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CLIL TEACHER COMPETENCES AND ATTITUDES

Summary. The paper presents the findings of the research carried out among the participants of the project "Development of Content and Language Integrated Learning (CLIL) in Education" (2011-2013) that aimed to upgrade the competences of subject teachers enabling them to implement content and foreign language integrated learning approach in general education and vocational training. The data obtained through a survey indicates that the project participants developed a positive attitude towards the CLIL approach and positively assess the competences acquired during the programme. European Framework for CLIL Teacher Education proves to be a useful tool when designing training courses for specific target groups of qualified content teachers and a fifty hours' programme seems to be adequate to get acquainted with the fundamentals of CLIL. The project participants were most positive about their CLIL methodology competence development during the project and ability to identify appropriate subject content for teaching by using the CLIL approach. The weakest point identified by the participants involves language-related issues, such as ability to support language learning in content, balancing the target language used between the learners' and teacher's linguistic ability, and overall insufficiency of linguistic competences. One more issue indicated by the respondents is the absence of standards, guidance and administrative support, as well as quality assurance (content delivery, materials and assessment) in CLIL.

Keywords: CLIL; professional competences; languages.

Introduction

Background

The idea of CLIL (the approach that integrates content and language learning) contributes to the development of the key competences necessary for the knowledge-based society members; it shapes the participants' attitudes towards innovative and creative subject teaching, encourages them to make the study process active via the application of practical teaching methods. This method inspires teachers to develop their generic, professional and linguistic competences, enhances their teaching experience and advocates unlimited ways for creativity.

CLIL as an educational innovation has been initiated by the Ministry of Education and Science of Lithuania since the beginning of the 21st century and has been implemented in several stages, starting with piloting projects in 2004–2006, followed by individual school initiatives supported by the French Institute, the Goethe Institute or the British Council. The second decade was marked by several EU supported teacher training projects. In 2011–2013, The Institute of Foreign Languages of Vilnius University carried out a project “**Development of Content and Language Integrated Learning (CLIL) in Education**”, funded by the European Structural Funds and Ministry of Education and Science and aimed at introducing subject teachers to the application of content and foreign language integrated learning approach in General education and Vocational training. The project was designed to develop the competences of acting and potential CLIL teachers (project participants) in the key areas of this approach: to upgrade linguistic competences of the target language, including general language, the language of specific subjects and academic language, and raise their awareness of the principles of CLIL methodology. The participants joined the project on a voluntary basis, the level of their target language (language of instruction) was determined via a pre-course test and interview. The progress was measured formally by administering a final test, and through self-reflection.

The training course included 200 academic hours of classroom work, dedicated to language skills development (150 hours, 50 hours of which were dedicated to subject specific language learning) and CLIL methodology training (50 hours). CLIL methodology course incorporated topics related to CLIL definitions, history, key concepts and contexts, key principles of CLIL methodology, integration of language, content and cognition, activity types, as well as practical lesson and module planning, materials design, assessment tools and other issues in CLIL. 40 hours of the course were devoted to practical implementation of CLIL classes, i.e. either teaching trial CLIL lessons or observing colleagues’ CLIL classes, working in CLIL groups together with other teachers and reflecting on practices afterwards. Some of the teachers (25 in total) furthered their competence development during two-week courses in the UK, Germany or France, depending on the target language. The teachers were expected to be able to implement CLIL in their classes after completion of the course, with the major outcomes of the CLIL Teacher Training Course formulated as presented below.

On completion of the course, the teachers were able to describe CLIL aims, CLIL concept and its advantages and driving forces; understand underlying CLIL methodology principles; integrate target language teaching into their subject; demonstrate B2 level of language proficiency; develop CLIL courses and materials; select appropriate learning assessment methods; develop students' language, intercultural and learning to learn competences.

With reference to the European Framework for CLIL Teacher Education (further EFFCTE) (Marsh et al., 2010), the course included content areas from all three modules offered by the authors, namely, Module 1: Approaching CLIL components (Situating CLIL, Examining good pedagogy in CLIL); Module 2: Implementing CLIL components (Designing CLIL classroom curricula and Anchoring CLIL in the classroom) and, finally, from Module 3: Consolidating CLIL (Assessing for learning). Although not every single aspect of each component received equal proportion in the project teacher training syllabus, the ones included seemed to be most appropriate for working practitioners who had already received training as subject teachers.

On completion of the project, the participants were asked to complete a survey designed to find out the opinions and attitudes of the project participants about the CLIL approach. The data obtained was presumed to provide valuable insights from the informed practitioners in the situation of CLIL in Lithuania, reveal possible obstacles and weak points that prevent smooth implementation of this innovative approach in Lithuania and outline the major directions that might help accelerate the application of this approach.

