us such a great opportunity, as well as to the other professors and teachers. Also, I would like to express my gratitude to Professor Shigeru Sasajima for coordinating this wonderful seminar and editing these proceedings. I believe that these proceedings will be a valuable and useful resource not only for the participants of this seminar, but also for J-CLIL and CLIL-ite members who were unable to attend. I hope to see you again in Vienna, in Japan, or somewhere else in the world to share our research and practices with each other. -- Hayumi Ozeki

Proceedings editorial team: Shigeru Sasajima, Saki Suemori, and Hayume Ozeki
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Proceedings for The CLIL Summer Seminar Program at the University of Vienna in 2023 – Diverse
CLIL research and practices in globalization

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Shigeru Sasajima, Saki Suemori, & Hayumi Ozeki

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Englisch / English



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BG/BRG 14	Linzer Straße 146, 1140 Wien 🌐 www.brg14.at	Dir. Michael Auer ☎ (+431) 911 25 77 ✉ direktion@brg14.at
BRG/BWRG 17	Parhamerplatz 18, 1170 Wien 🌐 www.parhamer.at	Dir. Bernd Vogel ☎ (+431) 486 34 07 ✉ grg17par@917026.bildung-wien.gv.at
BRG 19	Krottenbachstraße 11-13, 1190 Wien 🌐 www.brg19.at	Dir. ⁱⁿ Karin Dobler-Kreibich ☎ (+431) 368 14 88 ✉ dion1.rg19@919046.bildung-wien.gv.at
BRG/BWRG/WMS 22	Theodor Kramer Straße 3, 1220 Wien 🌐 http://www.theodor-kramer.at	Dir. ⁱⁿ Gerda Gindl ☎ (+431) 258 69 50 ✉ dion1.grg22theo@922046.bildung-wien.gv.at
BG/BRG 23	Draschestraße 90-92, 1230 Wien 🌐 https://www.grg23vbs.ac.at/	Dir. Georg Röblreiter ☎ (+431) 617 42 66 ✉ office@grg23vbs.ac.at



GEPS
Global Education Primary School

Schwerpunkte:

- „Global Studies“ als durchgängiges Unterrichtsprinzip
- Content and Language Integrated Learning (CLIL) im Team-Teaching mit englischsprachigen Native Speaker Teachers (NSTs)
- Verstärkte Anwendung von Informations- und Kommunikationstechnologien (IKT)
- Projekte zu Themen im Bereich „Globales Studies“

Emphasis:

- *Global Studies as an integral part of the curriculum*
- *Content and Language Integrated Learning (CLIL)*
- *Team teaching with English Native Speaker Teachers (NSTs)*
- *Increased use of Information and Communication Technologies (ICT)*
- *Educational projects in the field of global studies*

GEPS Volksschulen – GEPS Primary Schools

GTVS 2	Ernst Melchior Gasse 9, Wien 1020 🌐 https://www.campusgfs.at	Dir. ⁱⁿ Natalie Sverak ☎ (+431) 4000 561360 ✉ direktion.902151@schule.wien.gv.at
OVS 3	Reisnerstraße 43, 1030 Wien 🌐 https://www.gepsreisnerstrasse.com/	Dir. ⁱⁿ Christine Laufer ☎ (+431) 4000 561470 ✉ direktion.903091@schule.wien.gv.at
OVS 4	Sankt Elisabeth Platz 8, 1040 Wien 🌐 http://www.elisabethschule.at	Dir. Roland Brandstetter ☎ (+431) 4000 561500 ✉ direktion.904011@schule.wien.gv.at
OVS 4	Waltergasse 16, 1040 Wien 🌐 https://geps-waltergasse.schule.wien.at	Dir. ⁱⁿ Karin Krois ☎ (+431) 4000 561520 ✉ direktion.904031@schule.wien.gv.at
OVS 8	Zeltgasse 7, 1080 Wien 🌐 www.zeltgasse.at	Dir. Peter Sykora ☎ (+431) 4000 561670 ✉ direktion.908031@schule.wien.gv.at
OVS 9	Marktgasse 31-35, 1090 Wien 🌐 https://geps-marktgasse.schule.wien.at	Dir. ⁱⁿ Susanne Schubert ☎ (+431) 319 52 05 ✉ direktion.909041@schule.wien.gv.at
VS 10	Keplerplatz 7, 1100 Wien 🌐 http://www.vbs-keplerplatz.schulweb.at	Dir. ⁱⁿ Sabina Martins ☎ (+431) 604 15 36 111 ✉ direktion.910111@schule.wien.gv.at
VS 10	Selma Lagerlöf Gasse 20, 1100 Wien 🌐 https://selma-lagerloef.schule.wien.at/	Dir. ⁱⁿ Gerda Kummer ☎ (+431) 4000 561900 ✉ direktion910181@schule.wien.gv.at

VS 11	Braunhubergasse 3, 1110 Wien 🌐 https://gepsbraunhubergasse.schule.wien.at/	Dir. ⁱⁿ Andrea Bamford ☎ (+431) 4000 562000 ✉ direktion.911011@schule.wien.gv.at
VS 12	Deckergasse 1, 1120 Wien 🌐 https://deckergasse.schule.wien.at/	Dir. ⁱⁿ Sylvia Böhs ☎ (+431) 4000 562180 ✉ direktion.912061@schule.wien.gv.at
VS 12	Karl Löwe Gasse 20, 1120 Wien 🌐 https://karl-loewe.schule.wien.at/	Dir. ⁱⁿ Dagmar Gerl ☎ (+431) 815 14 07 ✉ direktion.912051@schule.wien.gv.at
VS 13	Auhofstraße 49, 1130 Wien 🌐 https://geps13.schule.wien.at/	Dir. ⁱⁿ Elisabeth Kirschner ☎ (+431) 4000 562240 ✉ direktion.913021@schule.wien.gv.at
VS 14	Linzer Straße 419, 1140 Wien 🌐 https://ovs-huetteldorf.schule.wien.at/	Dir. ⁱⁿ Gertraud Bellosits-Schneller ☎ (+431) 4000 562370 ✉ direktion.914051@schule.wien.gv.at
VS 16	Landsteinerergasse 4, 1160 Wien 🌐 https://vs-landsteinerergasse.com/	Dir. ⁱⁿ Julia Gaspar ☎ (+431) 4000 560740 ✉ direktion.916061@schule.wien.gv.at
GTVS 17	Wichtelgasse 67, 1170 Wien 🌐 www.wichtelgasse.at	Dir. ⁱⁿ Heidi Novy ☎ (+431) 4000 562830 ✉ direktion.917061@schule.wien.gv.at
OVS 18	Schulgasse 57, 1180 Wien 🌐 https://schulgasse.schule.wien.at/	Dir. ⁱⁿ Isabella Kirchmayr ☎ (+431) 406 99 89 ✉ direktion.918061@schule.wien.gv.at
VS 20	Vorgartenstraße 42, 1200 Wien 🌐 https://geps20.schule.wien.at/	Dir. ⁱⁿ Ursula Fehéregyházy ☎ (+431) 332 71 84-111 ✉ direktion.920011@schule.wien.gv.at
VS 21	Brünnerstraße 139, 1210 Wien 🌐 https://geps-bruennerstrasse.schule.wien.at/	Dir. ⁱⁿ Barbara Juranitsch ☎ (+431) 4000 563340 ✉ direktion.921041@schule.wien.gv.at
GTVS 21	Donaufelder Straße 77, 1210 Wien 🌐 https://www.campusdonaufeld.at/	Dir. Richard Pregler ☎ (+431) 4000 96205 ✉ direktion.921381@schule.wien.gv.at
OVS 22	Meißnergasse 1, 1220 Wien 🌐 https://ovsmeissnergasse.schule.wien.at/	Dir. ⁱⁿ Christa Formanek ☎ (+431) 4000 563720 ✉ direktion.922091@schule.wien.gv.at
OVS 22	Schüttaustraße 42, 1220 Wien 🌐 https://volksschule-kaisermuehlen.schule.wien.at/	Dir. ⁱⁿ Edith Beigel ☎ (+431) 263 35 71 111 ✉ direktion.922141@schule.wien.gv.at
VS 23	Anton Baumgartner Str. 44/II, 1230 Wien 🌐 www.geps23.at	Dir. Thomas Kurz ☎ (+43) 676 811 856 402 ✉ direktion.923181@schule.wien.gv.at



Schwerpunkte:

- Content and Language Integrated Learning (CLIL) im Lernbereich „GLOBAL STUDIES“ mit dem Schwerpunkt auf natur- und sozialwissenschaftlichen Bereichen
- Besondere Berücksichtigung der Informations- und Kommunikationstechnologien
- Künstlerische Schwerpunkte und Projekte
- Teilweise verstärkter Englischunterricht durch den zeitweisen Einsatz von English Native Speaker Teachers
- Nach Möglichkeit Angebot einer zweiten lebenden Fremdsprache

Emphasis:

- *Content and Language Integrated Learning (CLIL) in the subject of Global Studies, with a focus on natural and social sciences*
- *Information and Communication Technologies (ICT)*
- *Artistic focus and project work*
- *Increased authentic language input through team teaching with English Native Speaker Teachers (NSTs)*
- *Depending on available resources, optional tuition in a second modern language*

JHS Sekundarstufe I – JHS Lower Secondary Schools

pMS 2	Malzgasse 16, 1020 Wien	Dir. Werner Schultes ☎ (+431) 212 1 8 44 ✉ pmsk@bjschule.at
pMS 2	Große Stadtgut-Gasse 24, 1020 Wien	Dir. Werner Schultes ☎ (+431) 212 1 8 44 ✉ pmsm@bjschule.at
MS 22	Konstanzgasse 50, 1220 Wien 🌐 https://www.ko50.at/	Dir. ⁱⁿ Regina Krimmel-Mairinger ☎ (+431) 4000 560140 ✉ direction.g22032@schule.wien.gv.at
MS 23	Carlberggasse 72, 1230 Wien 🌐 https://www.juniorhighschool.at	Dir. ⁱⁿ Philippa Lechner ☎ (+431) 4000 5639203 ✉ direktion.g23092@schule.wien.gv.at



Schüler und Schülerinnen haben die Möglichkeit Englisch auch in anderen Unterrichtsfächern, außerhalb der regulären Englisch-Unterrichtsstunden zu lernen und zu verwenden.

Schwerpunkte:


- In verschiedenen Schulformen von der ersten Klasse der Grundstufe sowie in verschiedenen Unterrichtsgegenständen (Grundstufe, Sekundarstufen I & II und Polytechnische Schulen)
- Unterstützung durch Englisch Native Speaker Teachers (NSTs)
- Content and Language Integrated Learning (CLIL)

























Pupils at DLP schools have the opportunity to learn and use English in other subjects, as well as in 'regular' language lessons.

Emphasis:

- *Content and Language Integrated Learning (CLIL) – English is the working language in various subjects*
- *Beginning in Year 1 across all school forms (primary, lower and upper secondary and prevocational schools)*
- *Increased authentic language input through team teaching with Native Speaker Teachers (NSTs)*

DLP Volksschulen – DLP Primary Schools

OVS 2	Wittelsbachstraße 6, 1020 Wien  https://ovswittelsbachstrasse.schule.wien.at/	Dir. ⁱⁿ Regina Resinger  (+431) 4000 561330  direktion.902111@schule.wien.gv.at
GTVS 3	Landstraßer Hauptstr. 146, 1030 Wien  https://gtvs3.schule.wien.at/	Dir. ⁱⁿ Karin Laritz  (+431) 718 51 860  direktion.903141@schule.wien.gv.at
OVS 10	Wendstattgasse 3, 1100 Wien  https://wendi.schule.wien.at	Dir. Theodor Tsiagas  (+431) 4000 561910  direktion.910251@schule.wien.gv.at
VS 14	Mondweg 73-83, 1140 Wien  www.mondweg.at	Dir. ⁱⁿ Gerlinde Marek  (+431) 979 31 94  direktion.914091@schule.wien.gv.at
VS 15	Benedikt Schellinger Gasse 1-3, 1150 Wien  www.popper4u.at	Dir. ⁱⁿ Erika Dorn  (+431) 4000 562490  direktion.915011@schule.wien.gv.at
VS 16	Brüßlgasse 18, 1160 Wien  https://volksschule-bruesslgasse-wien.ac.at/	Dir. ⁱⁿ Petra Linsbichler  (+431) 4000 562670  direktion.916051@schule.wien.gv.at

