www.nile-elt.com

The Triple E –
Education for Empowerment and Employability –
is that not what CLIL is all about?

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empowerment

employ-ment

social inclusion

personal fulfilment and development

Overture – 3 leitmotifs

"The priority of all priorities is employability and employment."
(*Pierre Mairesse*)

"Using language is
doing things with words."
(*John Austin*)

action-oriented

"Every teacher is
a language teacher."
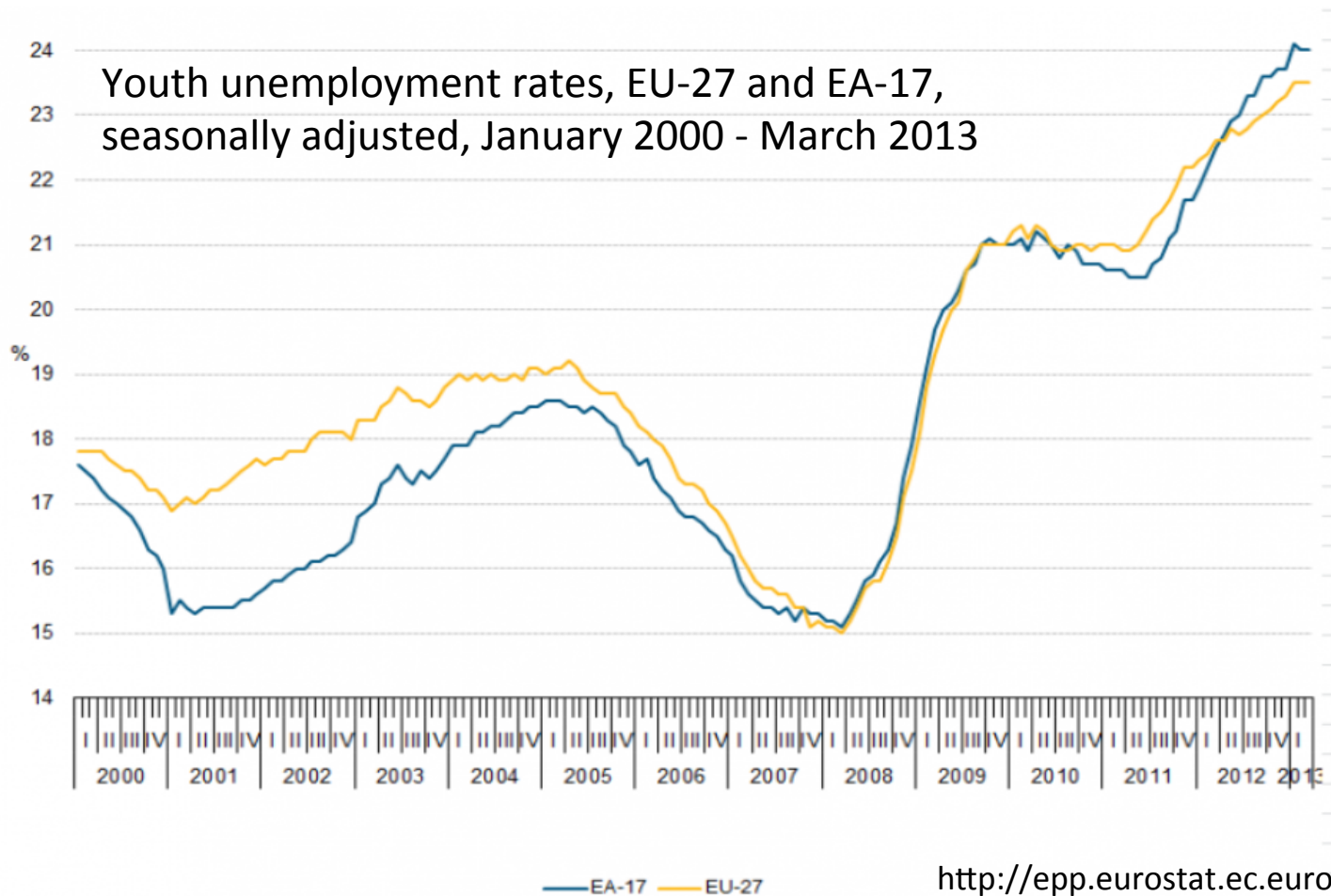(*Bullock & Common sense*)

interdisciplinary

"On n'habite pas un pays,
on habite ses langues."
(*Christine Albanel*)

aware of languages and self

**(Language)
Education
for
Empowerment**

Youth unemployment rates, EU-27 and EA-17, seasonally adjusted, January 2000 - March 2013

EA-17   EU-27

http://epp.eurostat.ec.europa.eu/

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Destination "Employability"

Today's graduates will …

- … change jobs seven times and careers three times during their actual working life (Maund, 2001),

- … see that the share of jobs held by the highly-qualified will increase from 29 to 35% at the expense of those held by low-qualified workers (CEDEFOP 2010).