The **aim of the research** was to find out how project participants assess their competences after receiving training during the project on three main factors, or competences: language, methodology, integration, and disclose their opinion on major advantages, disadvantages and future prospects of CLIL in their specific contexts. The aim of the current article is to present the findings of this research, focusing mainly on the teachers' (project participants) opinions about their target competences developed during the project and attitudes to CLIL practices in their working environment. The article also intends to review research into CLIL teacher competences development and overview Frameworks developed to assist CLIL teacher development in general.

CLIL teacher competences: a challenge in implementation of CLIL

A key factor related to CLIL implementation in various contexts is a competent teacher. The shortage of competent CLIL teachers has been identified as an issue by a number of researchers (Mehisto, Marsh, & Frigols, 2008; Infante, Benvenuto, & Lastrucci, 2015; Perez-Canado, 2012). Ball, Kelly, & Klegg (2015) make an observation that most of the teachers practicing CLIL "are unlikely to have received any initial CLIL-focused training whatsoever, but rather have taken up practice after they have been teachers for some years" (p. 268). Due to the duality of the CLIL approach and its integrated nature, there is some confusion among the teaching community related to who is actually supposed to teach in CLIL medium – subject or language teachers, and what kind of training these teachers should be engaged in, as the training needs of both these groups are different. This is also closely related to the understanding of the overall goals of CLIL. If perceived as primarily language competences improvement approach/method, it should be taught by language teachers who are trained as experts in content (Vazquez & Rubio, 2010); however, if language is perceived as a tool or vehicle and not a goal in itself, then CLIL could be practised by subject teachers who are either supported or not by their language peers. Ideally, it should be somebody qualified in both areas; however, in reality teachers with such qualifications are hard to find.

Formal requirements for CLIL teacher qualifications are present in some countries, whereas in others who becomes a CLIL teacher is a purely individual case where decision is based on the authority's initiative, the teachers' know-how and readiness to employ this approach. EURIDICE report (2006) defines CLIL teachers as the ones who are able to teach one or more subjects of the curriculum through a language other than the language usually used for tuition in a certain context and teach the language itself, i.e. to be a specialist in at least two areas. Initial requirements for CLIL teachers were defined in terms of language competences mostly. The level of linguistic competence sufficient to become a CLIL teacher is often discussed. According to EURIDICE report (2006), such requirement ranges from B1 to C1 level (according to CEFR) in different contexts. Some countries require native language speakers to become CLIL teachers. Kelly (2014) points out that CLIL teachers' language ability should

enable them “to do everything [they] ask the students to do in [their] subject in English as a foreign language” (p. 8). However, the lack of qualified CLIL teachers has also resulted in language teachers becoming CLIL teachers or CLIL teaching done by two teachers, language and subject, in one classroom. This is why collaboration between teachers providing CLIL becomes crucial for its implementation.

CLIL teacher shortage has been seen as one of the main obstacles in successfully implementing CLIL in Lithuania on the one hand, and ensuring quality of CLIL on the other. Most CLIL teaching is led by language teachers or tandems of teachers, as subject teachers lack language competences (Andziuliene et al., 2006). Research indicates that teacher training programmes should also include other components, such as CLIL pedagogy as well as at least basic understanding of what CLIL is about. Integrated nature of CLIL is not merely about adding content and language, it is about integrating both, hence resulting in the shift of teachers’ roles, acquiring new competences and rethinking beliefs about teaching and learning, i.e. resulting in the change of teaching practices and values.

Theoretical background

Overview of research into CLIL teacher competences

CLIL research has focused mainly on secondary and primary education, relating to CLIL students’ literacy skills development and attitudes to language learning (Merisuo-Storm, 2007), quantitative research into language and content acquisition by CLIL and non-CLIL students (Lasagabaster, 2009), development of communicative competences in CLIL and non CLIL classroom (Dalton-Puffer, 2008), benefits of CLIL for learning, such as boost of risk-taking and creativity, enhanced problem-solving skills, huge effect on receptive skills and vocabulary learning, as well as emotive/ affective outcomes (Dalton-Puffer, 2008; Vilkancienė, 2011).

Another area of research relates to CLIL teachers, teacher competences and teacher-related issues. Benagas (2012) observed that most problems found in the first stages of CLIL implementation are: theoretical assumptions, classroom methodology and integrated methodology implementation. Teachers and trainers

need to build a bridge between theory and practice. Mendez Garcia and Vazquez (2012) and Benagas (2012) point out to the huge impact the change of roles of teachers has on their self-perception, resulting in confusion and uncertainty. The confusion stems from misunderstanding of responsibilities they have if teachers work in pairs, also whether they are language or subject teachers. Teachers find it difficult to perceive themselves as "integrated teachers" (Mehisto, 2008). Because of the lack of clarity of roles, team teaching is seen as one of the drawbacks of CLIL. Infante et al. (2015) stress the huge positive impact CLIL has on the way teachers teach outside CLIL context, i.e. their enthusiasm and improvement of the teachers' level of reflection. Infante et al. (2015) also observe that collaboration was seen as one of the conditions that ensures the success of CLIL and sees CLIL as a factor fostering collaboration (p.160). Benagas (2012) concludes that CLIL should be a negotiated enterprise amongst administrators, curriculum planners and teachers. So collaboration is seen as vital not only on teacher to teacher basis, but also should include administration and curriculum developers, therefore collaboration on different levels presupposes the key to success. Hillyard (2011, p. 6) stressed the importance of "a shift in attitude" which includes willingness to change, desire and motivation to learn something new, willingness to work with others, design materials and, above all "a belief in the efficacy of CLIL".