VS 16	Liebhartsgasse 19-21, 1160 Wien  https://vs-liebhartsgasse.schule.wien.at	Dir. ⁱⁿ Sabine Klasek  (+431) 493 1587  direktion.g16071@schule.wien.gv.at
GTVS 21	Adolf Loos Gasse 2, Wien 1210  https://vs-loosgasse.schule.wien.at/	Dir. ⁱⁿ Petra Forreth  (+431) 256 8727  direktion.g21351@schule.wien.gv.at
OVS 21	Prießnitzgasse I-3 II, Wien 1210  https://priessnitzgasse.schule.wien.at/	Dir. ⁱⁿ Sabine Frank  (+431) 4000 563450  direktion.g21191@schule.wien.gv.at
VS 21	Dunantgasse 2, 1210 Wien  https://henry-dunant.schule.wien.at/	Dir. ⁱⁿ Jennifer Strauß  (+431) 271 1395  direktion.g21081@schule.wien.gv.at
VS 21	Jochbergengasse 1, 1210 Wien  www.vs-jochbergengasse.at	Dir. ⁱⁿ Gabriele Mayer  (+431) 292 25 61  direktion.g21111@schule.wien.gv.at
OVS 22	Am Kaisermühlendamm 2, 1220 Wien  https://amka.schule.wien.at/	Dir. ⁱⁿ Petra Feldhofer-Mahmoudian  (+431) 263 6960111  direktion.g22321@schule.wien.gv.at
VS 22	Schrebergasse 39, 1220 Wien  https://schrebergasse.schule.wien.at/	Dir. ⁱⁿ Maria Koprolin  (+431) 282 5212  direktion.g22131@schule.wien.gv.at
OVS 23	Akaziengasse 52-54, 1230 Wien  https://ovs-siebenhirten.schule.wien.at/	Dir. ⁱⁿ Renate Stögmüller  (+431) 4000 564030  direktion.g23161@schule.wien.gv.at

DLP Sekundarstufe I & II - DLP Lower & Upper Secondary Schools

MS 1	Renngasse 20, 1010 Wien 🌐 http://dierenngasse.at/	Dir. ⁱⁿ Maria Petschnigg ☎ (+431) 4000 560850 ✉ direktion.901012@schule.wien.gv.at
MS 2	Pazmanitengasse 26, 1020 Wien 🌐 https://www.pazmanitengasse.eu/	Dir. ⁱⁿ Gabriele Ernst ☎ (+431) 4000 560900 ✉ direktion.902062@schule.wien.gv.at
MS 5	Viktor Christ Gasse 24, 1050 Wien 🌐 https://viktorchristgasse.schule.wien.at/	Dir. Roman Lehnert ☎ (+431) 4000 560970 ✉ direktion.905032@schule.wien.gv.at
OMS 8	Pfeilgasse 42B, 1080 Wien 🌐 https://oms.schulepfeilgasse.at/	Dir. ⁱⁿ Martina Dedic ☎ (+431) 4000 561010 ✉ direktion.908012@schule.wien.gv.at
MS 10	Georg Wilhelm Pabst Gasse 2a, 1100 Wien 🌐 http://gwpabstgasse.at	Dir. Max Steiner ☎ (+431) 4000 561032 ✉ direktion.910022@schule.wien.gv.at
WMS 10	Wendstattgasse 3, 1100 Wien 🌐 www.first-vbs.at	Dir. ⁱⁿ Isabella Nistelberger ☎ (+431) 4000 561090 ✉ direktion.910182@schule.wien.gv.at
MS 11	Enkplatz 4/I, 1110 Wien 🌐 https://enk1.schule.wien.at/	Dir. ⁱⁿ Martina Vogel-Waldhütter ☎ (+431) 4000 560310 ✉ direktion.911022@schule.wien.gv.at
MS 12	Johann Hoffmann Platz 19, 1120 Wien 🌐 www.ms-joho.at	Dir. ⁱⁿ Robert Novacko ☎ (+431) 4000 560 780 ✉ direktion.912022@schule.wien.gv.at
MS 15	Selzergasse 25, 1150 Wien 🌐 http://www.nms-selzergasse.at/	Dir. ⁱⁿ Gabriele Kaiblinger ☎ (+431) 4000 562460 ✉ direktion.915042@schule.wien.gv.at
MS 20	Greiseneckergasse 31, 1200 Wien 🌐 https://ms20.at/	Dir. ⁱⁿ Edith Kornher-Spittler ☎ (+431) 4000 563040 ✉ direktion.920012@schule.wien.gv.at
BG/BRG 2	Wohlmutterstraße 3, 1020 Wien 🌐 www.freudgymnasium.at	Dir. ⁱⁿ Theresia Übelhör ☎ (+431) 728 01 92 ✉ dion1.grg2wohl@902026.bildung-wien.gv.at
pG 3	Rennweg 31, 1030 Wien 🌐 www.sacre-coeur.at	Dir. ⁱⁿ Birgit Gmeindl-Oser ☎ (+431) 712 62 46 66 ✉ gymnasium@sacre-coeur.at

pGRg 7	Kenyongasse 4-12, 1070 Wien 🌐 www.kenyon.at	Dir. Thomas Leszkovich ☎ (+431) 523 29 83/106 ✉ pgrg7@907036.bildung-wien.gv.at
pHAK/HAS 8	Schönborngasse 3-5, 1080 Wien 🌐 www.schoenborngasse.vbs.ac.at	Dir. ⁱⁿ Eveline Grubner ☎ (+431) 406 45 14 ✉ schoenborngasse@vbs.ac.at
BRG/BWRG 9	Glasergergasse 25, 1090 Wien 🌐 https://www.brg9.at/web/	Dir. Andreas Obenaus ☎ (+431) 317 54 59 ✉ rg9@909026.bildung-wien.gv.at
BHAK/BHAS 10	Pernerstorfergasse 77, 1100 Wien 🌐 www.bhakwien10.at	Dir. Jörg Hopfgartner ☎ (+431) 602 51 91 ✉ office@bhakwien10.at
BG/BRG 11	Geringergasse 2, 1110 Wien 🌐 www.g11.ac.at	Dir. ⁱⁿ Claudia Valsky ☎ (+431) 767 87 77 ✉ sek2.grg11@911026.bildung-wien.gv.at
BG 13	Fichtnergasse 15, 1130 Wien 🌐 www.fichtnergasse.at	Dir. Albrecht Bauer ☎ (+431) 877 14 14 ✉ sek1.g13@913016.bildung-wien.gv.at
BG 18	Klostergasse 25, 1180 Wien 🌐 www.klostergasse.at	Dir. ⁱⁿ Karin Lobner-Schatzl ☎ (+431) 479 21 27 ✉ sek1.g18@918036.bildung-wien.gv.at
BG/BRG 19	Billrothstraße 73, 1190 Wien 🌐 www.billroth73.at	Dir. ⁱⁿ Manuela Uhlig ☎ (+431) 368 25 39 ✉ dion1.grg19bi73@919076.bildung-wien.gv.at
GRg 21	Ödenburger Straße 74, 1210 Wien 🌐 www.grg21oe.at	Dir. ⁱⁿ Brigitte Fuchs ☎ (+431) 292 35 50 ✉ grg21oe@921056.bildung-wien.gv.at
HBLA 22	Firnbergplatz 1, 1220 Wien 🌐 www.firnbergschulen.at	Dir. ⁱⁿ Maria Ettl ☎ (+431) 258 41 60 0 ✉ office@firnbergschulen.at
BRG 23	Draschestraße 90-92, 1230 Wien 🌐 https://www.grg23vbs.ac.at/	Dir. Georg Röblreiter ☎ (+431) 617 42 66 ✉ office@grg23vbs.ac.at



Schwerpunkte:

- Konzept der „Europäischen Dimension“ als durchgängiges Unterrichtsprinzip
- Content and Language Integrated Learning (CLIL)
- Team-Teaching mit englischsprachigen Native Speaker Teachers (NSTs)
- Europäische Bildungsprojekte, vor allem mit Schulen der Nachbarländer (Slowakei, Tschechien und Ungarn)
- Zusätzliches Angebot an weiteren Fremdsprachen ab der Grundstufe II unter besonderer Berücksichtigung der Nachbarsprachen Tschechisch und Ungarisch

Emphasis:

- The European Dimension as an integral part of the curriculum
- Content and Language Integrated Learning (CLIL)
- Team teaching with English Native Speaker Teachers (NSTs)
- European education projects, in particular with the neighbouring countries Czech Republic and Hungary
- From Year 3 onwards optional tuition in other languages (depending on available resources)

Europäische Volksschulen – European Primary Schools

OVS 7	Neustiftgasse 98-102, 1070 Wien 🌐 www.vs-neustiftgasse.at	Dir. ⁱⁿ Karin Wimmer ☎ (+431) 4000 561620 ✉ direktion.907011@schule.wien.gv.at
OVS 15	Goldschlagstraße 14-16, 1150 Wien 🌐 https://evsgoldschlagstrasse.at/	Dir. ⁱⁿ Doris Berki-Uhlir ☎ (+431) 4000 562520 ✉ direktion.915041@schule.wien.gv.at



Schwerpunkte:

- Content and Language Integrated Learning (CLIL) im Fachbereich „Europäische Studien“
- Breites Angebot an romanischen und Nachbarsprachen.

Emphasis:

- *Subject field European Studies is taught through Content and Language Integrated Learning (CLIL)*
- *Optional tuition in Romance and/or languages from the neighbouring countries*

EMS Sekundarstufe I - EMS Lower Secondary Schools

WMS/EMS 7	Neustiftgasse 100, 1070 Wien 🌐 https://www.emsneustiftgasse.at/	Dir. Lukas Haider-Stern ☎ (+431) 4000 561000 ✉ direktion.907022@schule.wien.gv.at
GTEMS 22	Anton Sattler Gasse 93, 1220 Wien 🌐 https://gts-anton-sattlergasse.schule.wien.at/	Dir. ⁱⁿ Jasmin Machala ☎ (+431) 203 47 81 0 ✉ direktion.g22012@schule.wien.gv.at



EHS
European High School

Schwerpunkte:

- Fachbereich „Europäische Studien“ in der Arbeitssprache Englisch (EAA)
- Breites Angebot an weiteren Fremdsprachen

Emphasis:

- *The subject field 'European Studies' is taught through Content and Language Integrated Learning (CLIL)*
- *Tuition in other modern languages*

EHS Sekundarstufe II - EHS Upper Secondary School

BRG/BORG 15	Henriettenplatz 6, 1150 Wien 🌐 https://www.brgorg15.at/	Dir. Gottfried Ellmayer ☎ (+431) 893 67 43 ✉ sekretariat@brgorg15.at
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IRC
International Regional College

Schwerpunkte:

- Content and Language Integrated Learning (CLIL) im Bereich „Internationale Studien“
- Teilweise verstärkter Englischunterricht durch Einsatz von English Native Speaker Teacher (NST)

Emphasis:

- *Subject field 'International Studies' taught through Content and Language Integrated Learning (CLIL)*
- *Increased authentic language input from a Native Speaker Teacher (NST)*

Polytechnische Schule I - IRPC International Regional Pre-Vocational College

PTS 7

Burggasse 14-16, 1070 Wien
🌐 www.pts7.at

Dir.ⁱⁿ Heidemarie Tschida

☎ (+431) 4000 564070

✉ direktion.907024@schule.wien.gv.at



COB

College für Berufsorientierung

Das Projekt COB (College für Berufsorientierung) ist ein Projekt, das an mehreren Mittelschulen in Floridsdorf und an einer Schule in Hernals durchgeführt wurde.

Schwerpunkte:

- Einbindung außerschulischer Institutionen
- „Berufsschnuppertage“
- Optimierung der Bildungs- und Berufsorientierung
- Verstärkter Englischunterricht
- Content and Language Integrated Learning (CLIL)

COB (College for Career Orientation) is a project that has been implemented at several Middle Schools in Floridsdorf and at one school in Hernals.