Education targeted at THE CUTTING EDGE

THE CUTTING EDGE ??

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LEARNING TO LEARN

LEARNING TO MANAGE CHANGE

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

(Leonard Orban)

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

(Kristina Cunningham)

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Transversal is key and languages are at the centre

*(... necessary for **personal fulfilment**, **social cohesion** and **employability** in a knowledge society ...)*
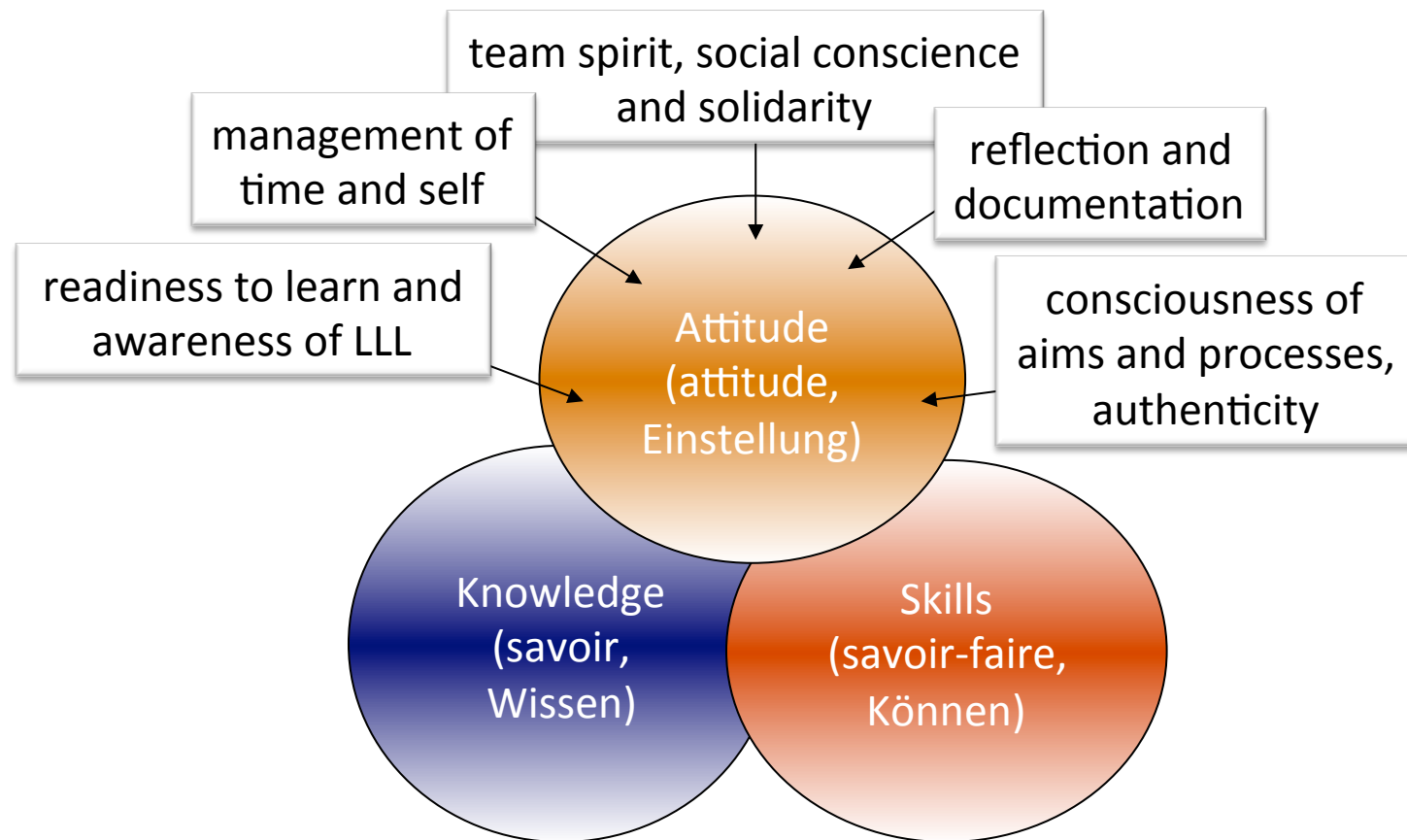
1. Communication in the mother tongue;