Another factor contributing to success in CLIL implementation is shared understanding of CLIL goals (Vazquez & Rubio, 2010), ability to link CLIL theory and practice, the importance of methodology (Benagas, 2012; Ball et al., 2015). According to Vazquez and Rubio (2010), teachers of content areas should make an effort to train in methodology, as one of the prerequisites of this type of teaching is a change in methodology to one of participative and communicative classes. According to Ball et al. (2015), understanding of CLIL methodology can compensate the lack of teacher's language competencies in CLIL classroom.

In Lithuania, Bijeikiene et al. (2012) studied CLIL teachers' ICT competences and attitudes towards application of ICT in various contexts, including CLIL classes. The study revealed the teachers' largely positive attitude to the application of ICT in CLIL classroom, stressing the following advantages: use of authentic resources, possibility to differentiate tasks and the teaching process, motivation and organization of students' individual work. Bijeikiene et al.

(2015) researched implementation of CLIL in one of the schools with long-lasting CLIL and IB programmes in Lithuania, concluding among other things that there is a need for CLIL teacher education and training programme development, formalizing CLIL teachers' certification as well as supporting teachers by providing not only financial, but also administrative and methodological support, fostering collaboration among teachers and development of teaching resources appropriate for Lithuanian contexts.

CLIL Teacher Competence Frameworks

Mellion (2008) researched success factors of CLIL implementation in tertiary education and constructed a conceptual model of 3C's, in which three factors: the conditions, the commitment, and competencies, accounted for successful CLIL implementation. She stressed that especially commitment and competences (linguistic, didactic and multi-cultural) of the faculty determine the success or failure of the English-based curriculum. By commitment she meant teachers' willingness to "make sacrifices, to invest extra time and energy if necessary" (p. 215); it also means affective and psychological attachment to the target of commitment, i.e. teachers' mostly positive attitude to the innovation and belief in what they do. Although commitment is not viewed as a competence by Mellion or other framework developers, in her opinion, attitudes and beliefs do constitute an integral part of competence. Mellion does not provide the degree of detail in describing other (linguistic and didactic) competences, she does separate multi-cultural competence as one of equal importance to language and didactics. The 3C model is offered to subject teachers, as there are no competences related to subject knowledge in the model.

Marsh et al. (2010) define competence as "demonstrated ability to use knowledge, skills and personal, social, and/or methodological abilities, in work or study situations and in professional and personal development". However, the description of Personal reflection competence in the framework refers to "own and students' affective development", i.e. attitudes and beliefs about teaching and learning.

The CLIL Teacher's Competences Grid (Bertaux et al., 2010) and EFFCTE (Marsh et al., 2010) are two frameworks that share a number of similar features,

however, the principles on which they are based and how they are organized are quite different. They were both developed as tools for developing teacher training programmes or/and serve as “points of reference for discussions pertaining to CLIL teaching and teacher development” (Bertaux et al., 2010). They are seen as tools to “provide a lever by which to substantially enhance teacher, learner and school performance (Marsh et al., 2010). They can also be used for identifying professional development needs.

Bertaux et al. (2010) provide a map of key competences to support CLIL development in a variety of contexts, and the framework is divided into two big sections: “Underpinning CLIL” and “Setting CLIL in Motion”, one related to “laying the foundation for establishing and maintaining a CLIL programme”, another to skills needed for implementing CLIL, i.e., the first relates to theoretical, administrative, and policy issues and the second to CLIL practice. Each area of competence is further subdivided into competences that are described in the form of “can do” statements, and are named “indicators of competence”. These indicators are very detailed and comprehensive in each specific area. All of the competences and indicators have a straightforward link to CLIL.

Target competences, i.e. the competences teachers should develop/acquire during training courses, professional competences as in European Framework (Marsh et al., 2010), are divided into eight sections, some of which are clearly CLIL focused, others are more general pedagogical competences and some are rather general, but with a certain amount of “CLIL flavor”. Clearly, newly trained CLIL teachers should target to acquire most of them, however, experienced and trained teachers may need to upgrade some of them and only focus on key CLIL related ones, which in the authors' opinion, in this framework, include CLIL Fundamentals, Content and Language Awareness, Methodology and Assessment, and Learning Resources and Environment. They are the key competences for CLIL practitioners, and relate to the practice of integrating different aspects inherent in CLIL in a professional manner, and ability to implement them in a classroom. Three out of other four competence groups, like Personal reflection, Classroom management, and Research and evaluation, although might include CLIL specific points, pertain more to general competences. Personal reflection, as already mentioned before, is the teacher's commitment to own professional development. Although it is subdivided into skills with reference

to CLIL, it may be considered as a more general, rather than CLIL specific competence. The last one, CLIL Management, focuses on administrative issues of CLIL implementation and is not directly related to CLIL teacher's performance in class.