Emphasis:

- *Collaboration with external firms and organisations*
- *Job-shadowing or participation in internships*
- *Optimal educational counselling and career guidance*
- *Increased number of English language lessons*
- *Content and Language Integrated Learning (CLIL)*

COB Sekundarstufe I - COB Lower Secondary Schools

COB 17

Redtenbachergasse 79, 1170 Wien
🌐 www.college17.at

Dir.ⁱⁿ Eva Weninger

☎ (+431) 486 34 26

✉ direktion.917032@schule.wien.gv.at

COB 21

Aderklaaer Straße 2, 1210 Wien
🌐 <https://www.msleopoldau.at/>

Dir. Matthias Hammer

☎ (+431) 258 256 2 211

✉ direktion.921172@schule.wien.gv.at

COB 21

Adolf Loos Gasse 2, 1210 Wien

Dir. Harald Reichel

☎ (+431) 259 64 11

✉ direktion.921142@schule.wien.gv.at

COB 21

Deublergasse 19- 21, 1210 Wien
🌐 www.europaschule.at

Dir. Christian Klar

☎ (+431) 270 33 94-21

✉ direktion.921032@schule.wien.gv.at

COB 21

Jochbergengasse 1, 1210 Wien
🌐 <https://www.jochbergengasse.at/>

Dir.ⁱⁿ Barbara Bauer

☎ (+431) 292 35 75

✉ direktion.921132@schule.wien.gv.at

COB 21	Pastorstraße 29, 1210 Wien 🌐 https://sms21.schule.wien.at/	Dir. ⁱⁿ Kathrin Mohler ☎ (+431) 259 61 01 ✉ direktion.g21072@schule.wien.gv.at
COB 21	Kinzerplatz 9, 1210 Wien 🌐 www.kinzerplatz.at	Dir. Werner Schuster ☎ (+431) 270 11 80 ✉ direktion.g21052@schule.wien.gv.at
COB 21	Reisgasse 1, 1210 Wien 🌐 www.reisgasse.at	Dir. ⁱⁿ Sabina Czermak ☎ (+431) 292 53 57 ✉ direktion.g21082@schule.wien.gv.at
COB 21	Roda Roda Gasse 3, 1210 Wien 🌐 https://roda.schule.wien.at/	Dir. Martin Szlama ☎ (+431) 292 41 53 ✉ direktion.g21092@schule.wien.gv.at
COB 21	Rudolf Schön Weg 1, 1210 Wien 🌐 www.rudolf-schoen-weg.at	Dir. ⁱⁿ Sabine Sedlacek ☎ (+431) 272 02 45 211 ✉ direktion.g21152@schule.wien.gv.at



E4U
English For You

An den Wiener Mittelschulen (WMS) setzen E4U Native Speaker Teachers Content and Language Integrated Learning (CLIL) in nichtsprachlichen Fächern verstärkt ein. Die erste lebende Fremdsprache dient dabei als Instrument zur Erarbeitung fachspezifischer Inhalte und gewährleistet gleichzeitig eine intensive Beschäftigung mit englischsprachigen Ländern.

At WMS schools (Wiener Mittelschulen) pupils have the opportunity to apply their acquired linguistic competence in real life situations with E4U Native Speaker Teachers (NSTs), partly through Content and Language Integrated Learning (CLIL). Besides strengthening pupils' communicative skills, E4U supports and increases authentic knowledge of English-speaking countries and cultures.

E4U Schulen – E4U Lower Secondary Schools

pWMS/pRG 2	Simon-Wiesenthal-Gasse 3, 1020 Wien 🌐 www.zpc.at	Dir. Hans Hofer ☎ (+431) 216 40 46 ✉ prg2@902056.bildung-wien.gv.at
WMS 3	Kölblgasse 23, 1030 Wien 🌐 http://wms3koelbl-gasse.schule.wien.at/	Dir. ⁱⁿ Michaela Rieger ☎ (+431) 4000 560950 ✉ direktion.903062@schule.wien.gv.at

pWMS 3	Schützengasse 31, 1030 Wien 🌐 www.rgkomensky.at	Dir. ⁱⁿ Helena Huber ☎ (+431) 713 31 88 60 ✉ dirorg@komensky.at
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Französisch, Italienisch, Spanisch / *French, Italian, Spanish*

FIP, FIPS, Papillon (Französisch) - SIB, (Italienisch) - Mariposa, Arco Iris (Spanisch)
Die jeweilige Fremdsprache wird unter Einsatz von Native Speaker Teachers (NSTs) im Team-Teaching unterrichtet. Dabei wird Content and Language Integrated Learning (CLIL) angewandt.

FIP, FIPS, Papillon (French) – SIB (Italian) - Arco Iris, Mariposa (Spanish)
Content and Language Integrated learning (CLIL) in the respective language. Authentic language input through team teaching with Native Speaker Teachers (NSTs).

(FR): Les projets FIP, FIPS, Papillon (français) – SIB & UVÜ-Italienisch – Arco Iris, Mariposa (espagnol), sont principalement destinés à un jeune public germanophone. La langue cible est utilisée comme langue de travail dans plusieurs matières à l'école primaire. (Content and Language Integrated Learning - CLIL). L'intervention de locuteurs natifs assure une authenticité linguistique et un travail en équipe.

(IT): Progetti destinati a una popolazione scolastica prevalentemente germanofona: FIP, FIPS, Papillon (francese) – SIB (italiano) – Arco Iris, Mariposa (spagnolo) con insegnamento/apprendimento di contenuto e lingua in modo integrato (Content and Language Integrated Learning - CLIL), con input linguistico autentico attraverso team teaching con insegnanti madrelingua (Native Speaker Teachers).

(ES): Los proyectos iniciados están orientados hacia una población escolar en que predomina el alemán como idioma materno: FIP, PIPS, Papillon (francés) – SIB (italiano) – Arco Iris, Mariposa (español) con el aprendizaje de contenido e idioma de una forma integrativa (Content and Language Integrated Learning - CLIL), con input lingüístico auténtico a través de instruirla conjuntamente con maestros de lengua maternal (Native Speaker Teachers).



FIP
Français intégré à l'école primaire



Papillon

FIP / Papillon Volksschulen – FIP / Papillon Primary Schools

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SIB

Scuola elementare italiana bilingue

SIB Volksschule – SIB and primary schools offering Italian

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Arco Iris



Mariposa

Arco Iris / Mariposa Volksschulen – Arco Iris / Mariposa Primary Schools

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SIM Spanisch in der Mittelschule Sek I - SIM Spanish in Lower Secondary School

Schwerpunkte:

- Durchgängige sprachliche Bildung von der Volksschule über die WienerMittelSchule bis zum Oberstufengymnasium
- Sprachliche Authentizität durch Team-Teaching mit einem Native Speaker Teacher (NST)
- Spanisch als Arbeitssprache - Content and Language Integrated Learning (CLIL)
- Zusätzliches sprachliches Angebot Spanisch als zweite lebende Fremdsprache

Emphasis

- *Spanish language lessons at middle school as part of a continuum from primary through to upper secondary school*
- *Authentic language input through team teaching with a Native Speaker Teacher*
- *Content and Language Integrated Learning (CLIL)*
- *Further offer of additional Spanish language lessons*

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Tschechisch und Ungarisch / Czech and Hungarian



CentroLING

- Angebot von Tschechisch und Ungarisch als Fremdsprache
- Einsatz von Native Speaker Teachers (NSTs)

Emphasis:

- *Language courses in Czech and Hungarian as a foreign language*
- *Increased authentic language input through Native Speaker Teachers (NSTs)*

(CZ) Těžiště:

- zintenzivněné vyučování českého, slovenského a maďarského jazyka jako prvního, druhého nebo cizího jazyka
- vyučování zabezpečují učitelé mateřského jazyka

(HU) Súlypont:

- cseh, magyar, szlovák nyelv tanítása, mint első, második vagy idegen nyelv
- a nyelv oktatása anyanyelvi tanárok által

CentroLING Schulen - CentroLING Schools

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Educational Paths

in Austria 2022/23



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Introduction

The brochure “Educational Paths in Austria 2022/23” provides a compact overview of the entire Austrian education system, covering an informative spectrum from elementary education to adult education.

One important new feature is the introduction of “Basic Digital Education” as a compulsory subject in the Lower Cycle of Academic Secondary School and in Compulsory Secondary School. As of the 2022/23 school year, it will give students in the 5th to 7th grades the tools to deal with and interact in the digital world in a competent, independent and critical manner.

In challenging times, it is particularly important that all those who are active in the education sector are able to rely on good framework conditions for support and — above all — that social aspects are given special attention. This is why the Federal Ministry of Education, Science and Research (BMBWF) is enhancing all its support measures in the area of school psychology. Information and contacts as well as related links are available in the address section of this brochure.

And there’s good news for students: from September 2022, not only will the student financial support be increased, but the living circumstances of students will also be taken into account in the calculation with much greater flexibility.

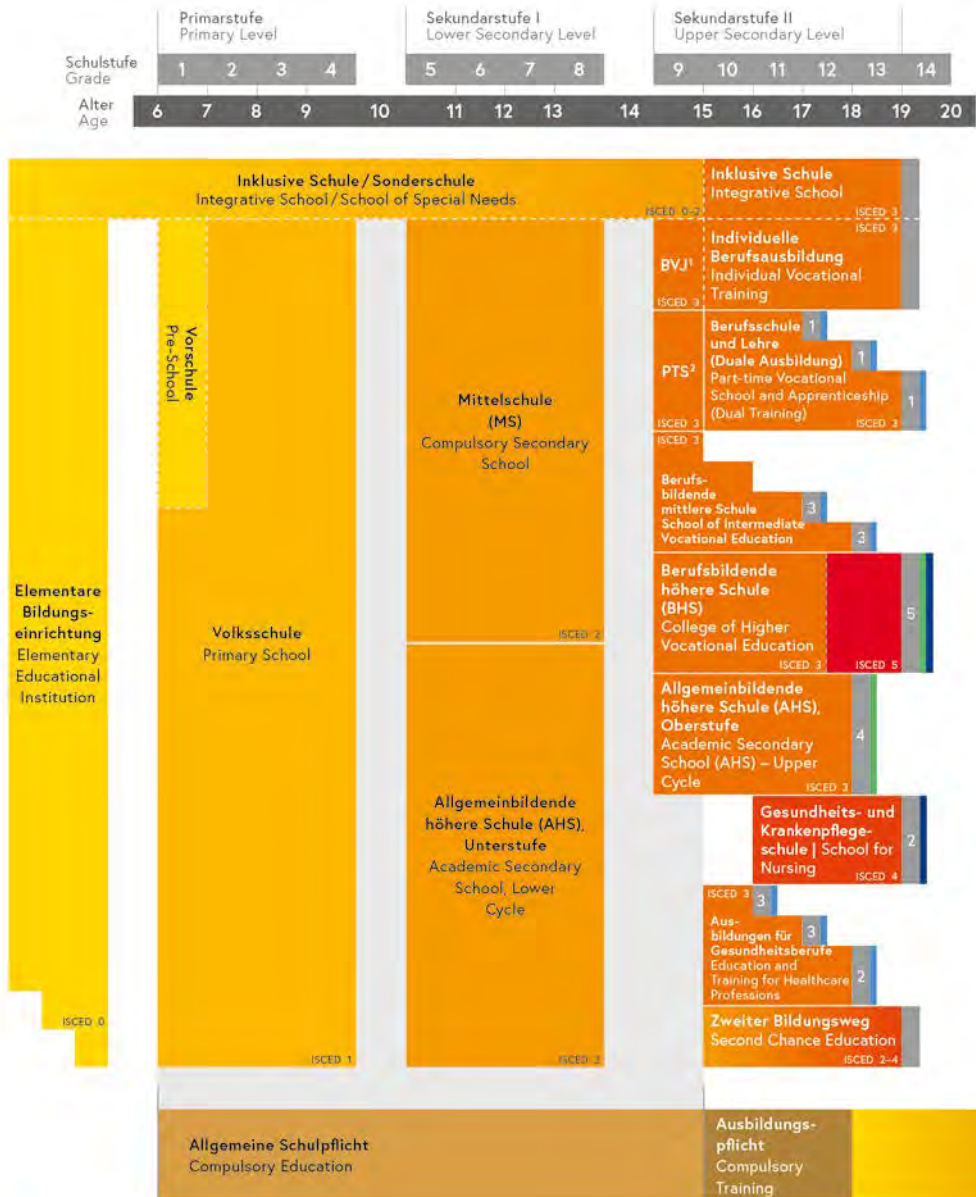
I wish you all the best for the new school and academic year. Stay healthy and confident!

