

## CLIL in languages other than English – Successful transitions across educational stages

This survey is part of the project "CLIL in languages other than English – Successful transitions across educational stages" of the European Centre for Modern Languages of the Council of Europe (ECML) www.ecml.at

The survey is based on Eurydice Publications focusing on CLIL (2006, 2017) and its aims are:

- to collect information about the challenges concerning Content and Language Integrated Learning in languages other than English in ECML member States, and
- to launch a collaboration with representatives from ECML member States, who could help provide practice examples from different contexts and could be invited to the project network meeting in 2021 or the workshop in 2022.

The completion of this survey should take no longer than 30 minutes. The questionnaire will be online until 23 March 2021.

Your data will be stored on the ECML's server for the duration of the ECML's programme 2020-2023. In an anonymous form your answers will feed into the project results.

Before you start answering the questions, we recommend downloading the pdf version of the survey and information on terms used in the text as a source of reference to help you as you go through the survey (see email attachment).

If you have questions regarding this survey, please contact the project coordinator Petra Daryai-Hansen: petra.dhansen@hum.ku.dk

Thank you very much for your time and support.



* The	country where you work
$\bigcirc$	Albania
$\bigcirc$	Andorra
$\bigcirc$	Armenia
$\bigcirc$	Austria
$\bigcirc$	Bosnia and Herzegovina
$\bigcirc$	Bulgaria
$\bigcirc$	Croatia
$\bigcirc$	Cyprus
$\bigcirc$	Czech Republic
$\bigcirc$	Denmark
$\bigcirc$	Estonia
$\bigcirc$	Finland
$\bigcirc$	France
$\bigcirc$	Germany
$\bigcirc$	Greece
$\bigcirc$	Iceland
$\bigcirc$	Ireland
$\bigcirc$	Latvia
$\bigcirc$	Liechtenstein
$\bigcirc$	Lithuania
$\bigcirc$	Luxembourg
$\bigcirc$	North Macedonia
$\bigcirc$	Malta
$\bigcirc$	Montenegro
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$\bigcirc$	Norway
$\bigcirc$	Poland
$\bigcirc$	Romania
$\bigcirc$	Serbia

Slovak Republic						
Slovenia						
Sweden						
Switzerland						
Other (please specify)						
Contact Information						
First Name						
Last Name						
Email address						
Institutional affiliation and function						
Other contributors? Name, email address, institutio	nal affiliation, function					
Section 1: CLIL in languages Our project focuses on CLIL languages, minority languages The project distinguishes be For definitions of these terr	in Languages Ot ges, non-territor etween CLIL in th	her than Er ial languag e language	nglish, i.e. CLI es and state	languages ot	her than E	nglish.
Our project focuses on CLIL languages, minority language The project distinguishes be For definitions of these terr	in Languages Ot ges, non-territor etween CLIL in th ns, please see glo	her than Er ial languag e language ossary.	nglish, i.e. CLI es and state l classroom a	languages ot	her than E	nglish.
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Our project focuses on CLIL languages, minority languag The project distinguishes be	in Languages Ot ges, non-territor etween CLIL in th ns, please see glo t is CLIL LOTE implen	her than Erial language e language ossary.	nglish, i.e. CLI es and state classroom a ccountry?	languages ot nd CLIL in ot	her than Ei her subject	nglish. ts.

education. (schools/universities. within pilot projects. No CLIL LOTE provision know.  In the language classroom	* 2. To your knowledge, wha	at is the status of C	LIL LOTE pi	ovision in y	our country? (n	nultiple answer	s are possibl	e)	
Comments, please specify (optional)  * 3. To your knowledge, at which levels of education is CLIL LOTE offered in your country? (multiple answers are possible)  Pre-primary education Primary education education education Tertiary education provision know.  In the language classroom		part of mainstream	s some t mainstrea	eachers in am education	some private	CLIL LOTE is		CLIL LOTE provision	I don't know.
*3. To your knowledge, at which levels of education is CLIL LOTE offered in your country? (multiple answers are possible)  Pre-primary education Primary education education education education fertiary education provision know.  In the language classroom	In the language classroom								
*3. To your knowledge, at which levels of education is CLIL LOTE offered in your country? (multiple answers are possible)  Pre-primary	In other subjects								
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Pre-primary education Primary education education education Tertiary education provision know.  In the language classroom									
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In other subjects	,	Pre-primary		Lowerse	condary Upper s	econdary	N	o CLIL LOTE	
In other subjects	In the language classroom	education		on educa		adion remary		provision	KITOW.
General educational aims: Language-related learning ability, aims: language motivation, proficiency in aims: language Socio-economic Socio-cultural transversal one target awareness, Content-related No CLIL LOTE I don' aims aims competences language plurilingualism aims provision know  In the language classroom									
learning ability, aims: language Language-related motivation, proficiency in aims: language  Socio-economic Socio-cultural aims aims competences language plurilingualism aims provision know.  In the language classroom	* 4. What do you think are	the key aims of CLI		General			ole)		
In other subjects			io-cultural	learning ability motivation, transversal	, aims: language proficiency in one target	Language-related aims: language awareness,			I don't know.
	In the language classroom								
Comments, please specify (optional)	In other subjects								
Comments, prease specify (optional)	Comments places enecit	ay (ontional)							
	comments, prease specin	y (ορτιοπατ)							