So, each of the three discussed models targets different audiences of potential CLIL teachers, most of the fundamental abilities are present in all of them, and could be used in teacher training. The authors preferred the EFFCTE as a tool for developing Teacher Training Course and research as best suited to the specific needs of the project participants and a more balanced approach to grouping/classifying and specifying the competences. Bertoux et al. (2010) competence framework seemed more detailed, but at the same time more difficult to apply because of the absence of a clear distinction between competences required for language teachers or for subject teachers, for beginner teachers and for experienced teachers

Method

The research is based on a combination of quantitative and qualitative analysis of the data obtained by means of a questionnaire distributed to the project participants via e-mail after completion of a three-year training programme. The questionnaire was designed on the basis of the European Framework for CLIL Teacher Education (Marsh et al., 2010), specifically, Target Professional Competences. The Framework was prior used as a tool to develop the course syllabus and as an instrument for personal reflection on the competences developed during the project. The questions were formulated taking into account the objectives of the project, however, focusing heavily on personal experiences and critical self-evaluation of the practical know-how and skills in CLIL practice. Therefore, more fundamental and theoretical points, even though they were dealt with within the Project, were not included. The survey also excluded the general pedagogical competences like ability to teach content, organise activities, motivate and assess learners in a classroom where mother tongue is used as a language of instruction.

The questionnaire consisted of two parts. The first part comprised 10 statements, each representing a Likert-type item to be answered using a scale

of 5 (agree, rather agree, don't know, rather disagree, and disagree). All the 10 questions encouraged the project participant to reflect on the professional competences acquired during the course and assess their own ability to apply the knowledge and skills from a variety of CLIL competence domains. The first two questions were related to the content and language awareness (Section 3 of the Framework), e.g. 'I am able to deploy strategies to support language learning in my content classes'. Questions 3-8 dealt with the methodology and assessment (Section 4), e.g. 'I am able to plan content and language integrated lessons within the context of a general curriculum'. Question 9 focused on the competences defined in Section 6 (Learning Resources and Environments): 'I am able to design cognitively and linguistically appropriate learning/teaching materials'. The last question (10) 'I am able to use the language of appropriate complexity to ensure that my CLIL lesson goes smoothly' incorporates a range of competences related to the teacher's ability to identify, adapt and use the target language (language of instruction) in a CLIL classroom, such as making the key concepts of content subjects accessible to learners by modifying teaching so as to take into account the students' language competences and needs (Building direction and focus), ability to assess the learning resources and identify potential difficulties and solutions to overcome these (Section 6), and ability to use appropriate language for classroom interaction in order to manage classroom proceedings (Section 7).

The second part of the questionnaire involved three open-ended questions which asked to provide the respondents' personal attitude towards the attractiveness and suitability of the approach in their professional context and give reasons for their choice. The options were: 1) CLIL approach appeals to me because...; 2) I have doubts about CLIL methods because...; 3) CLIL approach does not suit me because... . The respondents could choose either to write their comments in one of the sections closest to their viewpoint, or to complete two or all the three sections. The questions were all in Lithuanian so as to avoid any discomfort or misunderstanding. The respondents did not need to indicate their names or schools represented thus ensuring confidentiality. Prior to distributing a final copy of the questionnaire to all the project participants, a trial copy was sent to five teachers, and some of the questions were modified after receiving the responses. Appendix 1 includes a sample questionnaire in English.

Survey group profile

Project participants were secondary and vocational school teachers from different regions of Lithuania, specialists of a range of non-linguistic subjects, 79 in total. The majority of them integrated English (60), others applied German (10) or French (9). Their language proficiency levels ranged from A2 to B2, according to CEFR. The teachers initially self-assessed their language proficiency by using European Language Portfolio as a tool, and were re-assessed at the beginning of the training for group formation purposes. Their language progress was also assessed at the end of the course by using progress tests. 72 teachers successfully completed the course, and out of the 72 distributed questionnaires, 52 completed questionnaires were returned (72.2%).