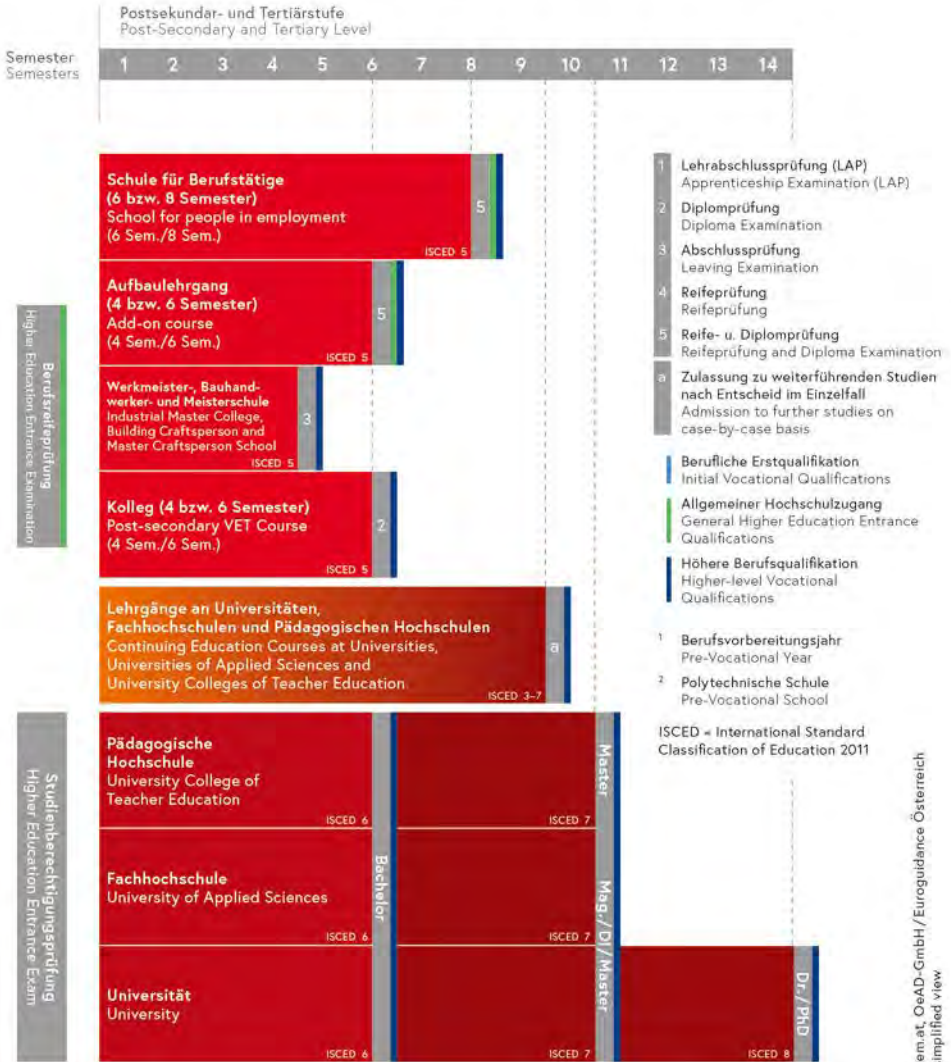


Ao. Univ.-Prof. Dr. Martin Polaschek
Federal Minister of Education, Science and Research



Das österreichische Bildungssystem / The Austrian Education System





Erwachsenenbildung / Weiterbildung allgemein, beruflich, kulturell, politisch, wissenschaftlich
Adult Education / Continuing Education general, vocational, cultural, political, academic

Erlangte Qualifikationen abhängig von der jeweiligen Weiterbildung
Qualifications obtained depending on the respective Continuing Education

ISCED 1-7



Elementary Educational Institutions

Elementary Educational Institutions

Elementary institutions – such as kindergartens – are the first educational institution encountered in life. They provide integral **support of a child's development**, taking into consideration their age and their individual needs and abilities. By attending an elementary educational institution, children will receive the best possible start to their educational career while increasing their educational opportunities.

Elementary educational institutions include **a variety of different institutional models**. These include institutions for children up to the age of three, such as crèches or toddler groups, as well as kindergartens, which children attend from the age of three to six. There are also mixed-age institutions, such as children's homes or children's groups. These models may have different names in the various Austrian provinces. Education and care by childminders, which is normally provided on private premises, is also possible.

Training

In order to be able to work as an elementary teacher in an elementary educational institution, training must be completed at an educational institution for elementary education (BAfEP), either as part of the five-year higher school format (vocational secondary school) or as part of a post-secondary VET course. Training as a higher vocational form of schooling ends with a Reifeprüfung and Diploma Examination. The training lasts five years. At the end of the post-secondary VET course, there is a diploma examination. To access this training, a Reifeprüfung, Higher Education Entrance Exam or Vocational Reifeprüfung is required. The training course is two years on a full-time basis or five to six semesters on a part-time basis.

The university course in “Elementary Education” provides people with relevant prior training with a lateral entry opportunity into the elementary education profession in the sense of qualifying as a “group-leading elementary teacher”. It is offered at several University Colleges of Teacher Education.

As of the 2022/23 academic year, at University Colleges of Teacher Education, building upon completed/relevant training as an elementary teacher, a professionally, academically and practically orientated qualification as an “integrative elementary teacher” can be obtained as part of the university course “Integrative Elementary Education”, including a qualification to practise this profession upon completion.

One way to work as an educational assistant in an elementary educational institution is to train at a vocational school for educational assistant professions. The educational assistant supports the teacher leading the group in the educational work and also carries out housekeeping activities. The vocational school course lasts for three years and concludes with a Leaving Examination.

Registration

We recommend you register your child early in order to secure a place at an elementary educational institution. More information is available at the following link: www.oesterreich.gv.at > Geburt > Behördenwege

Half-day, Non-contributory Compulsory Attendance

Children who turn five before 31 August of a given year are **required** to attend a suitable elementary educational institution for at least **four days a week for a total of 20 hours**. The non-contributory hours do not include meals or any participation in special offers (such as excursions). Elementary educational institutions are able to provide these non-contributory hours if they use German as the language of education.

Compulsory attendance continues until the 31 August following your child's sixth birthday. Children who start school earlier than required are exempt from compulsory attendance.

Compulsory attendance applies throughout the entire kindergarten year with the exception of school holidays regulated by provincial legislation, a holiday amounting to five weeks, illness of the child or of the legal guardian or extraordinary circumstances.

If the legal guardian lodges a request with the respective federal province, children may be exempt from compulsory attendance at a suitable elementary educational institution on the basis of a disability, a special educational need for support, for medical reasons or because of the distance from home or difficult travel conditions between home and the nearest suitable institution.

Parents can also apply to fulfil this compulsory school requirement within the context of home-schooling or by using a childminder. To use this option, your child must not require any support in German as the language of education. Certain educational tasks and education of values must also be guaranteed.

Further information on compulsory schooling is available from the Office of the Provincial Government in your federal province or from the City Administration Department of Vienna.

Early Language Support

Elementary educational institutions must support the **language skills of the children** from the outset, with German being promoted as the language of education from the age of four. These skills are verified by means of a nationally standardised language proficiency assessment – “BESK (DaZ) KOMPAKT” – from the age of three in elementary educational institutions. The elementary educational institution will provide a handover sheet when your child moves into compulsory education. This provides information on your child’s strengths and language areas that can be supported and thus provides a concrete starting point for planning further support.



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> Themen > Elementarpädagogik

Primary School

Compulsory Education

All children permanently residing in Austria are required to attend school for nine years. Children reaching the age of 6 prior to 1 September or on 1 September of a given year are required to attend school from September of the respective year onwards and must be registered at a primary school by their parents or legal guardians.¹ Primary school has 4 classes. Generally, pupils attend primary school between the ages of 6 and 10.

Pupil enrolment guarantees the child a school place, preferably at the school where the enrolment takes place, or at a nearby school if too many pupils are registered at a particular school. The school place is allocated by the school or by the Board of Education in charge.

Readiness for School

During the enrolment process, a decision will be made about whether your child is ready for school. The school management can use a new and additional method to do this. This so-called **school entrance screening** identifies your child's level of development and, if necessary, enables schools and parents to provide the best possible **support** even before the child starts school.

1 If your child was born before their expected due date, this date, which is recorded in the "Mother-Child Passport" can be used as the "birthday" for registration purposes. This means that it is possible for compulsory schooling to be postponed by a year. (Example: your child was due on 15 September, but was actually born on 1 September. If you take 1 September as your child's birthday, then they will begin in September. However, if you take 15 September as their birthday, then your child will not have to start school until the following school year.) When enrolling their child in school, legal guardians must tell the school if they decide to use the due date, rather than actual birthday, and provide their Mother-Child Passport as proof.

Information received from the child's kindergarten is also taken into account. A child is deemed to be ready for school if they can follow the lessons in the first grade well, without being overwhelmed. If a child is required to attend school, but is not yet ready for school, then they can be admitted to the Pre-School Stage.

Your child's **German skills** will be examined more closely at a follow-up appointment if it has not been possible to assess them adequately during the initial appointment of the school entrance screening. It is very important for a child to be able to follow the language of lessons. If it turns out that a child's knowledge of German is insufficient, the child will be taught in a special German remedial class or in German remedial courses.

School-aged children who are not ready for school will attend the **Pre-School Stage** in their own separate pre-school classes or in joint lessons with the 1st grade or the 1st and 2nd grades. The Pre-School Stage has a separate curriculum.

Children who are not yet of school age and whose 6th birthdays are not until 1 March of the following calendar year can be enrolled into the 1st grade **early** if they are already ready for school. To do this, the School Readiness Assessment must be passed and the child's parents must submit a written request to the school management.

German Language Support in Austrian Schools

The aim of the German language support model for pupils with insufficient knowledge of German is to provide early and intensive learning of German as the language of instruction. This is to ensure that the pupils can follow regular lessons and move into their appropriate class as quickly as possible.

1 Support at Three Different Levels of Intensity

The German language skills of children and young people are assessed when they are admitted to school using the standardised MIKA-D test procedure (a measuring instrument for analysing competence in German). The MIKA-D result decides which kind of support future pupils will receive.

There are three support options available:

- a. Attending a **German support class**: Pupils with little or no knowledge of German as the teaching language attend German support classes (=MIKA-D result: insufficient). They receive 15 (primary level) or 20 hours (from secondary level 1) per week of intensive German support in special German support classes. To integrate and consolidate language skills, the pupils will, to a lesser extent, also take part in regular classes (e.g. exercise and sport) as well as school trips and projects. The German language skills of the pupils are reassessed at the end of each semester using the MIKA-D tool and, if necessary, pupils are moved to a different support format.
- b. Attendance of a **German support course** alongside regular classes: Pupils already have some German language skills, but cannot yet follow the regular classes without intensive support (MIKA-D result: poor). Pupils will attend regular classes for most subjects and will also receive 6 hours of German support per week. At the end of the semester, the pupil's language skills are assessed again using MIKA-D and, if necessary, pupils are moved to a different support format.
- c. Attending regular classes, with further **German language support** as needed. The pupils are already able to follow regular classes (MIKA-D result: sufficient). Depending on their individual support needs and the organisational requirements at the school, pupils will continue to receive (integrative or additional) support in German as the teaching language.

2 Admission as an Extraordinary or Ordinary Pupil

If pupils are being provided with support in a **German support class** or as part of a **German support course**, they are registered as “extraordinary pupils”. Depending on the MIKA-D result at the end of each semester or **at the latest after four semesters**, pupils are moved to “ordinary” status. “Ordinary” pupils attend regular classes as described in 1c.

3 Testing of German Skills Using a Standardised Test Method

For purposes of transparency and objectification in the admission and classification of (extra)ordinary pupils, **MIKA-D** is used throughout Austria in primary and secondary school as a uniform and standardised instrument.

4 Assessment and Advancement

We do not assess the performance of pupils in **German support classes**. At the end of the school year, pupils in the German support classes will receive confirmation that they have attended the German support class. If their MIKA-D result is “sufficient” at the end of the school year, they can attend the next school grade if the class or school committee agrees.

For pupils who attend **German support courses**, assessment of the individual subjects, taking into account the pupil’s German skills, is only possible once the pupil has fulfilled the basic requirements of the subject. Pupils can advance to the next school grade if their certificate shows a positive assessment in all compulsory subjects. Any advancements in the event of a “fail” will be regulated in the same way as for “ordinary” pupils.

Ordinary pupils are assessed in the normal way – i.e. without taking their German skills into account. These pupils can advance to the next level with a positive assessment in all subjects or with a “fail” under certain conditions.

Performance Evaluation

Parents or legal guardians can decide, at the class forum at the beginning of the first grade, whether class assessments should be graded using **numerical grades or in some other format**. However, by the end of the 2nd grade and in the classes that follow, numerical grades will be awarded. In addition to the school report, the teacher will hold **individual interviews** with the pupils and parents regarding the child's performance and progress.



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> Themen > Schule > Das österreichische Schulsystem >

Die Schularten

Compulsory Secondary School

Objective of Compulsory Secondary School

All primary school pupils can attend a compulsory secondary school after successfully completing primary school. All 10 to 14-year-olds have to attend this school. Pupils generally attend compulsory secondary school for 4 years.

The aim of compulsory secondary school is to encourage every student as individually as possible, in the interests of equal opportunities. In general, the students are taught together in the class for all subjects. In German, mathematics and English (as the modern foreign language) as well as in compulsory subjects (the focus of which is decided by the individual school), teachers have a variety of educational measures at their disposal for providing students with the best possible support. This includes **team teaching, flexible group formation as well as remedial and advanced courses.**

Compulsory Secondary School Curriculum

Children's potential and talents are the top priorities of the compulsory secondary school curriculum. **Educational guidance and counselling establish** an optimal basis for a later decision on future learning and career paths.