2. Communication in the foreign languages;

3. Mathematical competence and basic competences in science and technology;

4. Digital competence;

5. Learning to learn;

6. Interpersonal, intercultural and social competences and civic competence;

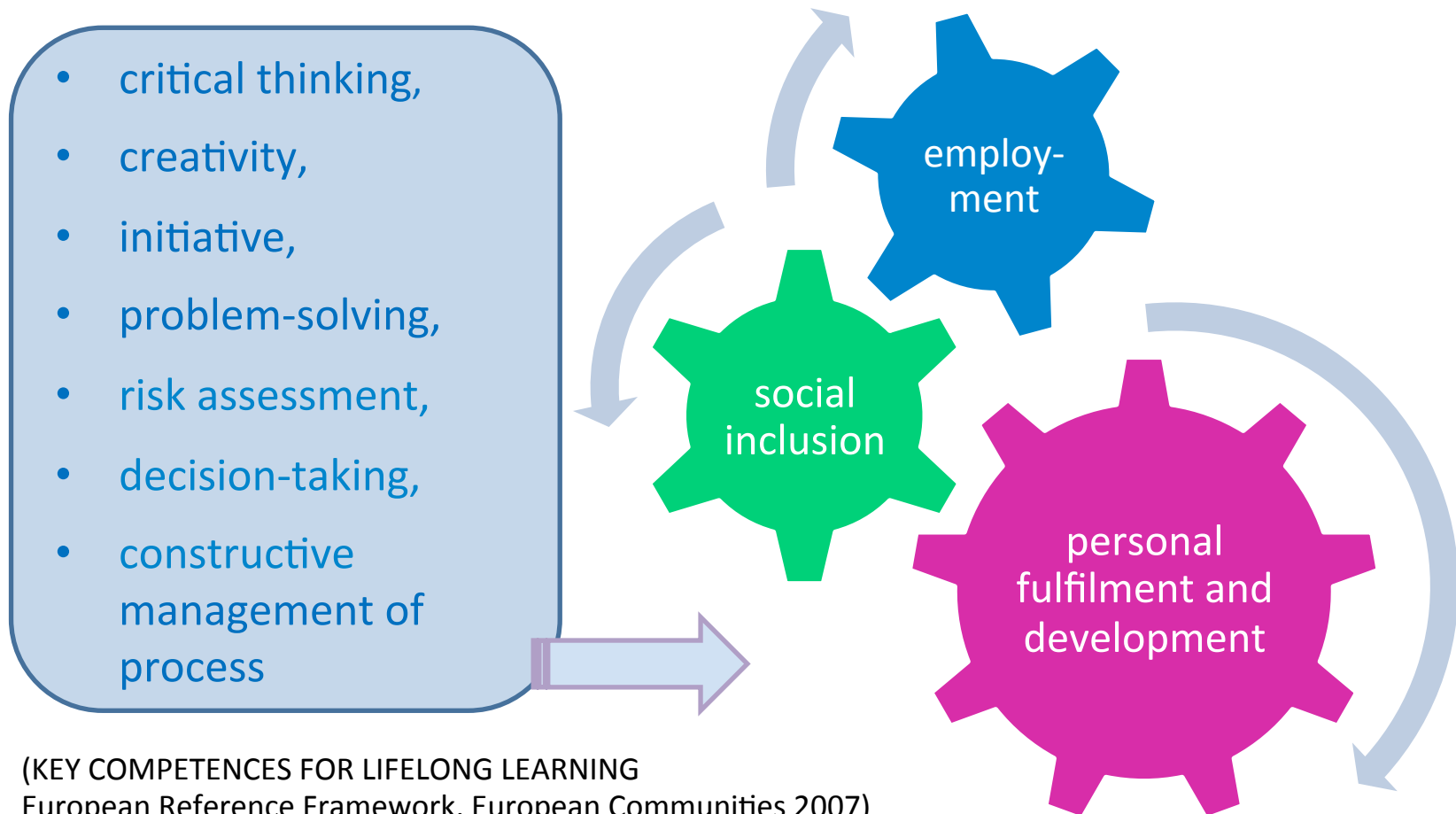7. Entrepreneurship;

8. Cultural expression.

RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL on key competences for lifelong learning, Brussels, 10.11.2005, COM(2005)548 final

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Destination "Competence"

team spirit, social conscience and solidarity

management of time and self

reflection and documentation

readiness to learn and awareness of LLL

consciousness of aims and processes, authenticity

Attitude (attitude, Einstellung)

Knowledge (savoir, Wissen)

Skills (savoir-faire, Können)

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Destination "Competence"

- critical thinking,

- creativity,

- initiative,

- problem-solving,

- risk assessment,

- decision-taking,

- constructive management of process

employ-ment

social inclusion

personal fulfilment and development

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

Destination "CLIL"

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

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

where
content and language
meet learning

Learners need **content** to learn **language through which**

Empowerment
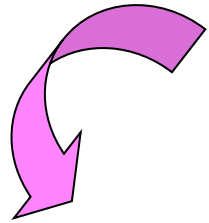
citizenship & employability
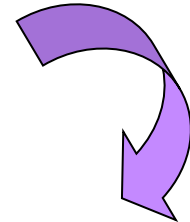
"**Skills of enquiry, communication, participation and responsible action** based on self-confidence, socially and morally responsible behaviour, community involvement and political literacy."