The average age of the participants was 40, ranging from 26 to 60, teaching experience varied from 2 to 34 years, averaging at 15. With regard to the participants' CLIL experience, it ranged from maximum eight years of teaching their subject in a target language to one-two years, or no experience at all. With respect to the subjects taught, there were 11 IT, 6 Mathematics, 3 Geography, 1 Biology and 3 Chemistry teachers, 6 History and Citizenship teachers, 4 teachers of Ethics, 2 teachers of Music; Physical Education, Physics, Mechatronics, Psychology, Economics, and Environment were represented by one teacher each. What concerns vocational training, there were teachers of catering, nursing, management, and technologies. Seven teachers did not indicate the subjects they taught in the submitted questionnaires.

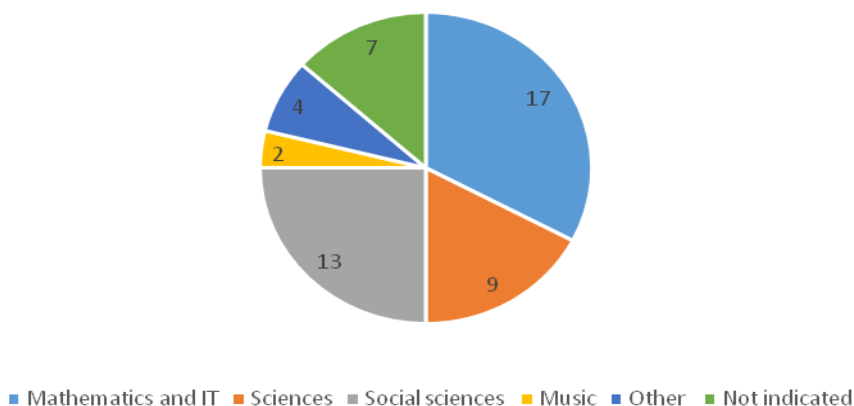


Fig. 1. The composition of the sample by subject taught

Results and discussion

Self-assessment of acquired CLIL competences

The general overview of the findings with regard to the self-evaluation of the CLIL-related competences is presented in Figure 1 (see Appendix 1 for detailed formulation of questions). Although the questions pertain to rather different aspects of professional skills and abilities, most of the respondents chose the options **agree** and **rather agree**, which may be considered as a positive assessment of the competences gained through the 50 hours of the training course on CLIL methodology. The combined number of those options stands well above 50%, varying between 71% for Question 2 (*deployment of strategies to support language learning*) and 86.5% for Question 3 (*ability to support learners in building their learning capacity*). Such responses imply that the participants think they have acquired knowledge in how to identify the language elements to be incorporated in the content they teach and utilize these skills in practice. The ability to provide support for learners in their studies is part and parcel of teacher training programmes; therefore, the figures for Question 3 might reflect the teachers' confidence in their general professional competences rather than CLIL-associated ones.

Question 7 (*I am able to create authentic and meaningful safe learning environment for my learners*) received most answers with very strong positive evaluation (18 or 34.6 %), followed by Question 1 (*I am able to identify the appropriate content to be taught in my CLIL lesson*) and Question 4 (*I am able to nurture cooperation with colleagues and have a repertoire of cooperation strategies and skills*), with 15 or 28.8% each. It should be noted that these questions mostly reflect the general pedagogical competences combined with the subject specific competences and the fundamentals (or theoretical knowledge) of CLIL, and therefore do not require a profound additional training, especially for experienced subject teachers. Question 6 (*I am able to plan content and language integrated lessons within the context of a general curriculum*) had the largest number of responses 'I rather agree' (35 all in all), followed by

Question 3 (*I am able to support learners in building their learning capacity*) (31), which correlates well with the findings for Questions 1, 4 and 7, as they also overlap with general pedagogical and subject-specific competences. None of the respondents evaluated their competences as definitely negative ('disagree') in the first three questions (the **maroon** tips in the diagram), which implies that even though there are some doubts with regard to ability to *identify the appropriate content to be taught in my CLIL lesson* (6 answers 'rather disagree'), to *deploy strategies to support language learning in my content classes* (3 answers 'rather disagree') or to *support learners in building their learning capacity* (3 answers 'rather disagree'), the overwhelming majority consider their competences good enough to get engaged in CLIL practice.

However, the number of **positive** ('agree' and 'rather agree') self-evaluation options drops to 65% (34 answers) for Question 9 which deals with ability to prepare/design teaching materials for the CLIL classroom, and even more markedly in Question 8 (*assessment strategies*) and Question 10 (*application of linguistic strategies*), with 50% (26) and 46 % (24), respectively. What is more, the smallest number of 'I agree' selected in Questions 9 and 10 (4 and 3 respectively), along with 5 options chosen for Question 6 (*ability to plan content and language integrated lessons within the context of a general curriculum*) and 6 answers for Question 8 (*ability to articulate CLIL-specific assessment needs and goals and to develop and implement related assessment tools*) clearly indicate that the teachers are not confident about their key competences related with the practical implementation of the CLIL approach. It may also imply that in addition to the individual competences of the teacher, such as the linguistic knowledge, teachers lack the appropriate administrative and regulatory support (both at school and at a higher level) legalizing and fostering this practice. This is confirmed by the fact that quite a large number of respondents selected the choice 'I don't know' in Questions 8-10 to assess their ability to articulate, develop and implement CLIL-specific assessment needs and goals (34.6%), use the language of appropriate complexity to ensure the success

of the CLIL classroom activities (28.8%), or design cognitively and linguistically appropriate learning/teaching materials (19%).