Apart from the special forms of compulsory secondary schools for music and sport, the compulsory secondary school curriculum has four possible **focus areas:**

- Linguistic-humanistic-arts
- Science-mathematics
- Economic-life studies
- Music-creative

Other priorities can also be set independently by the school.

Many compulsory secondary schools offer **full-day care arrangements**. Information about these is available from the relevant education authorities.

Performance Evaluation and Further Educational and Career Paths

From the 6th grade, pupils are assigned to the educational objectives of either the **Standard** or **Standard Academic Secondary School** curricula in the differentiated compulsory subjects of German, first modern language and mathematics.

If your child meets the **Standard Academic Secondary School** educational objectives, this corresponds to an Academic Secondary School, Lower Cycle, assessment and is stated in the school report. If performance no longer meets the minimum requirements of the **Standard Academic Secondary School** educational objectives, they are assigned to the **Standard** performance level and assessed accordingly after all support measures have been exhausted. A five-part grading scale is used for both educational objectives; “Very good” for **Standard** educational objectives is equivalent to “Satisfactory” for **Standard Academic Secondary School** educational objectives, and “Good” for **Standard** educational objectives is equivalent to “Adequate” for **Standard Academic Secondary School** educational objectives. A number of differentiating measures are used. These can be decided on by each individual school.

The individual strengths of learning and performance are recorded in the “**supplementary differentiating performance report**”, which is issued from 5th to 7th grade in addition to the normal school report, and in 8th grade together with the mid-year school report. Learning progress and decisions about educational and career paths are dealt with at the regular “**Pupil-Parent-Teacher meetings**”.

Students with special educational needs can also attend compulsory secondary schools as part of an integrative education. A suitable compulsory secondary school should be sought individually, in consultation with the relevant Board of Education, and with the parents' involvement. The diversity managers of the education authority will provide the legal guardians and the new school with support to create the best possible conditions. This is in order to provide integrative schooling for the student in line with their disability and individual needs. Qualified teachers are available for support. Teaching and assessment are based on the curriculum provided in the SEN statement. Joint lessons open up a wide range of opportunities for children and young people with and without SEN to share learning experiences.

Successful completion of compulsory secondary school means pupils can attend a pre-vocational school or a further academic secondary school, school of intermediate vocational education or college of higher vocational education, depending on their educational targets.



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> Themen > Schule > Das österreichische Schulsystem >
Die Schularten

Integrative School/ School of Special Needs

Special Educational Needs

Children and young people with special educational needs (SEN) can be cared for either in an integrative school or in a school of special needs, depending on the wishes of the parents or guardians. SEN are assessed either at the request of the legal guardian or officially by the education authority.

Integrative lessons open up a wide range of opportunities for children and young people with and without SEN to share learning experiences. Pupils with special educational needs can enjoy integrative teaching at primary school, compulsory secondary school, the lower cycle of an academic secondary school, pre-vocational school and the one-year vocational school for economic professions.

A **school of special needs** consists of nine grades, with the last grade being a pre-vocational year.

Pupils with special educational needs are taught in integrative schools and in schools of special needs according to the curriculum stated in their individual SEN statement. This includes the mainstream school curricula as well as the curriculum of the school for special needs.

Both integrative schools and schools of special needs offer students with SEN the option of completing a voluntary 11th and 12th school year – with the consent of the school operator and the relevant school authority.



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Pre-Vocational School

Preparations for Working Life

Pre-vocational school follows the 8th grade, and consists of one grade. In the 9th or in a voluntary 10th or 11th year of school, students are prepared for later life – especially for working life – by deepening and expanding on general education, comprehensive vocational guidance, obtaining basic vocational training in an optional subject and strengthening their personal and social skills.

The 32 hours of teaching per week are intended to impart **basic professional knowledge and skills** in order to obtain the best possible qualifications for dual training² and a transfer to secondary schooling. Each school can independently adapt the number of hours per week spent studying the general compulsory subjects and the compulsory elective subject to fit the interests of the pupils and the regional economic structures.

Pupils with special educational needs are taught in an integrated manner based on the curriculum for the pre-vocational year at pre-vocational school.

Career Choice Competence

With regard to developing **career choice competence**, pre-vocational schools focus on providing guidance, recognising personal strengths and weaknesses, comparing professional goals and desires and providing more insight into different working environments.

The **general compulsory subjects** (e.g. professional and everyday life, German and communication, modern foreign language, applied mathematics, political

2 See “Vocational School” chapter

education, economics and ecology, exercise and sport) provide an in-depth and extended general education.

Basic vocational training is provided in specialist fields (as a bundle of alternative compulsory subjects). These correspond to broad professional fields within business, with the acquisition of basic skills, abilities and knowledge (key qualifications). Competence and work-based learning encourages the pupils' individual talents and motivation to learn.

Specialisms

There is a choice of **seven specialisms**, divided into two clusters (technology and services), depending on vocational interests and inclinations:

- Metal
- Electrical
- Wood
- Construction
- Trade and Office
- Health, Beauty and Social Affairs
- Tourism

The schools can independently decide to combine subject areas or to offer additional subject fields (e.g. mechatronics) if the professional interests of a sufficiently large group of students and the structure of the regional economy so require.

The teaching year is divided into three phases. It begins with an orientation phase (4 to 8 weeks) and an optional focus phase (maximum duration until

the end of the 1st semester). This is followed by the intensification of basic vocational training in the chosen specialism.

The **orientation phase** at the beginning of the school year gives the pupils the opportunity to get to know all of the subjects offered by the school. The compulsory subject of “professional and everyday life” takes on an interdisciplinary and networking function. In this phase, various tools are used to analyse the interests and potential of the students in order to support their choice of a subject. The choice of career is supported by exploring businesses and professions as part of training workshops and extracurricular institutions, as well as one-day internships (mini-apprenticeships) in companies.

The (optional) **focus phase** supplements the selected specialism with content from up to two other subjects, so that students can gain specific insights into other professional fields and thus gain new perspectives for their career choice.

If they pass the pre-vocational school (at the 9th grade), the pupils obtain, among other things, the right to transfer to the 1st grade of a school of intermediate vocational education or college of higher vocational education without the need to sit an entrance examination.



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Academic Secondary School

In-Depth General Education

The academic secondary schools have the task of providing students with a comprehensive and in-depth general education, while also readying them for university entrance.

The academic secondary school comprises a four-year Lower Cycle and, generally, a four-year Upper Cycle, which concludes with the Reifeprüfung (Matura).

To enter the 1st grade of an academic secondary school, the following is required:

- successful completion of the 4th grade of primary school (with “very good” or “good” grades in German, reading, writing and mathematics)
- or a school council evaluation stating that, despite being “satisfactory” in these compulsory subjects, they will most likely meet the requirements of the general secondary school due to their other achievements
- or the pupil must sit an entrance exam.

Forms of Academic Secondary School

Lower Cycle (1st to 4th grade) and Upper Cycle (5th to 8th grade):

- **Gymnasium** with a special focus on languages, humanities and the arts
- **Realgymnasium** with a special focus on natural sciences and mathematics
- **Wirtschaftskundliches Realgymnasium** with a special focus on economics and life skills (including a practical focus)

Only in the Upper Cycle: **Oberstufenrealgymnasium** with a special focus on linguistic, scientific and musical-creative educational content.

Special School Forms

- Aufbaugymnasium (structured secondary school) and Aufbaurealgymnasium (specialist structured secondary school) (Especially for pupils with a compulsory school leaving certificate, in order to give them a university entrance qualification.)
- Gymnasium, Realgymnasium and Wirtschaftskundliches Realgymnasium for people in employment
- Academic secondary school with musical and sporting focus by aptitude test
- Academic secondary school for linguistic minorities (Slovenian, Croatian, Hungarian)
- Werkschulheim (a Realgymnasium with additional training in an apprenticeship five years)
- Gymnasien and Realgymnasien with a focus on foreign language teaching (further information from the education authorities)

The education authorities provide information on other special forms (e.g. those with a focus on computer science, natural science, competitive sports) that are carried out as part of school pilot schemes and academic secondary schools with boarding facilities (public and private).



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Vocational School

Dual Training

Vocational school is one of the two places of learning for **dual training (apprenticeship)**. You can begin this dual training programme after **completing compulsory education**. The practical training aspect takes place within a company or in a training facility; young people sign an **apprenticeship contract** or **training contract**.

Vocational schools supplement the training received within the company and expand on a student's general education.

Depending on the skilled trade the student is learning, training can last between two and four years, but is generally **three years**. **Apprentices** attend vocational school for the entire length of their training, as school attendance is a compulsory part of the apprenticeship. The lesson hours at the vocational school are part of the working time. Throughout the entire apprenticeship period, the apprentice receives an apprentice salary.

Lessons at vocational school are offered:

- **all year round**, i.e. at least one full or at least two half days of school per week;
- **as a course**, i.e. at least eight weeks of constant school, or
- **seasonally**, i.e. only at a particular time of the year.

Skilled Trades

There are over **200 skilled trades** in the following groups of skilled trades:

- Construction
- Office, administration, organisation
- Chemistry
- Print, photo, graphics, paper processing
- Electrical engineering, electronics
- Gastronomy
- Health and personal care
- Trade
- Wood, glass, clay
- Information and communications technology
- Food and luxury foods
- Metal technology and mechanical engineering
- Textiles, fashion, leather
- Animals and plants
- Transportation and warehousing

After completing the apprenticeship, the **Apprenticeship Examination** is taken. This consists of one practical and one theory exam (written and oral). If students have successfully passed the final class of vocational school, the final apprenticeship examination will be the practical exam only.

When students have successfully passed the final apprenticeship examination, the following options are available, amongst others, to obtain **further qualification**:

- Master craftsman examination for a craft, with parts of the examination omitted

- Aptitude test for another regulated trade
- Vocational Reifeprüfung in order to access further studies

Vocational Matura/Apprenticeship with Reifeprüfung

As part of the BMBWF “**Vocational Matura/Apprenticeship with Reifeprüfung**”, apprentices are able to attend preparatory courses for the **Vocational Reifeprüfung** during their apprenticeships. The preparatory courses and exams are free of charge to apprentices.

Individual Vocational Training

Individual vocational training in accordance with §8b BAG (Vocational Training Act) is offered as apprenticeship training with an **extended apprenticeship period** (extension of one or two years) or in the form of a **partial qualification** in a skilled trade.

This is a good way of responding to the individual skills and needs of young people. Individual vocational training is also completed in a training company or training facility and at vocational school.



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School of Intermediate Vocational Education

Vocational Training

Pupils can also attend a school of intermediate vocational education (BMS) after successfully completing the 8th grade of school. They attend this school for **between one and four years**. Schools of intermediate vocational education with a training period of one or two years provide basic professional training, and those with a training period of three to four years and a Leaving Examination result in **completed vocational training**.

In some cases, you may need to sit an **entrance examination**. There is no entrance exam if you have successfully attended a pre-vocational school. There is no entrance exam for one or two-year courses at schools of intermediate vocational education or for agricultural colleges.

An aptitude exam is compulsory if you want to attend a school of intermediate vocational education that has a focus on sports or the arts.

Training in a Variety of Fields

- **Specialist technical, commercial and arts and crafts schools**
(three to four years)

Subjects: structural engineering, sculpture, gunsmith, chemistry, chemical technology, wood turner, electronics and technical computer science, electrical engineering, flight technology, building services engineering, glass technology and design, wood industry, information technology, ceramics and furnace construction, basket and furniture weaving, leather design, painting and design, mechanical engineering, mechatronics, media design and digital print production, precision technology and watchmaking, stone technology and stone design, bowed and stringed instrument manufacture, carpentry, gilding and type design, weaving

- **Commercial school** (three years)
 Training for professions in all branches of the economy and administration
 Commercial school for (high) performance athletes (four years)

- **School of business professions** (one, two and three years)
 Training in economic and tourism professions
 Specialisations at the school's discretion, e.g. health and social affairs, nutrition

- **Specialist school of fashion** (three years)
 Training to become a specialist in the fashion and clothing industry
 Specialisations at the school's discretion, e.g. applied management, trade and design

- **Hotel management school, tourism school, hospitality school** (three years)
 Training as a specialist in the hotel and hospitality industry or in spa administration or tourism
 Specialisations at the school's discretion, e.g. gastronomy, sport, cuisine

- **School of social professions**
 - Three-year school for social professions
 - Schools for social care professions (admission only from the age of 17 or 19) with the following focuses: work with the elderly, family work, work with the disabled, support for the disabled; degree at technical level (two years) or at diploma level (three years); also available for working people

- **Agriculture and forestry trade schools** (two to four years)
Training to become an agricultural skilled worker
Apprenticeship focus points, e.g. agriculture, rural housekeeping, nutrition and health management, health and social professions
Information is provided by the agricultural schools department of the respective provincial government
- **Technical schools for teaching assistant professions** (three years)
Training to assist with educational and teaching tasks in elementary educational institutions

Further vocational training

- **Healthcare and Nursing**
 - Training in nursing assistant professions
 - Schools for healthcare and nursing (three years, currently being phased out)
[Health and nursing diploma: from 2024 training at universities of applied sciences in cooperation with clinics and hospitals]
- **Federal sports academy** (three years)
Training for extracurricular sport: Training to become a sports teacher, instructor or trainer

Entitlements after Completing a Three to Four-year Course at a School of Intermediate Vocational Education

- Immediate exercise of relevant professional activities
- Access to regulated professions according to the Trade Regulation Act (Gewerbeordnung)
- Access to an add-on course (educational goal of the college of higher vocational education, six semesters, with completion of Reifeprüfung and Diploma Examination; see Post-Secondary VET Courses/Add-on Courses chapter)
- Option to take a Vocational Reifeprüfung in order to obtain general access to university
- Crediting of relevant specialist knowledge, skills and already proven knowledge for mandatory examinations in the qualification examination or master craftsman examination
- Exemption from the Business Venture Examination for graduates of most of these schools of intermediate vocational education



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www.sozialministerium.at

College of Higher Vocational Education

Another option after successfully completing the 8th grade of school is to attend a college of higher vocational education (BHS) – which lasts **five years**.