(DFES, National Curriculum)

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

"A set of achievements – **skills, understanding and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations**, which benefits themselves, the workforce, the community and the economy."
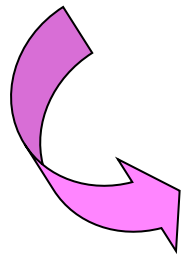
(Mantz Yorke 2006)

© Franz Mittendorfer, CEBS
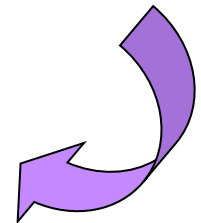
Destination "CLIL"

Mehisto, Marsh, Frigols:
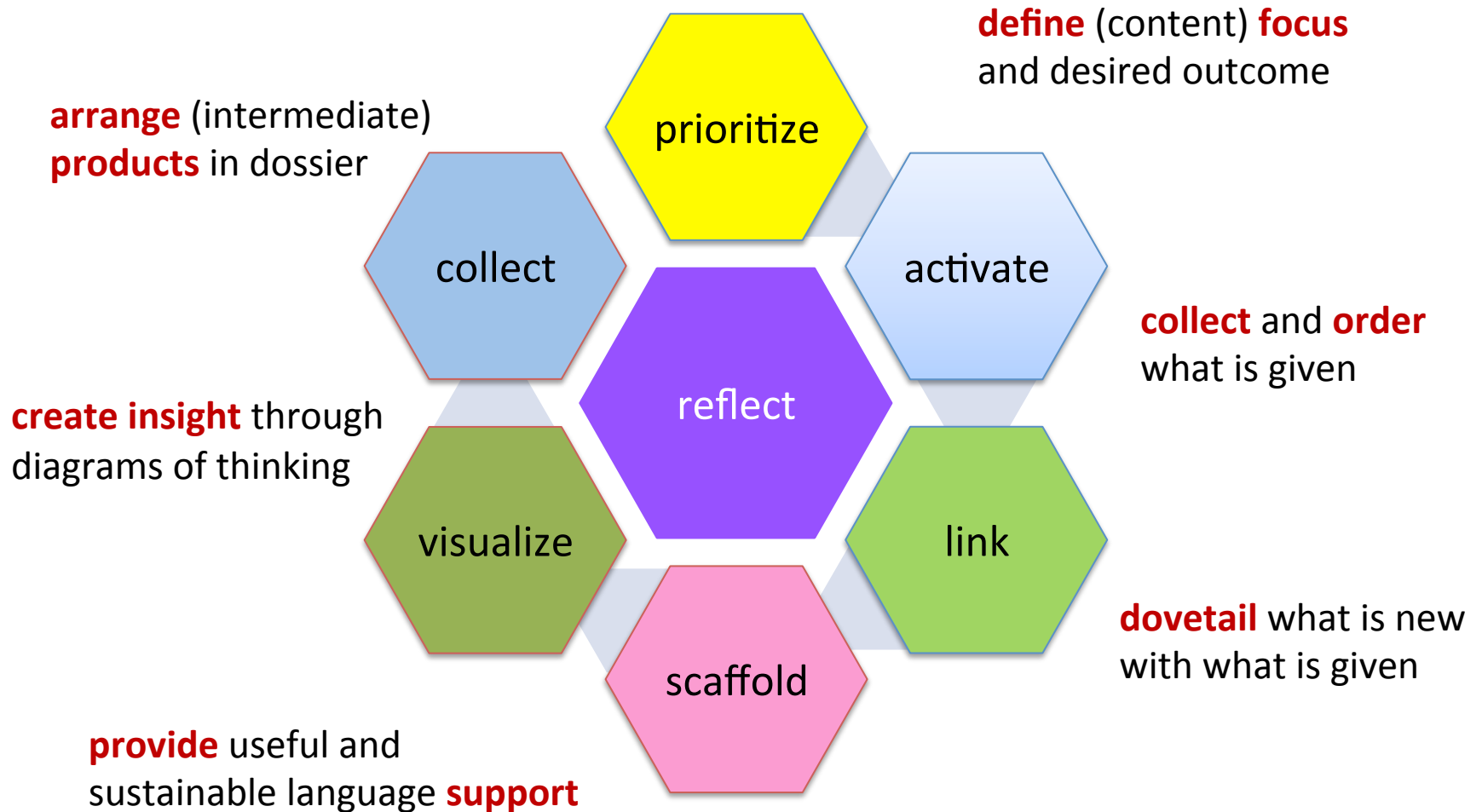Uncovering CLIL

community – content – communication

- **membership** in learning community is enriching
- **teambuilding** – balancing personal interests with those of partners
- **self-definition** of role within classroom and local/global context