Very few (3 out of 52 in each case) had a slightly negative self-evaluation ('rather disagree') in Question 2 – ability to support language learning in the CLIL lesson, and Question 3 – ability to provide support for learners in building learning capacity, 6 participants confessed they find it difficult to identify the appropriate content to be taught in their CLIL classroom. A considerable number of teachers (12) tend to express doubts about their competences related with ability to apply strategies enabling language learning in content-driven classes. Interestingly, Question 7 stands out in this series of questions, as it had the fewest respondents (2) who indicated the option 'don't know'. This demonstrates that the respondents have a more definite judgment about their competences to create authentic and meaningful learning environment and practice. The number of **definitely negative** responses ('disagree') is minimal, ranging between 1 in Questions 4, 6, 8, 9, 2 in Question 5 and Question 10, and 3 in Question 7.

This distribution of responses could be explained by the diversity of the profiles of teachers participating in the project in terms of the years in teaching practice, CLIL experience and, notably, the level of linguistic proficiency, which plays a crucial role in identifying the linguistic elements (special and academic vocabulary, grammar, cognitive patterns, etc.) that need to be taken into account when planning and delivering a CLIL lesson to students with differing linguistic competence and employing assessment strategies of their progress. It is not surprising that assessment in CLIL remains one of the aspects that poses difficulties as it depends on the national or local policy and established practices to a great extent, and causes intense discussions even within the CLIL community itself. In addition, one might dispute whether content teachers are used to designing teaching materials, not to speak about adjusting the authentic materials in another language to their pedagogical needs. The answers strongly suggest possible directions for designing training modules enabling the CLIL teacher and enhancing CLIL implementation.

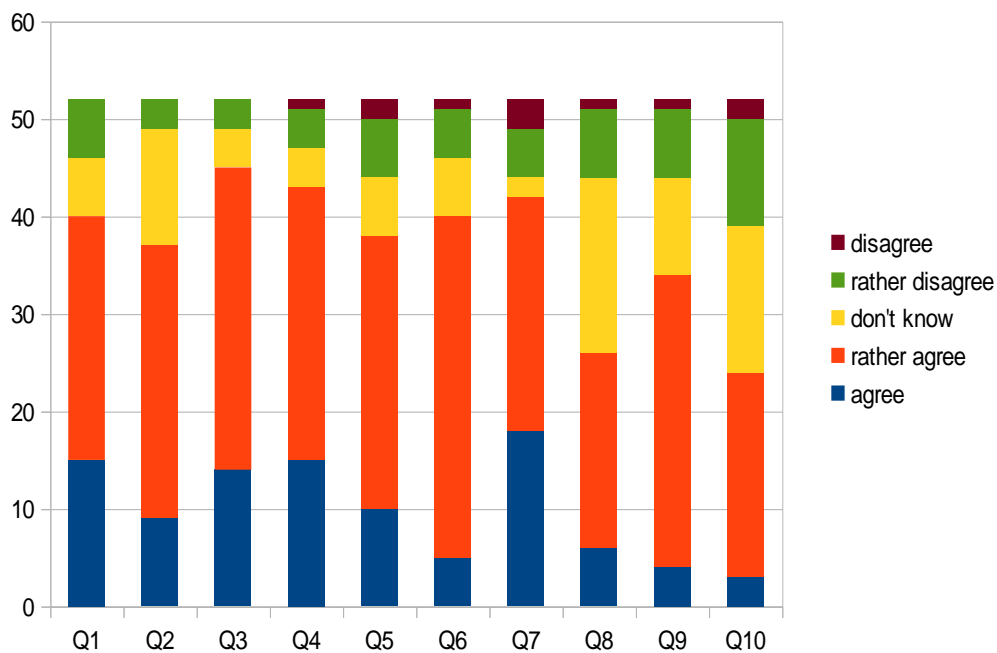


Fig. 2. General trends in the teachers' opinions about their professional competences

Personal attitudes towards the CLIL approach

The second section of the survey containing open-ended questions provided a broad scope of personal opinions and attitudes towards the approach integrating the content with a foreign language from the perspective of a knowledgeable teacher who has undergone some training in the field. As mentioned above, respondents could choose to provide comments in one of the three open-ended questions, or present their opinion in two or all the three sections each of which focused on a different attitude towards the method.