			Lack of interest (schools/universities or students/parents)	Teaching traditions (i.e. teaching languages in isolation)	Shortage of appropriately qualified teachers/CLIL is not a part of teacher education	Lack of appropriate teaching materials or information on how to establish a CLIL LOTE programme	Lack of time (prep time, teaching time)	High	Lack of examination/evaluation/certification	Challenges with transitions to the next level of education	LOTE	I don knov
_	e uage sroom											
In ot subj												
Sec	tion	2: TRAN	SITIONS IN TH	IE CURF	RICULUM							
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Ou In t bet refl	r proj his s weer ected your k	ect foc ection v n lower d in you knowledge or priman	uses on transive are concer and upper sec or national cu	itions. ned wit condar rricula. sition be our count	th how tra y educati tween prim	on and/	or bet	weer	n secondary and tertia	ry educ	ation a	ıre
Ou In t bet refl	r proj his s weer ected your k cula fo	ect foc ection v n lower d in you knowledge or priman	uses on transive are concer and upper sec ar national cu e, how is the trans y education in yo	itions. ned wit condar rricula. sition be our count	th how tra y educati tween prim	on and/	or bet	weer	n secondary and tertia	ry educ	ation a	ire
Ou In t bet refl	your k cula fo	ect foc ection v n lower d in you knowledge or primary pecific gui	uses on transive are concer and upper sec ar national cu e, how is the trans y education in you	itions. ned wit condar rricula. sition be our count	th how tra y educati tween prim	on and/	or bet	weer	n secondary and tertia	ry educ	ation a	ıre
Ou In t bet refl	your lecula for Very some	ect foc ection v n lower d in you knowledge or primary pecific gui	uses on transive are concer and upper sear national cure, how is the transive education in your delines are provided.	itions. ned wit condar rricula. sition be our count	th how tra y educati tween prim	on and/	or bet	weer	n secondary and tertia	ry educ	ation a	ıre
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Ou In the best reflection of the courring of t	your k Cula for Very s There I don't	ect foc ection van lower d in you knowledge or primary specific gui- guidelines is no refer t know.	uses on transive are concer and upper sear national cure, how is the transive education in your delines are provided. The provided are provided. The provided are provided are provided. The provided are provided are provided are provided. The provided are provided.	itions. ned wit condar rricula. sition be our count ed. sition bet y and ter	th how tra y educati tween prim ry?	ary and se	or bet	weer	uding vocational) education	pper seco	ation a	ıre
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Some guidelines are provided.  There is no reference to transition.  I don't know.  Section 3: TRANSITIONS IN CLIL LOTE  9. Our project focuses on how transitions in CLIL LOTE can be supported from primary to secondary, from secondary to tertiary, and finally to the labour market.  I am ready to answer questions on transitions in CLIL LOTE.  I would prefer to skip questions on transitions in CLIL LOTE.  10. To your knowledge, how are transitions in CLIL LOTE supported in your country? (multiple answers are possible)  Through Specific some implications was the service of the initial specific some infections of different different different different to the service Transitions to the service Transitions in the reductional colucational Languages Through Isbour tocker are not lobe.	In other sub	pjects	tional)									
Some guidelines are provided.  There is no reference to transition.  I don't know.  Comments on questions in Section 2 (optional)  Section 3: TRANSITIONS IN CLIL LOTE  9. Our project focuses on how transitions in CLIL LOTE can be supported from primary to secondary, from secondary to tertiary, and finally to the labour market.  I am ready to answer questions on transitions in CLIL LOTE.  I would prefer to skip questions on transitions in CLIL LOTE.  10. To your knowledge, how are transitions in CLIL LOTE.  Through Throug	classroom											
Some guidelines are provided.  There is no reference to transition.  I don't know.  Section 3: TRANSITIONS IN CLIL LOTE  9. Our project focuses on how transitions in CLIL LOTE can be supported from primary to secondary, from secondary to tertiary, and finally to the labour market.  I am ready to answer questions on transitions in CLIL LOTE.  I would prefer to skip questions on transitions in CLIL LOTE.  Through	_	lage										
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Some guidelines are provided.  There is no reference to transition.  I don't know.  Comments on questions in Section 2 (optional)  Section 3: TRANSITIONS IN CLIL LOTE  9. Our project focuses on how transitions in CLIL LOTE can be supported from primary to secondary, from secondary to tertiary, and finally to the labour market.												
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Some guidelines are provided.  There is no reference to transition.  I don't know.  Comments on questions in Section 2 (optional)	Section	3: TRANSITIONS	IN CLIL LO	OTE								
<ul> <li>Some guidelines are provided.</li> <li>There is no reference to transition.</li> <li>I don't know.</li> </ul>												/.
<ul> <li>Some guidelines are provided.</li> <li>There is no reference to transition.</li> <li>I don't know.</li> </ul>												
<ul><li>Some guidelines are provided.</li><li>There is no reference to transition.</li></ul>	Comments	on questions in Sec	ction 2 (option	onal)								
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	There	is no reference to trar	nsition.									
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Very specific guidelines are provided.	Some	pecific guidelines are	provided.									