- content and related skills developed through **experiential** activities
- content is **substantial** without being overwhelming
- <u>cultural</u> content is **integrated** into all subjects

- students actively **participate** in proceedings
- students and teachers **co-construct** and **negotiate** meaning
- students **develop** language/communication skills in all subjects

citizenship & employability

CLIL is about doing things …

arrange (intermediate) **products** in dossier

define (content) **focus** and desired outcome

collect

prioritize

activate

reflect

collect and **order** what is given

create insight through diagrams of thinking

visualize

link

scaffold

dovetail what is new with what is given

provide useful and sustainable language **support**

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CLIL is about producing things …

personalising -
DOCUMENTATION

negotiating & planning–
TO DO LIST

prioritize

collect

activate

reflect

brainstorming –
POSTER, WORDLE

visualising –
MIND MAPS, GRAPHS

visualize

link

scaffold

pooling &
researching –
**PROCESSED
MATERIALS**

verbalising –
**KEY LANGUAGE,
GLOSSARIES**

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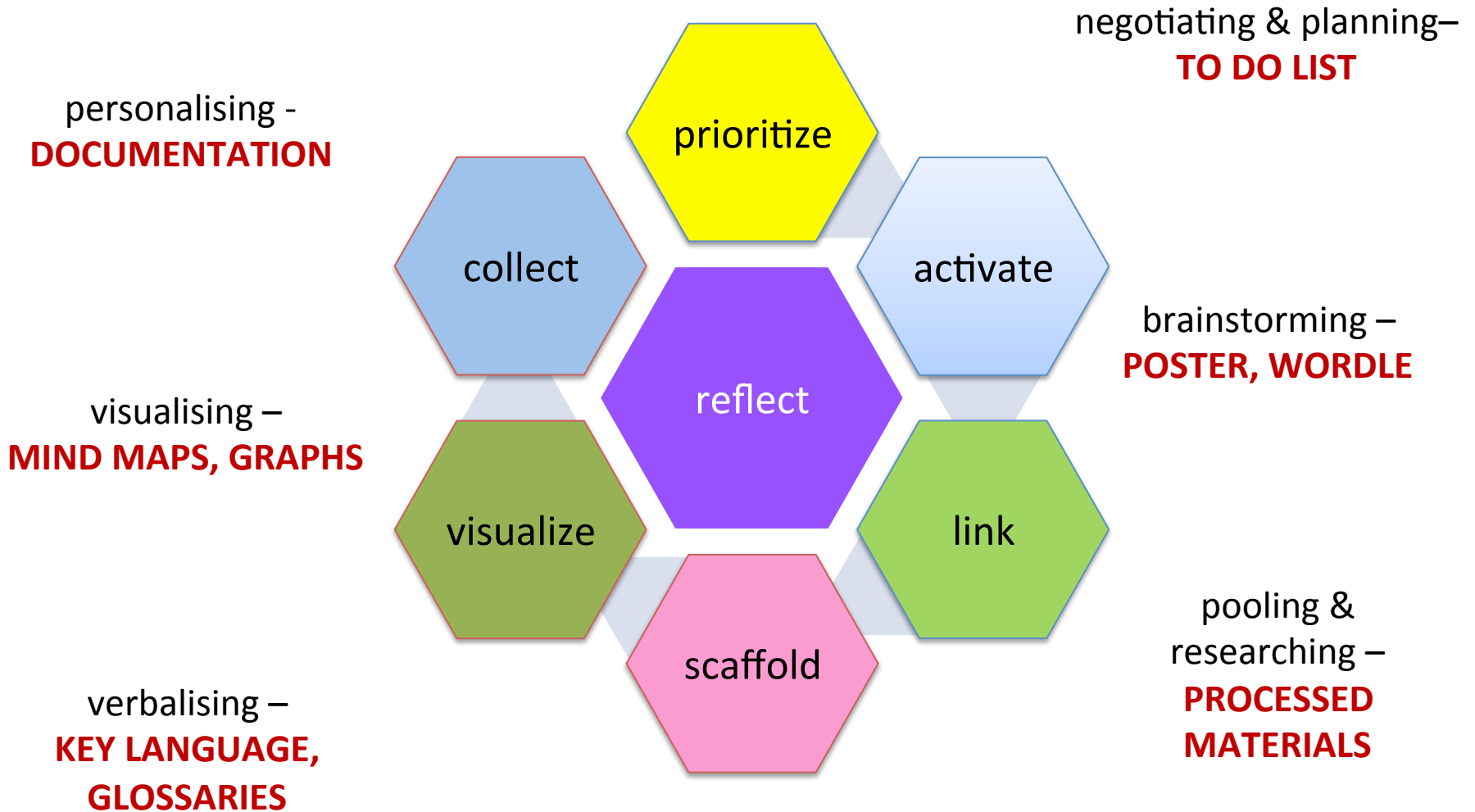
searching & providing