46 out of 52 respondents (88%) chose to present their attitudes in the section *CLIL approach appeals to me because...* thereby expressing positive opinion and listing the aspects that the respondents found attractive about this

approach. Even 26 respondents (out of 46) mentioned **language related aspects** that they consider as advantages of content and language integration in CLIL context: these included language development opportunities, increased language awareness and language level, academic language development and more opportunities to use language for meaningful purposes. Over 41% (19 respondents) saw the appeal of the method in its **pedagogy related** aspects such as increased motivation of students due to its novelty and innovative ideas that make lessons more attractive and interesting and bring variety to the classroom. Ten respondents realized the huge potential of the approach in **professional development** of the teachers as they are compelled to employ active methods and more different forms of classroom interaction (group/pair work) in teaching. Other respondents (7) noted the increased learner development possibilities, enhancement of cognitive development (2) and creativity (1) as a very attractive side of this approach. They also pointed out the advantages of using materials in other languages (6) and co-operation among students as well as between teachers and students (4). Other advantages, mentioned once or twice, included differentiated tasks for students, improved cultural understanding, cooperation with other countries, approaching the subject from another subject's perspective and decreased learning load for students.

A considerable number of participants (31, or 59.6%) chose to contribute in Part 2 (*I have doubts about CLIL methods because...*) and pointed to some aspects that they thought would or might deter them from employing this approach. The comments involve a range of reasons for raising doubts, however, the largest number of respondents (13) indicated the **lack of the teacher's linguistic competences** as a major factor that makes them doubtful about effective application of the method. Other language-related concerns include: varying language levels of the learners within a class (2); learners' linguistic competences outpassing the teacher's language level (2) or low linguistic skills of some learners (2). Teachers also raised some organizational and administrative issues, such as decreasing numbers of students learning German or French (schedule problems) (2), lack of continuity and system (contribution from the Ministry, support from school authorities) (3), problems applying CLIL in higher grades where content and exam preparation play the central role (2 teachers consider it more suitable for lower grades). Respondents raised

concerns about the quality of teaching - responsibility for content delivery which may be impaired by language barrier (both the teacher's and learners') (2), shortage of teaching materials, e.g., textbooks (2), extra load for preparation (3), lack of experience applying CLIL (2), and difficulties in motivating some learners (1).

Only 8 respondents (15%) provided comments in Section 3 (*CLIL approach does not suit me because...*), which should be interpreted as their negative point of view with regard to the applicability of CLIL in their context. Despite the presumption that the respondents' choice should practically reject the CLIL approach, the explanations tend to reflect "the state of affairs", or the particular circumstances that present a challenge rather than personal dislike, or affective factors that might hinder the utilization of CLIL. *Two respondents* explain their choice by lack of competences in the target language, adding regrets about the situation, thus it could be presumed that with more linguistic training they would have no reason not to engage in CLIL practice. *Two more* teachers indicated that they feel there is a lack of interest from the administrative bodies responsible for planning the curriculum and organizing modular teaching, which is a very important condition for implementation of CLIL.

Two teachers wrote preparation for individual lessons is time consuming, especially if they do not have continuity. One respondent complained about the shortage of teaching materials and sample lessons, and just one teacher noted that the approach suits him/her, however, he/she doubts whether there will be a possibility to apply it under the current circumstances (hence the statement in fact must be transferred to Section 2 (doubts about applying CLIL).

Conclusions

The results of the survey clearly indicate that the participants of the project developed a positive attitude towards the CLIL approach and positively assess the competences acquired during the programme, which shows that the goals of the project were successfully accomplished. Since the training programme was based on a combination of selected descriptions from the Professional Development Modules proposed by the European Framework for CLIL Teacher Education, it proves to be a useful tool when designing training courses for specific target

groups of qualified content teachers; moreover, a fifty hours' programme seems to be adequate to get acquainted with the fundamentals of CLIL (Situating CLIL; Examining good pedagogy) and acquire the basic competences related to practical implementation of CLIL in classroom (Anchoring CLIL). It should be mentioned, however, that teachers had only limited exposure to designing CLIL classroom curricula, the principles and objectives of assessment, and the problems arising in this field. The survey also demonstrated that teachers still lack competences in preparing/designing teaching materials for the CLIL class, the skills only acquired through longer practice.

The weakest point identified involves a broad spectrum of language-related issues, such as ability to support language learning in content, balancing the target language used between the learners' and teacher's linguistic ability, and overall insufficiency of linguistic competences. It should be emphasized, however, that despite the fact that teachers are critical about their linguistic competences, they appreciate CLIL as an opportunity to both develop their linguistic competences and enhance professionalism in the content area. This factor must be taken into consideration when planning modules within CLIL teacher training with greater emphasis on both general and CLIL-specific language competences. In addition, subject teacher training programmes must include all the language competences for teaching CLIL: Basic Interpersonal Communication Skills (BICS), Cognitive Academic Language Proficiency (CALP), the language of classroom management, the language of teaching and the language of learning activities.