Colleges of higher vocational education impart:

- In-depth **general education**
- **Specific vocational qualifications** as part of a higher-level vocational apprenticeship
- **Practical apprenticeship**

They end with the **Reifeprüfung and Diploma Examination**.

Admission

Students who have **successfully** completed the 4th class of a compulsory secondary school, the 4th class or higher of an academic secondary school or the pre-vocational school up to the 9th grade can attend colleges of higher vocational education. In some cases, you may need to sit an **entrance examination**.

There is an aptitude test at educational institutions for elementary education, educational institutions for social education as well as at colleges of higher vocational education with a focus on sports or the arts.

Colleges of higher vocational education are also provided for **people who work** (as evening schools).

Training in a Variety of Fields

- **Higher technical and commercial school**

Subjects: art and design, aviation technology, structural engineering, biomedical and health technology, chemical engineering, electronics and technical information technology, electrical engineering, flight technology, building services engineering, graphic and communication design, computer science, information technology, interior architecture and wood technologies, plastics technology, food technology, medicine, life science and sport, mechanical engineering, mechatronics, media engineer and print management, metallic materials technology, metallurgy and environmental technology, industrial engineer

- **Higher educational institution for**

- Fashion
- Art and Design
- Product Management and Presentation
- Fashion Design and Product Design

Training to become a qualified specialist in the fashion and clothing industry

Specialisations and focus points at the school's discretion

- **Higher educational institution for tourism**

Training to become a qualified specialist in the tourism industry. Specialisations and focus points at the school's discretion, e.g. third modern foreign language, hotel and gastronomy management, digital marketing

- **Commercial academy**

Training for high-level professions in all branches of business and administration. Training focus: Information technology and information and communication technology – e-business, management, controlling and accounting, finance and risk management, controlling, business practice and taxes, entrepreneurship and management, international economy, communication management and marketing, logistics management, quality management and integrated management systems, ecologically orientated corporate management, management for ... (at school's discretion)

Special training courses:

- Commercial Academy – Economy and Law (JusHAK)
- Commercial Academy – European and International Business (EuropaHAK)
- Commercial Academy – Industrial Business (HAK)
- Commercial Academy – Digital Business (DigBiz HAK)
- Commercial Academy – Communication and Media Information (MediaHAK)
- Commercial Academy for High-Performance Athletes
- Commercial Academy for Management and Security
- Commercial Academy with Additional Training from Agricultural College

- **Higher Educational Institution for Commercial Professions**
Training to become a qualified specialist in business, administration – especially in the social, health and cultural sectors – as well as in the hotel, catering and nutrition sectors
Fields: culture and congress management, environment and economy, social management and communication and media design
- **Higher agricultural and forestry educational institution**
Training to become a qualified specialist in agriculture and forestry
Fields: agriculture and food, viticulture and fruit growing, horticulture, gardening and landscaping, forestry, agricultural engineering, food and biotechnology, environmental and resource management, information technology in agriculture
- **Educational Institution for Elementary Education**
Training as an elementary teacher
Additional training opportunity: after-school teacher
- **Educational Institution for Social Education**
Training to become a social education worker in after-school care centres and socio-educational institutions for children and young people and in extracurricular youth work

Entitlements after Completing a Course at a College of Higher Vocational Education

- **Studies** at universities, universities of applied sciences and university colleges of teacher education
- **Recognition** of relevant knowledge at Austrian universities of applied sciences and universities
- Access to legally **regulated professions** according to the Trade Regulation Act (Gewerbeordnung)
- Access to a regulated profession in another **EU member state**, for which the successful completion of a college or university education of (up to) four years is required for admission to the profession
- Application for the **qualification designation** of “Engineer” from the Federal Ministry for Labour and Social Affairs or from the Federal Ministry for Agriculture, Forestry, Regions and Water Management for graduates of most of the higher technical educational institutions, the commercial academy for digital business and higher agricultural and forestry educational institutions
- Exemption from the **Business Venture Examination**

For the Reifeprüfung and Diploma Examination, see chapter “Leaving Examinations at Academic Secondary Schools and Colleges of Higher Vocational Education”.



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Leaving Examinations at Academic Secondary Schools and Colleges of Higher Vocational Education

Centralised Matura

Completion of the standardised, competence-based Reifeprüfung or Reifeprüfung and Diploma Examination (Centralised Matura) represents the successful completion of attendance at an academic secondary school or a college of higher vocational education.

The Objectives of the Reifeprüfung (at Academic Secondary School) and the Reifeprüfung and Diploma Examination (at Colleges of Higher Vocational Education)

- Standardised basic competences
- Guidance on competencies
- Objectivity through standardised tasks and standardised assessment criteria
- Comparability and transparency of school performance and school qualifications
- Increasing the significance of final exams
- Europe-wide comparison of degrees

Exam Basis

The exam consists of three independent sections:

Pre-Academic Thesis (Academic Secondary School) or Diploma Thesis (College of Higher Vocational Education)

The **topics** or **tasks** of the pre-academic thesis or the diploma thesis are determined by the schools. This means the individual interests and talents

of the students can be specifically supported and represented. School focus points are also taken into account.

- At academic secondary schools, all pupils write a **pre-academic thesis** on a subject of their choice. The piece is then presented and discussed before the examination board.
- At colleges of higher vocational education, all pupils write a **thesis** on a professional or occupational issue of practical relevance, mostly on behalf of or in cooperation with a company. The piece is then presented and discussed before the examination board.

Written Examination

Students choose whether they want to take three written and three oral exams or four written and two oral exams.

In the **written** examination, all pupils throughout Austria take the exam in the standardised subjects simultaneously and receive standard assignments (language of instruction, applied mathematics, foreign languages). They all receive the same tasks. Depending on the type of school, non-standardised written exams are also taken.

- At academic secondary schools, German, mathematics and a modern foreign language are mandatory. Another exam can also be chosen depending on the type of school. There is a choice of other foreign languages and specialising subjects, in which school tests are also provided depending on the type of school.
- At colleges of higher vocational education, due to the contents of the curriculum, the written assignments are **vocational** in the foreign languages and **practical** in mathematics.

The oral **compensatory exam** offers pupils the opportunity to cancel out a negative mark of the written exam. This test is also set centrally in the standardised subjects.

Teachers **correct and assess the written examinations** using a correction and assessment key. The results are presented to the examination chairperson for inspection and confirmation.

Oral Exam

The focus of the **oral examinations** can be adapted to the **focal points of the training**. This means the assignments are not set centrally. Instead, they remain the responsibility of the teachers at each individual school.

Higher Education Entrance Examination

The **Vocational Reifeprüfung** is also carried out according to the format of the standardised Reifeprüfung/Reifeprüfung and Diploma Examination.



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www.bmbf.gv.at/ahs

www.diplomarbeiten-bbs.at

www.ahs-vwa.at/schueler

Education until 18

The goal of the initiative “AusBildung bis 18” (Education until 18), based on the Ausbildungspflichtgesetz 2016 (Compulsory Education or Training Act 2016), is for all young people to remain in education or training until the age of 18. This means that young people must complete further training after fulfilling general compulsory schooling, and are thus better prepared for the **professional demands of the future** than before. The main aim is to reach those young people who need support finding a suitable training course.

Education and Training which Meet the Training Obligation up to the Age of 18

- **Attending a secondary school**
Academic secondary school, school of intermediate vocational education, vocational secondary school, General School of Nursing, School for Social Care Professions, College for Medical Assistance Professions
- **Apprenticeships**
This includes apprenticeships, extended apprenticeships, partial qualifications and inter-company training
- **Training in a healthcare profession**
Dental assistant, medical masseur, massage therapist, care assistant, paramedic, emergency paramedic
- **Training in a social care profession**
Graduate social worker, specialist social worker and home help
- **Participation in a recognised course that prepares participants for further schooling or training**
An outlook plan or support plan drafted by a Youth Coaching facility or the Public Employment Service (AMS) must be available that documents the benefit of this service for the young person

- **Participation in a language course for young people who need special support with the German language**
Exclusively attending a language course is only permitted if this is included in the outlook plan or support plan
- **Participating in a service for young people who require support that makes integrating young people into the labour market easier**
- **Participation in services and programmes of extracurricular youth work that makes integrating young people into the labour market easier**
An outlook plan or support plan must be prepared alongside this
- **Attending schools or training programmes abroad**
These must be at least equivalent to comparable Austrian schools or training programmes, or not offered in Austria, and this must not put the young people at a disadvantage
- **Participation in commissioned or non-commissioned officer training**
Participation in a training service or an employment relationship with the armed forces



www.ausbildungbis18.at
www.koordinationsstelle.at
www.neba.at/jugendcoaching



Post-Secondary VET Course/ Add-on Course

Post-Secondary VET Courses

Post-secondary VET courses offer two-year high-quality vocational training; if you are already working, this will take two or three years. You must have a Reifeprüfung (or Higher Education Entrance Exam or vocational Reifeprüfung) for this course.

Post-secondary VET course training corresponds to the educational goal of the college of higher vocational education or educational institution and concludes with a diploma examination. Graduates obtain the vocational qualifications from the corresponding college of higher vocational education.

- Post-secondary VET courses at **technical and commercial educational institutions**: structural engineering; chemical engineers; design; electronics and technical computer science; electrical engineering; renewable energy, environment and sustainability; building services engineering; graphic and communication design; computer science; interior architecture and wood technology; mechanical engineering; mechatronics; media engineers and print management; furnace development; optometry; business engineers
- Post-secondary VET courses at **vocational schools of social and service industries**: tourism, economic professions, fashion, art and design
- Post-secondary VET courses at **commercial academies**: entrepreneurship and management; finance and risk management; management, controlling and accounting; international trade; digital business; communication and media informatics
- Post-secondary VET courses at **educational institutions for elementary education** or **educational institutions for social education**

Add-on Courses

An add-on course lasts two to three years and offers the educational objective of a college of higher vocational education. To enrol in an add-on course, you must have successfully completed a technical college course or a preparatory course (in the same or a related specialisation). The add-on course, like the college of higher vocational education, offers high-level vocational training and concludes with a **Reifeprüfung and Diploma Examination**. Graduates obtain the vocational qualifications from the corresponding college of higher vocational education.

Some add-on courses are also offered to working people.

- Add-on courses at **technical and commercial schools**: structural engineering, chemical engineering, design, electronics and technical computer science, computer science, building services engineering, mechanical engineering, mechatronics, electrical engineering, interior architecture and wood technology, media engineers and print management
- Add-on courses at **people-facing vocational schools**: tourism, economic professions, fashion, art and design
- Add-on courses at **agricultural and forestry schools**: agriculture, forestry, agriculture and nutrition
- Add-on courses at **commercial schools**: management, controlling and accounting; communication management and marketing; finance and risk management; entrepreneurship and management; logistics management
- Add-on courses at **educational institutions for elementary education**



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Worldwide Teaching

International Mobility Programmes for Students and Teachers around the World

The Federal Ministry of Education, Science and Research promotes international cooperation in the area of education through a range of short-term and long-term mobility programmes for students and teachers under the “Worldwide Teaching” brand. The aim of any overseas deployment is to make teachers stronger in their educational and technical expertise by way of international experience. The focus is on intercultural competence and **global learning**, dealing with **diversity and multilingualism** and promoting innovative thinking. Mobility programmes retrospectively contribute to broadening horizons and making the Austrian educational landscape more international.