communicating

cooperating

awareness/responsibility
of self and others;
of process and outcome

researching

reading

The sorrows of lone fighters (and their students)

The sole CLILer's challenges

Content teacher using target language

- language barrier
- the linguistically gifted students
- staff room and professional recognition (language department)
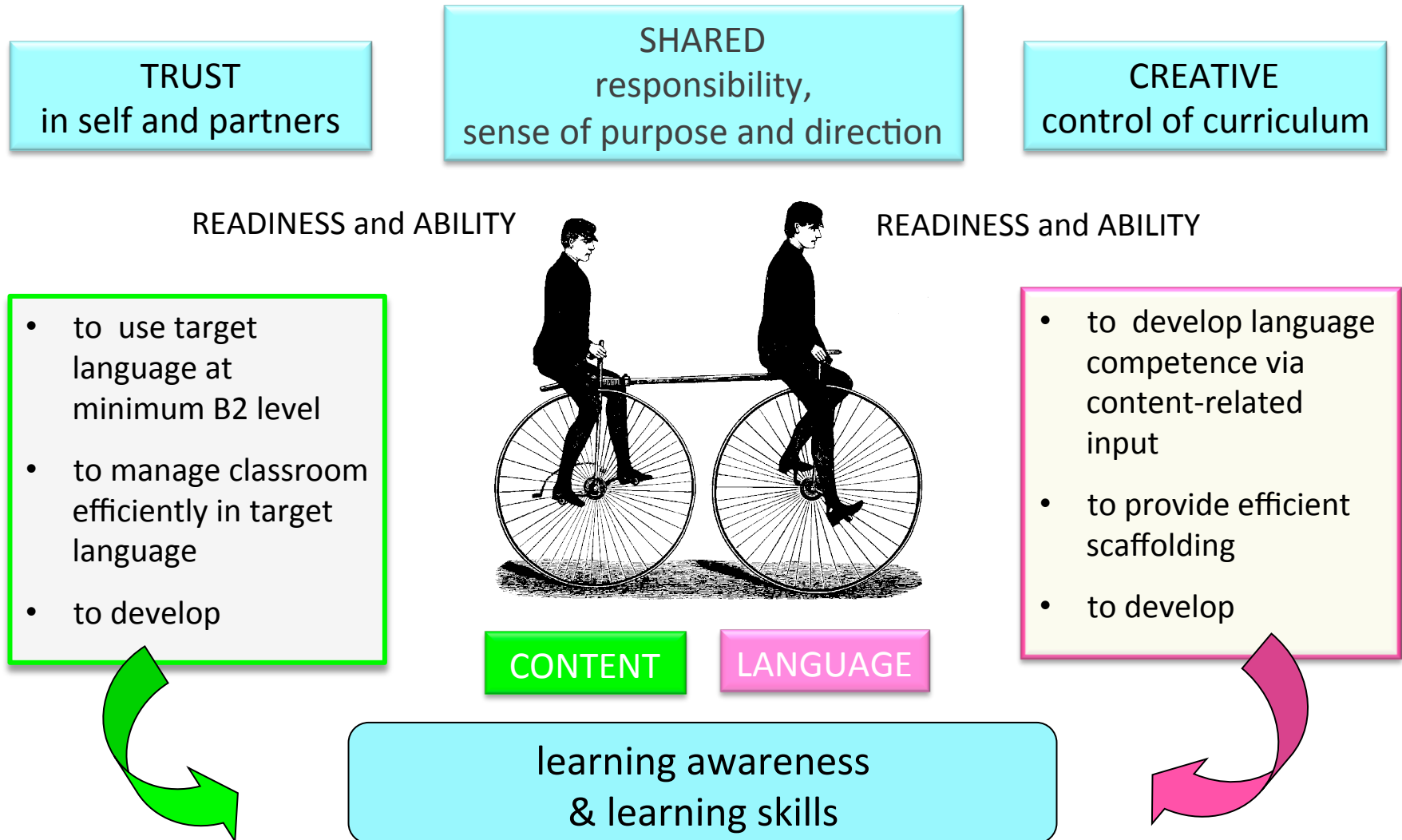- focus on content-specific lexis

Language teacher teaching content subject

- language before content
- the linguistically struggling students
- team-building & teaming across departments

time – patience - stamina

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What keeps the tandem going

TRUST
in self and partners

SHARED
responsibility,
sense of purpose and direction

CREATIVE
control of curriculum

READINESS and ABILITY

READINESS and ABILITY

- to use target language at minimum B2 level

- to manage classroom efficiently in target language

- to develop

- to develop language competence via content-related input

- to provide efficient scaffolding

- to develop

CONTENT

LANGUAGE

learning awareness
& learning skills

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CLIL - teacher education – some signposts

Never stop improving as a learner.