						Through the connection					
	Through specific guidelines in the curriculum	Through some guidelines in the curriculum	Through cooperation between institutions of different educational levels	between teachers of different	between students of different	to the Common European Framework of Reference for Languages (CEFR)	Through portfolios	Through focus on the transition to the labour market	Through specific initial and/or in- service teacher education	Transitions should not be supported.	I don't know.
In the language classroom											
In other subjects											
Comments, please sp	ecify (option	onal)									
											/
											/.
2. Do you know of an	y public or	private in	stitutions	or pilot pro	ojects, whe	re transitio	ons are sup	oported in	n CLIL LOTI	E?	/.
2. Do you know of an		private in	stitutions (	or pilot pro		re transitio	ns are sup	oported in	n CLIL LOTI	E?	<i>.</i> .
In the language classro		private in	stitutions (			re transitio	ns are sup	oported in		E?	<i>I.</i>
12. Do you know of an In the language classro		private in	stitutions (			re transitio	ns are sup	oported in		E?	
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In the language classro	oom		re possible	Yes			ons are sup	oported in	No O	E?	
In the language classro	oom:		re possible	Yes C				oported in	No O		
In the language classro In other subjects f yes, please specify	oom:		re possible	Yes C				oported in	No O		
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If you know of any relevant teachers, institutions (schools, universities), materials or projects, please briefly describe them a provide us links to websites or contact information. (optional)
* 13. What do you think are the main challenges in implementing transitions in CLIL LOTE in your country?
In the language classroom
* In other subjects
* 14. How would you define the main arguments for ensuring successful transitions in CLIL LOTE in your country?
In the language classroom
In other subjects
Section 4: CLIL LOTE AND PLURALISTIC APPROACHES
* 15. Our project links CLIL to plurilingual education; it promotes language awareness through its focus on LOTE and pluralistic approaches to languages within CLIL.
I am familiar with the concept of pluralistic approaches to languages.
I am not familiar with the concept of pluralistic approaches to languages.



6. To your l	knowledg	e, to what	extent	are plur	alistic approach	nes implen	nented i	n CLIL	LOTE in your count	ry?		
		To	a great e	extent	To a moderate exte	nt To a	small exten	t	To a very small extent	Not a	t all	I don knov
In the langua	age classro	oom	$\bigcirc$		$\bigcirc$		$\bigcirc$		$\bigcirc$		)	$\bigcirc$
In other subj	ects		$\bigcirc$		$\bigcirc$		$\bigcirc$		$\bigcirc$		)	
o What do	you think	varo tho fa	ctors i	inhihitin	a nluralistic ann	vroachos in	CIII IO	TE in v	our country? (mult	inlo answ	ore aro	
	you thinl	c are the fa	actors i	Teaching traditions (i.e.	A shortage of appropriately qualified	Lack of appropriate teaching materials or information on how to	Lack of time	TE in y	our country? (mult	iple answ	Challenges with	
	Restrictive	Lack of int (schools/univ	erest versities	Teaching traditions	A shortage of appropriately	Lack of appropriate teaching materials or information on how to	Lack of	High costs	Our country? (mult  Lack of examination/evaluation/		Challenges with transitions to the next level of	
	Restrictive	Lack of int (schools/univ	erest versities	Teaching traditions (i.e. teaching languages in	A shortage of appropriately qualified teachers/pluralistic approaches are not a part of teacher	Lack of appropriate teaching materials or information on how to implement pluralistic approaches	Lack of time (prep time, teaching	High	Lack of		Challenges with transitions to the next level of	I dor kno
8. What do	Restrictive	Lack of int (schools/univ	erest versities	Teaching traditions (i.e. teaching languages in	A shortage of appropriately qualified teachers/pluralistic approaches are not a part of teacher	Lack of appropriate teaching materials or information on how to implement pluralistic approaches	Lack of time (prep time, teaching	High	Lack of		Challe wit transit to the leve	nges :h tions next l of

* 19. Are there any CLIL LOTE networks in your country?
○ Yes
○ No
○ I don't know.
* 20. Would you be interested in being contacted by the team and joining a European CLIL LOTE network?
○ Yes
○ No
* 21. Would you be interested in being invited to the project network meeting in 2021 or the project workshop in 2022, which takes place at the European Centre for Modern Languages in Graz, Austria?
○ Yes
○ No
Comments: (optional)