The Foreign Language Assistant Programme

The **foreign language assistant programme** offers all Austrian students and young graduates the possibility to support German teaching on location, to acquire teaching experience abroad and to develop their own foreign language skills on the basis of bilateral agreements with eleven countries. In return, students from the partner countries enrich foreign language teaching as assistants at around 800 schools in Austria.

Culture and Language

The “**Culture and Language**” programme offers various forms of international cooperation in German as a Foreign Language and Austrian Regional Studies through further education and networking events in German as a Foreign Language. The target group is made up of students and teachers of German in Austria and worldwide.



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Weltweit unterrichten

www.weltweitunterrichten.at

Higher Education

University

University of Applied Sciences

University College of Teacher Education

Private Higher Education Institution and

Private University

As a general principle, **there is free access to higher education in Austria.** This means that anyone who has passed the Matura, the Vocational Reifeprüfung or a Higher Education Entrance Exam or who has obtained the so-called “general university entrance qualification” through recognition of relevant foreign qualifications can also study for a university degree. At universities of applied sciences, there is also the option of being admitted to a Bachelor degree with a relevant professional qualification and additional examinations.

In many subjects you have to complete an admission procedure to gain admission to the course.

However, in many fields of study, admission regulations apply, in which **aptitude or selection examinations or admission procedures** have to be completed before you are actually admitted to the course. In particular, prospective students must prove their previous knowledge (e.g. being able to play a certain instrument) or their (physical, artistic or technical) aptitude to gain admission to artistic or sports science courses of study.

While admission procedures are generally stipulated at universities of applied sciences and at many private universities or private higher education institutions, this is only the case at public universities in certain fields of study, such as admission to human medicine, dental medicine, veterinary medicine or psychology. In addition, there is a group of subjects for which admission procedures are only carried out at public universities if more prospective students register for them than there are places. Multi-stage admission and aptitude assessment procedures are carried out for all teacher training courses at universities and colleges of education.

Bachelor, Diploma, Master and Doctoral Programmes

Most university courses are based on the so-called “Bologna structure” as a three to four-year **Bachelor degree** (180 to 240 ECTS credits/ECTS-AP)³ and a one to two and a half year **Master degree** (60 to 120 ECTS credits). The Bachelor degree provides scientific, artistic or scientifically-based professional training and qualification in the relevant subject area and leads to the academic degree of “Bachelor”. Depending on the faculty, Master programmes provide further deepening of knowledge and specialisation and conclude with a Master degree or the title of “Diplomingenieur”.

In addition, there are studies that are offered as **Diploma Studies**. They usually last eight to twelve semesters and are usually divided into two or three sections. Their completion entitles you to acquire the degree of “Magister”, “Magistra” or “Diplomingenieur/in”.

Anyone who wants a career in science must pursue a **Doctoral or PhD degree** after completing their diploma or Master degree.

3 **ECTS credits (ECTS-AP)** are “European Credit Transfer System Points”. This is the way that universities in Europe assess the level of academic achievement. For one ECTS credit point, a workload of 25 hours is usually required; the curricula provide for coursework to the extent of 30 ECTS-AP per semester.

University

If you study at a university, you will get to know your chosen subject in all of its academic breadth. For this reason, universities are also characterised by the fact that the scientists who conduct research at a university are also responsible for university teaching. It is researchers who teach the students, and it is the students who do some of the research as part of their courses and examinations.

Universities in Austria offer **basic courses such as diploma and Bachelor courses** as well as **Master and doctoral or PhD programmes that build on them.**

They range from humanities and cultural studies, engineering and artistic studies, teacher training courses for the secondary level of general education in cooperation with the university colleges of teacher education to medical, natural science, law, social and economic science and theological studies.

A major focus of universities is on training young scientists. This takes place within the framework of doctoral or PhD studies, which can only be offered by universities – albeit in cooperation with other universities such as the university colleges of teacher education or the universities of applied studies.

A distinction is made between **public universities** and **private universities**, depending on the type of institution and their funding.

There are currently 22 public universities and 17 private universities in Austria (as of June 2022).



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www.studienwahl.at

www.studiversum.at

University of Applied Sciences

Those who study at a university of applied sciences receive practical and application-focused training at university level that prepares them for the demands of professional life. Universities of applied sciences offer Bachelor and Master programmes. University of applied sciences Bachelor degree programmes include at least one compulsory internship, which often also provides a way to launch a career.

The **21 universities of applied sciences** in Austria offer a wide range of courses in the fields of technology and engineering, economics, social affairs, health sciences, natural sciences, design and safety sciences. Around half of the courses offered can be studied on a part-time basis. Completing a degree at a university of applied sciences also enables you to pursue further studies at another higher education institution, university or private university. If you complete a UAS Bachelor degree in medical-technical services (physiotherapy, occupational therapy, biomedical analysis, speech therapy, orthoptics, radiological technology, dietology) of health and nursing and midwives, the professional qualification in the respective profession is acquired immediately.

Together with a (public) university, universities of applied sciences can also offer doctoral or PhD programmes. These are known as “cooperative doctoral programmes”.



www.bmbwf.gv.at

> Themen > Hochschule & Universität > Hochschulsystem >
Fachhochschulen

www.studienwahl.at

www.studiversum.at

University College of Teacher Education

At the university colleges of teacher education throughout Austria, training for **primary level teaching** and **secondary level teaching** (vocational training or general education, the latter in close cooperation with the universities) is offered, which – as at all higher education institutions – is divided into Bachelor and Master degrees. However, the Bachelor degree lasts four years and comprises a uniform 240 ECTS-AP, the Master degree lasts – depending on the age range – between one and two years with 60 to 120 ECTS-AP. In teacher training, a distinction is made according to age ranges (primary level or secondary level, general education or vocational training) and not according to type of school.

The training of teachers for Religion as a school subject takes place at private (confessional) university colleges of teacher education. The qualification for teaching as well as the support and encouragement of pupils with impairments or disabilities, both in separate (schools of special needs) and in integrative

settings (e.g. integration classes) of the respective age range, is acquired with the focus point (primary level) or the specialisation (secondary level general education) of “Integrative Education”.

Professional Induction for all Graduates of a Teacher Training Course

All graduates of teacher training courses are supported by mentors and introduced to the teaching profession as part of a one-year “induction phase”.

In total there are 14 university colleges of teacher education in Austria.

The Various Teacher Training Courses

Primary Level Teaching Qualification

If you want to become a teacher at a primary school, you have to complete the “Primary Level” teacher training course. A focus must be selected which is also to be offered in the Integrative Education degree. Different areas of focus and specialisation options are offered depending on the region.

The “primary level” teacher training course is a four-year Bachelor degree (240 ECTS-AP), which is followed by a Master degree (at least 60 ECTS-AP) lasting at least one year.

Secondary Level General Education Teaching Qualification

Anyone wishing to become a teacher at a compulsory secondary school or a Gymnasium (an academic secondary school) must complete the “Secondary Level General Education” teaching degree. The special feature here is that you study at the public university and at the university college of teacher education at the same time. To this end, they have come together to form regional associations in Austria.

The “Secondary Level General Education” teacher training course is a four-year Bachelor degree (240 ECTS-AP), followed by a two-year Master degree (120 ECTS-AP).

Secondary Level Vocational Education Teaching Qualification

If you want to become a teacher at a school of intermediate vocational education or a college of higher vocational education, you have to complete the “Secondary Level Vocational Education” teacher training course. In order to be admitted, special requirements must be met depending on the subject area/specialisations:

- Practical Reifeprüfung or Diploma Examination at a relevant college of higher vocational education or
- the Matura at an academic secondary school plus the completion of an apprenticeship relevant to the desired course or
- successful completion of a relevant master craftsman’s examination or an equivalent relevant qualification

All subjects require the completion of a relevant period of work experience of at least three years.

The “Secondary Level Vocational Education” teacher training course is a four-year Bachelor degree (240 ECTS-AP), followed by a one-year Master degree (60 ECTS-AP) (this is optional in some specialisations).



www.bmbwf.gv.at

> Themen > Schule > Für Pädagoginnen und Pädagogen >
Pädagogische Hochschulen

www.studienwahl.at

www.studiversum.at

Private Higher Education Institution and Private University

Private higher education institutions and universities are private institutions that offer further studies. They decide for themselves to what extent and in what amount tuition fees are to be paid. A **private university** is characterised by a higher intensity of research and the fact that it also offers the opportunity to complete a doctoral degree. That is why every private higher education institution can also become a private university.

Currently (as of June 2022), there are **17 private universities** in Austria, but as yet no private higher education institution according to the new legal provisions (only in force since 1 January 2021). The courses offered at private universities range from social sciences and economics, law, medicine and theology to art and music.



www.bmbwf.gv.at

> Themen > Hochschule & Universität > Hochschulsystem >
Privatuniversitäten

www.studienwahl.at

www.studiversum.at

Erasmus+

Discovering Europe and the World

Erasmus+ is the most successful and most popular programme of the European Union. It has already defined an entire generation. For over 35 years, Erasmus+ has enabled people from across Europe and beyond to gather life-enriching experience and acquire valuable skills. The EU will provide over 26 billion euros for Erasmus+ until 2027. The aim is for this to reach more than ten million people.

Based on the **principle of lifelong learning**, the EU Erasmus+ programme covers the full range of education: general education, vocational education, higher education and adult education. Furthermore, youth exchange projects and measures in the field of sport are funded.

At its heart is always the idea of European and international exchange and getting to know one another across borders. Erasmus+ provides the opportunity to study, learn, teach, complete an internship or collaborate internationally in another European country – and to a certain extent even beyond. The programme enables the **mobility of students, pupils, apprentices, teachers for further training, educators and general school and university staff**. Virtual mobilities and blended learning formats (a combination of physical and virtual mobility) are also possible.

Erasmus+ also promotes networking between schools, vocational training and continuing education institutions, higher and adult education institutions, youth organisations and businesses.

Learners improve their technical, linguistic, social and intercultural skills through an overseas experience or a cross-border project. The programme promotes the **exchange of knowledge and experience** regarding pedagogic

methods, and additionally creates greater awareness of a common Europe and a deeper understanding of social, linguistic and cultural diversity.

Apart from the EU Member States, Erasmus+ also covers Iceland, Liechtenstein, Norway, North Macedonia, Serbia and Turkey; other countries can also participate in certain programmes. In this way, it is possible to become mobile worldwide in university education and vocational training.

OeAD-GmbH is the Austrian national agency for Erasmus+. It advises and supports all interested individuals and institutions.



www.bmbwf.gv.at

> Themen > EU/Internationales > Erasmus+

www.erasmusplus.at

Adult Education

Adult education in Austria consists of a **variety of educational organisations** with different objectives and educational opportunities. The **spectrum of education** ranges from general education, basic education and remedial training, education qualifications as part of second-chance education, vocational offerings, to management classes and courses for personal development, through to university courses and university education. The development and implementation of adult and target group-appropriate offers as well as high-quality educational and career counselling are essential for participation and the success of further training.

Schools for People in Employment and Tertiary Continuing Education

People who have already started their careers or have completed vocational training have the opportunity, in addition to their professional activity, to acquire appropriate educational qualifications in the form of needs-based teaching offers. The offer ranges from academic secondary schools or schools of intermediate vocational education or colleges of higher vocational education for working people to add-on courses, post-secondary VET courses and academies. In addition, there are **further education opportunities** at universities and universities of applied sciences. The latter also offer additional university of applied sciences courses for people in employment.

Organisations

Organisations of adult education funded by the Federal Ministry of Education, Science and Research, such as adult education centres, vocational training institutes, business development institutes and a number of non-profit regional adult education organisations offer general education, vocational **training and**

continuing education measures. An important task of adult education is the development and implementation of an adult-orientated and target-group adjusted programme, and the high-quality educational and vocational guidance to enable access to lifelong learning by way of educational information/advice, provision of basic training, acquisition of educational qualifications, etc.

Special support programmes such as *Bildungsberatung Österreich* and *Adult Education Initiative* provide counselling and educational offers for basic education and for catching up on compulsory schooling free of charge.

The aim of the Adult Education Initiative is to provide better access to the labour market and to support social integration. Young people and adults living in Austria, regardless of their origin and educational background, are able to acquire basic skills free of charge even after completing their schooling.

Courses

Courses to prepare for the **compulsory school leaving certificate**, the **vocational Reifeprüfung**, the **external student Reifeprüfung** and the **Higher Education Entrance Exam** are offered in adult-friendly formats by adult education organisations throughout Austria.

As part of the vocational Reifeprüfung, three out of four partial exams can be taken in adult education institutions with recognised courses in preparation for the vocational Reifeprüfung.