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

- Be digitally competent.

- Learn to identify, set, communicate and assess priorities.

- Learn and cultivate working in teams.

- Learn and speak at least one other language.

- Learn to develop and recognise thinking skills.

- Learn to use „language" to consciously explore, exploit and communicate content.

- Learn how to deal effectively with visuals.

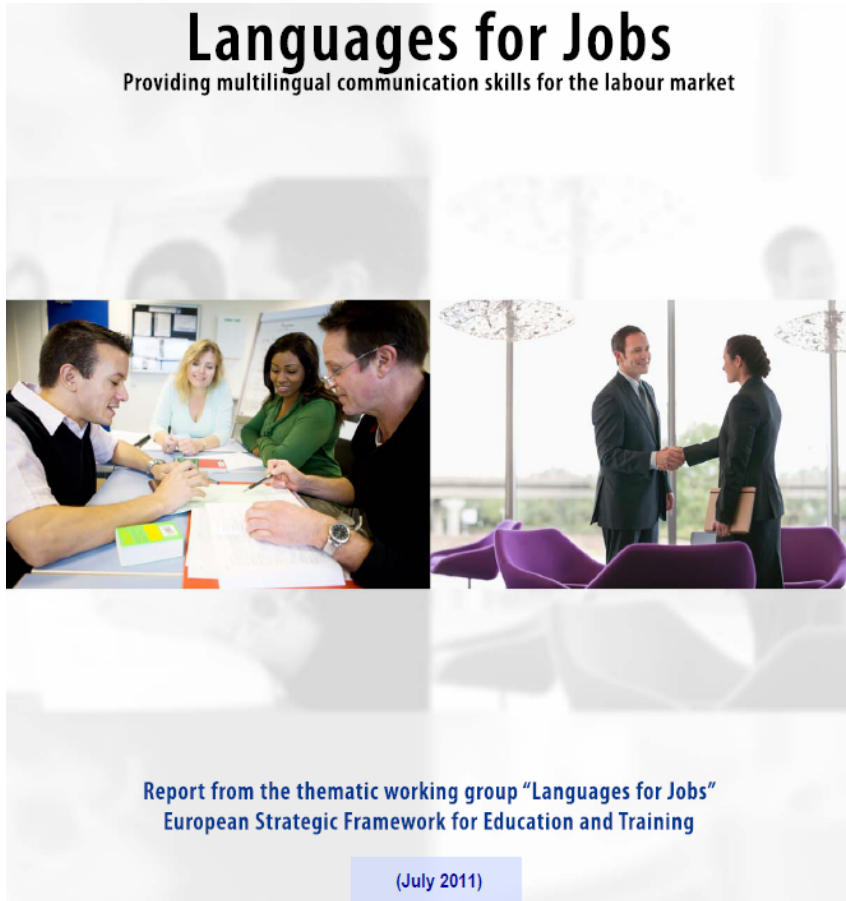- Learn how to teach less in order to allow learning.

Summary - the crafts of teaching
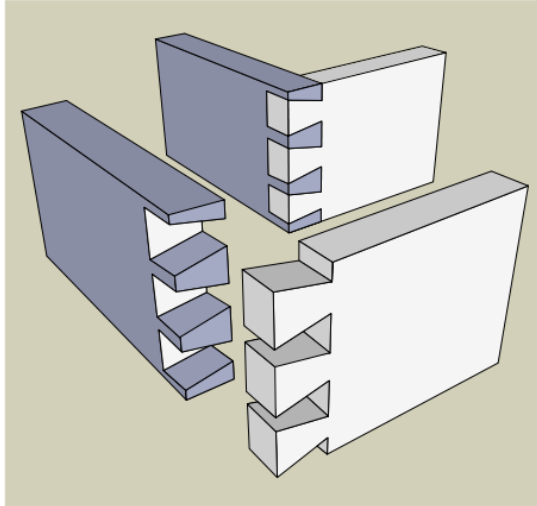
Ways of assisting learners to …