Another problem indicated by the respondents is the absence of standards, guidance and administrative support, as well as quality assurance (content delivery, materials, and assessment) in CLIL. It would be recommended therefore to develop and issue some regulations or guidance documents for administrative staff (municipal authorities, school administration, etc.) responsible for planning and implementation of the educational process defining the boundaries/ legality of applying CLIL, including teacher motivation aspects and professional qualifications necessary for implementation of this approach as well as sustainable CLIL teacher training.

The study has obvious limitations due to a relatively small number of respondents (only project participants), and the range of competences included.

Other instrumentation such as lesson observation and in-depth interviews of focus groups could be employed for further studies. However, it gives evidence that modular CLIL teacher training in Lithuania may prove to be highly motivational and lead to successful development of CLIL in schools provided linguistic competences are enforced and adequate regulatory support is assured.

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Appendix 1.

Questionnaire

Dear respondents,
the Institute of Foreign Languages of Vilnius University is conducting a research among the teachers participating in the Project "Development of Content and Language Integrated Learning (CLIL) in Education" regarding their opinions about the professional competences they possess and attitudes towards the CLIL approach.

We kindly request you to complete the following questionnaire.

PART I. TARGET PROFESSIONAL COMPETENCES.

Choose (highlight or underline) the option that you think is the most appropriate for you

(1. I agree; 2. I rather agree; 3. I don't know; 4. I rather disagree; 5. I disagree)

1. I am able to identify the appropriate content to be taught in my CLIL lesson.

1	2	3	4	5
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2. I am able to deploy strategies to support language learning in my content classes.

1	2	3	4	5
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3. I am able to support learners in building their learning capacity.

1	2	3	4	5
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4. I am able to nurture cooperation with colleagues and have a repertoire of cooperation strategies and skills.

1	2	3	4	5
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5. I am able to work with learners to jointly identify learners' needs in CLIL.

1	2	3	4	5
---	---	---	---	---

6. I am able to plan content and language integrated lessons within the context of a general curriculum.

1	2	3	4	5
---	---	---	---	---

7. I am able to create authentic and meaningful safe learning environment for my learners (e.g., group work, pair work, etc.).

1	2	3	4	5
---	---	---	---	---

8. I am able to articulate CLIL-specific assessment needs and goals and to develop and implement related assessment tools.

1	2	3	4	5
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9. I am able to design cognitively and linguistically appropriate learning/teaching materials.

1	2	3	4	5
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10. I am able to use the language of appropriate complexity to ensure that my CLIL lesson goes smoothly.

1	2	3	4	5
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PART II. ATTITUDES.

Please describe your personal attitude towards applicability of the CLIL approach in your teaching context. You may choose to complete each section or fill in the one that is most appropriate for you.

1. The CLIL approach is attractive to me because

--

2. I am doubtful about the CLIL approach because

--

3. The CLIL approach is not suitable for me because

--

Please indicate:

your age.....

subject taught.....

years of pedagogical experience.....

number of years teaching in CLIL

Other comments:

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Thank you for your time.

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CLIL MOKYTOJŲ KOMPETENCIJOS IR POŽIŪRIS

Santrauka. Straipsnyje pateikiama projekto „Kalbos ir dalyko integruoto mokymo (IDKM) plėtra švietime“ (2011–2013) dalyvių nuomonė apie projekto metu jų įgytas kompetencijas. Projekto tikslas – tobulinti tiek bendrojo ugdymo, tiek profesinėse mokyklose dirbančių nekalbinių dalykų mokytojų IDKM diegimui reikalingas kompetencijas. Projekto dalyvių apklausos duomenys rodo, kad mokytojai teigiamai vertina IDKM diegimą ir projekto mokymų metu įgytas kompetencijas. Europos IDKM mokytojų švietimo metmenys, kurių pagrindu buvo sudaryta projekto dalyvių mokymo programa, yra tinkamas įrankis kurti mokytojų kompetencijų tobulinimo programas nekalbinių dalykų mokytojams, kurie jau turi bendrąsias pedagogines kompetencijas. Penkiasdešimties akademinių valandų trukmės mokymo programos pakako susipažinti su IDKM pagrindais. Projekto dalyviai teigiamai vertino projekto metu įgytas IDKM metodikos kompetencijas ir nurodė gebantys atrinkti mokymui tinkamą nekalbinio dalyko turinį. Labiausiai nepasitikima įgytomis kompetencijomis, susijusiomis su kalbiniais IDKM aspektais: gebėjimu paremti mokinių kalbos mokymąsi IDKM pamokų metu, mokytojų ir mokinių kalbinių kompetencijų darna bei mokytojų tikslinės kalbos mokėjimu. Kita projekto dalyvių įvardyta problema yra nepakankamas administracijos palaikymas, mokymo standartų ir gairių trūkumas bei nepakankamas IDKM mokymo kokybės užtikrinimas.

Pagrindinės sąvokos: IDKM; profesinės kompetencijos; kalbos.