For the examination for the compulsory school leaving qualification, examinations are to be taken in a maximum of six competence fields (four compulsory subjects and two out of four elective subjects); a maximum of five exams can be taken as part of recognised courses in preparation for the compulsory school leaving exam. The traditional forms of external exams for the completion of certificates of the compulsory secondary school remain in place.



www.bmbwf.gv.at

> Themen > Erwachsenenbildung

www.erwachsenenbildung.at

School Psychology Counselling Service

New courage? Fresh ideas? Security?

School Psychology
Counselling can help!

0800 211 320

Telephone
hotline



School Psychology – Psychological Counselling Sessions for Students, Teachers and Legal Guardians

- Increased learning and motivation
- Confidence and coping skills
- Exam confidence
- Good future prospects
- Psychosomatic well-being
- Educational advice
- Perspectives and guidance
- Calming situations at home
- Referrals, boundaries and protection in the case of experiences of violence
- Overcoming crisis situations

School psychology services are available nationwide as a psychological counselling facility for the education authority for students, teachers, legal guardians and managers in the Austrian school system. There are counselling centres in all educational regions. The use of school psychology services is voluntary, free and confidential.

How does the counselling process work?

You can contact the school psychology counselling service by phone or email. An appointment is then made for a detailed consultation with a school psychologist. The counselling session can take place in person at the counselling centre or at school, online or by phone.

Nationwide telephone hotline (free & confidential): 0800 211320

In addition to individual counselling, educational psychology also coordinates and supports psychosocial counselling support from other specialists in the school sector, such as student advisers and educational advisers.

School Psychology in the BMBWF and in the Federal Provinces

Burgenland

Board of Education for Burgenland

Kernausteig 3, 7000 Eisenstadt

+43 2682 710-1015

schulpsychologie-burgenland@bildung-bgld.gv.at

www.bildung-bgld.gv.at > Service > Schulpsychologie

Carinthia

Board of Education for Carinthia

Kaufmangasse 8, 9020 Klagenfurt

+43 50534 14001

abteilung4@bildung-ktn.gv.at

www.bildung-ktn.gv.at > Service > Schulpsychologie

Lower Austria

Board of Education for Lower Austria

Rennbahnstraße 29, 3109 St. Pölten

+43 2742 280-4720

psy.stpoelten-stadt@bildung-noe.gv.at

www.bildung-noe.gv.at > Schule und Unterricht > Schulpsychologie

Upper Austria

Board of Education for Upper Austria

Sonnensteinstraße 20, 4040 Linz

+43 732 7071-2321

schulpsychologie@bildung-ooe.gv.at

www.bildung-ooe.gv.at > Schule und Unterricht > Schulpsychologie

Salzburg

Board of Education for Salzburg

Mozartplatz 8–10/III, 5020 Salzburg

+43 662 8083-5002

schulpsychologie@bildung-sbg.gv.at

www.bildung-sbg.gv.at > Service > Schulpsychologie

Styria

Board of Education for Styria

Körblergasse 23, 8011 Graz

+43 5 0248 345-450

schulpsychologie@bildung-stmk.gv.at

www.bildung-stmk.gv.at > Service > Schulpsychologie

Tyrol

Board of Education for Tyrol

Südtiroler Platz 10–12/5, 6020 Innsbruck

+43 512 9012-9262

schulpsy@tsn.at

www.bildung-tirol.gv.at > Service > Schulpsychologie

Vorarlberg

Board of Education for Vorarlberg

Josef-Wolf-Platz 2, 6700 Bludenz

+43 5552 63863-242

schulpsychologie@bildung-vbg.gv.at

www.bildung-vbg.gv.at > Service > Schulpsychologie

Vienna

Board of Education for Vienna

Wipplingerstraße 28, 1010 Wien

+43 1 52 525-77505

schulpsychologie@bildung-wien.gv.at

www.bildung-wien.gv.at > Service > Schulpsychologie

Federal Ministry of Education, Science and Research

(Zentrale Lehranstalten)

Freyung 1, 1010 Wien

+43 1 53120-2584

schulpsychologie@bmbwf.gv.at

www.schulpsychologie.at



Contact details for all school psychology counselling centres in Austria's districts

www.schulpsychologie.at > Beratungsstellen finden

Information about Student and Educational Counselling

www.schulpsychologie.at/schuelerberatung

Psychological Student Counselling

The Psychological Student Counselling Service – the Central Point of Contact for Psychological Counselling and Support, as well as Advice on Choosing a Course of Study for Students

- Psychological counselling for study-related and psychological problems
- In special situations: crisis and relief talks and further mediation to special institutions to treat experiences of escape and violence
- Psychodiagnostics for work and performance problems related to studying
- Study choice advice for decisions on career and study choices
- Individual and group settings
- Chat and online counselling (also in English)
- Short-term psychotherapy

The Psychological Student Counselling Service (PSB) has existed for more than 50 years. It offers students and prospective students advice and psychological support in choosing a course and psychological support for personal and study-related problems. The service is free of charge and is available at six counselling centres in Vienna, Graz, Linz, Salzburg, Innsbruck and Klagenfurt. It is also available online at www.studierendenberatung.at, and is primarily offered by psychologists, most of whom have received training in psychotherapy.

How does the counselling process work?

Contact is by telephone, email, video call or chat at www.studierendenberatung.at. If more comprehensive advice or psychological support is required, an appointment will be made for a more in-depth consultation. This can be provided in person at one of the six counselling centres or by telephone or online.



Contact details of the counselling centres

www.studierendenberatung.at

Further Service Points in the BMBWF and in the Federal Provinces

School Info in the BMBWF and in the Federal Provinces

Federal Ministry of Education, Science and Research

Hotline 0810 205220

schulinfo@bmbwf.gv.at

www.bmbwf.gv.at > Themen > Schule > Beratungsangebote > Schulinfo

Burgenland

Board of Education for Burgenland

Kernausteig 3, 7000 Eisenstadt

+43 2682 710-1121

elisabeth.jakubiec@bildung-bgld.gv.at

www.bildung-bgld.gv.at

Carinthia

Board of Education for Carinthia

10.-Oktober-Straße 24, 9010 Klagenfurt

+43 5 0534-12200

christoph.kathollnig@bildung-ktn.gv.at

www.bildung-ktn.gv.at

Lower Austria

Board of Education for Lower Austria

Rennbahnstraße 29, 3109 St. Pölten

+43 2742 280-4444

susanne.schiller@bildung-noe.gv.at

christina.ueberbacher@bildung-noe.gv.at

www.bildung-noe.gv.at

Upper Austria

Board of Education for Upper Austria

Sonnensteinstraße 20, 4040 Linz

+43 732 7071-2281 and -2271

schulservice@bildung-ooe.gv.at

www.bildung-ooe.gv.at

Salzburg

Board of Education for Salzburg

Mozartplatz 8–10, 5020 Salzburg

+43 662 8083-1059 and -1060

schulservice@bildung-sbg.gv.at

www.bildung-sbg.gv.at

Styria

Board of Education for Styria

Körblergasse 23, 8011 Graz

+43 5 0248 345-198 and -451

alexandra.ettinger@bildung-stmk.gv.at

thomas.pfingstner@bildung-stmk.gv.at

www.bildung-stmk.gv.at

Tyrol

Board of Education for Tyrol

Heiligegeiststraße 7, 6020 Innsbruck

+43 512 9012-9167

office@bildung-tirol.gv.at

www.bildung-tirol.gv.at

Vorarlberg

Board of Education for Vorarlberg

Bahnhofstraße 12, 6901 Bregenz

+43 5574 44 449

christine.gmeiner@bildung-vbg.gv.at

www.bildung-vbg.gv.at

Vienna

Board of Education for Vienna

Wipplingerstraße 28, 1010 Wien

+43 1 52525-7700

bildungsberatung@bildung-wien.gv.at

www.bildung-wien.gv.at

Points of Contact for Elementary Education in the Federal Provinces

Burgenland

Office of the Burgenland Provincial Government
Abteilung 7 – Bildung, Kultur und Wissenschaft
Europaplatz 1, 7000 Eisenstadt
+43 57 600-2082
post.a7@bgld.gv.at

Referat Kindergarten
+43 57 600-2495
post.a7-bildung@bgld.gv.at

Carinthia

Office of the Carinthian Provincial Government
Abteilung 6 – Bildung und Sport
Mießtaler Straße 1, 9021 Klagenfurt am Wörthersee
+43 50 536-16002
abt6.kinderbetreuung@ktn.gv.at

Lower Austria

Office of the Lower Austrian Provincial Government
Abteilung Kindergärten
Landhausplatz 1, 3109 St. Pölten
+43 2742 9005-13242
post.k5@noel.gv.at

Upper Austria

Office of the Upper Austrian Provincial Government

Abteilung Präs/7 – Elementarpädagogik

Bahnhofplatz 1, 4021 Linz

+43 732 7720-DW

bd-ooe.post@bildung-ooe.gv.at

Salzburg

Office of the Salzburg Provincial Government

Abteilung 2 – Kultur, Bildung, Gesellschaft und Sport

Gstättengasse 10, 5020 Salzburg

+43 662 8042-2575

kultur-bildung@salzburg.gv.at

Referat 2/01 – Elementarbildung und Kinderbetreuung

+43 662 8042-5415 or -2698

kinder@salzburg.gv.at

Styria

Office of the Styrian Provincial Government

Abteilung 6 – Bildung und Gesellschaft

Karmeliterplatz 2, 8010 Graz

+43 316 877-2099

abteilung6@stmk.gv.at

Referat Kinderbildung und -betreuung

Karmeliterplatz 2, 8010 Graz

+43 316 877-5499

fa6e@stmk.gv.at

Tyrol

Office of the Tyrolean Provincial Government

Abteilung Gesellschaft und Arbeit

Meinhardstraße 16, 6020 Innsbruck

+43 512 508-807804

gesellschaft.arbeit@tirol.gv.at

Elementarbildung

Heiligegeiststraße 7, 6020 Innsbruck

+43 512 508-7882

ga.elementarbildung@tirol.gv.at

Vorarlberg

Office of the Vorarlberg Provincial Government

Abteilung Elementarpädagogik, Schule und Gesellschaft

Landhaus, 6900 Bregenz

+43 5574 511-22105

bildung.gesellschaft@vorarlberg.at

Vienna

City of Vienna – MA 10 (Kindergärten)

Thomas-Klestil-Platz 11, 1030 Wien

+43 1 277 55 55

post@ma10.wien.gv.at

MA 11 (Kinder- und Jugendhilfe)

Rüdengasse 11, 1030 Wien

+43 1 4000-8011

post@ma11.wien.gv.at

Information on the University and College Sector

Austrian Students' Association (ÖH)

The ÖH is the legal representative of all students in Austria. As such, it offers a comprehensive range of advice and services that covers all areas of student life. This includes, in particular, providing advice to students and prospective foreign students in various languages.

www.oeh.ac.at

OeAD – Agency for Education and Internationalisation

The OeAD is Austria's Agency for Education and Internationalisation. As such, it implements the international Erasmus+ and European Solidarity Corps programmes, the EU programmes for stays abroad and international cooperation. This means the OeAD offers a comprehensive range of information, especially when it comes to entry, residence, studies and scholarships.

www.oead.at

www.studyinaustria.at

Stipendium.at – the Student Financial Support Authorities

In Austria, the Student Financial Support Authority with its six grant offices in Vienna, Graz, Linz, Salzburg, Innsbruck and Klagenfurt is responsible for financial support during your studies. For this, however, certain requirements must be met and certain deadlines observed.

www.stipendium.at

Overview of the Courses on Offer in Austria

An overview of which fields you can study at the 73 Higher Education Institutions in Austria can be found on the following websites:

www.studienwahl.at

www.studiversum.at

www.studienplattform.at

Ombudsman for Students

If you have any questions, problems or complaints about studying at an Austrian Higher Education Institution, the ombudsman for students is available to provide advice and support. You can contact them directly via their website www.hochschulombudsmann.at

Advice Centres for Career Guidance

Career guidance

“ibobb-Information: Information, advice and guidance for education and work”
portal: [portal: portal.ibobb.at](http://portal.ibobb.at)

Career information centres

Provided by the Employment Service or the Economic Chambers in all Federal Provinces

www.ams.at/berufsinformation

www.wifi.at/karriere/bildungsberatung

Advice Centres for Adult Education

Educational guidance for adults

Information and addresses of educational guidance centres at
www.erwachsenenbildung.at or www.bib-atlas.at

Broschüre erhältlich unter
pubshop.bmbwf.gv.at

auch in folgenden Sprachen:

Albanisch

Arabisch

Bosnisch/Kroatisch/Serbisch

Dari

Deutsch

Polnisch

Rumänisch

Russisch

Slowenisch

Türkisch

Ungarisch

Sonderedition für ukrainische Familien:
Erhältlich in Ukrainisch und Englisch