- **define** learning objectives

- **identify and shape up** own learning style

- **explore** the nature of things

- (**make** things) **interact**

- **reflect** on processes and products

- **develop** a sense of responsibility

- **collect** evidence of progress

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Languages for Jobs
Providing multilingual communication skills for the labour market

Report from the thematic working group "Languages for Jobs"
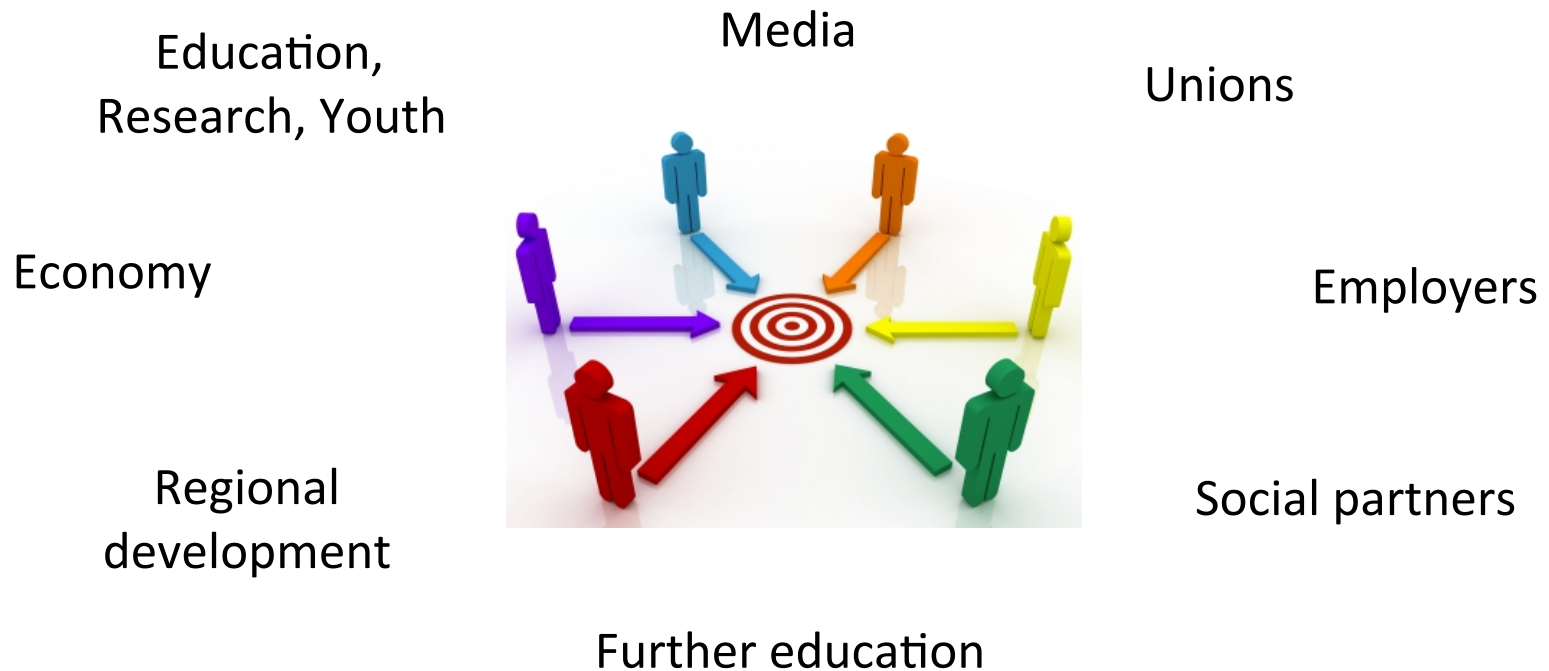European Strategic Framework for Education and Training

(July 2011)

- develop a sense of shared responsibility

- engage into conscious, continuous and constructive dialogue

- set up and maintain strategic partnerships

- recognise and validate (informal) learning

- facilitate and increase the mobility and practical experience of learners

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| Dialogue between "education" and "beyond" | Conscious discussion of needs and priorities |

Education, Research, Youth

Media

Unions

Economy

Employers

Regional development

Social partners

Further education

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7 good reasons …

1. revisits effective teaching and learning and provides new challenges;
2. offers opportunities for connecting elements across the curriculum;
3. gives the individual learner a challenge / chance to show individual talent;
4. puts literacy (reading) at the forefront as well as communication skills (interaction);
5. adds meaning to citizenship and global issues;
6. offers infinite ICT opportunities;
7. challenges xenophobia.

- Does 21st century education that is monolingual still comply with its very mission?

- If we ourselves have to *"be the change we want to see in the world"* (Gandhi), what are we going to do first thing Monday morning?

"GOT TO FIND MYSELF OUT THERE"

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