

Destination: LEARNER EMPOWERMENT - and there is that signpost saying CLIL ...

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www.cebs.at

Tallinn, 11 June 2016



International Federation of Language Teacher Associations
Fédération Internationale des Professeurs de Langues Vivantes

Overview

empowerment



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.”
(*Common sense*)

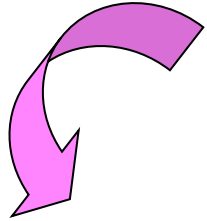
interdisciplinary

“On n’habite pas un pays,
on habite ses langues.”
(*Christine Albanel*)

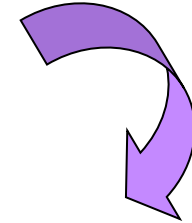
aware of languages and self

(Language)
Education
for
Empowerment

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)

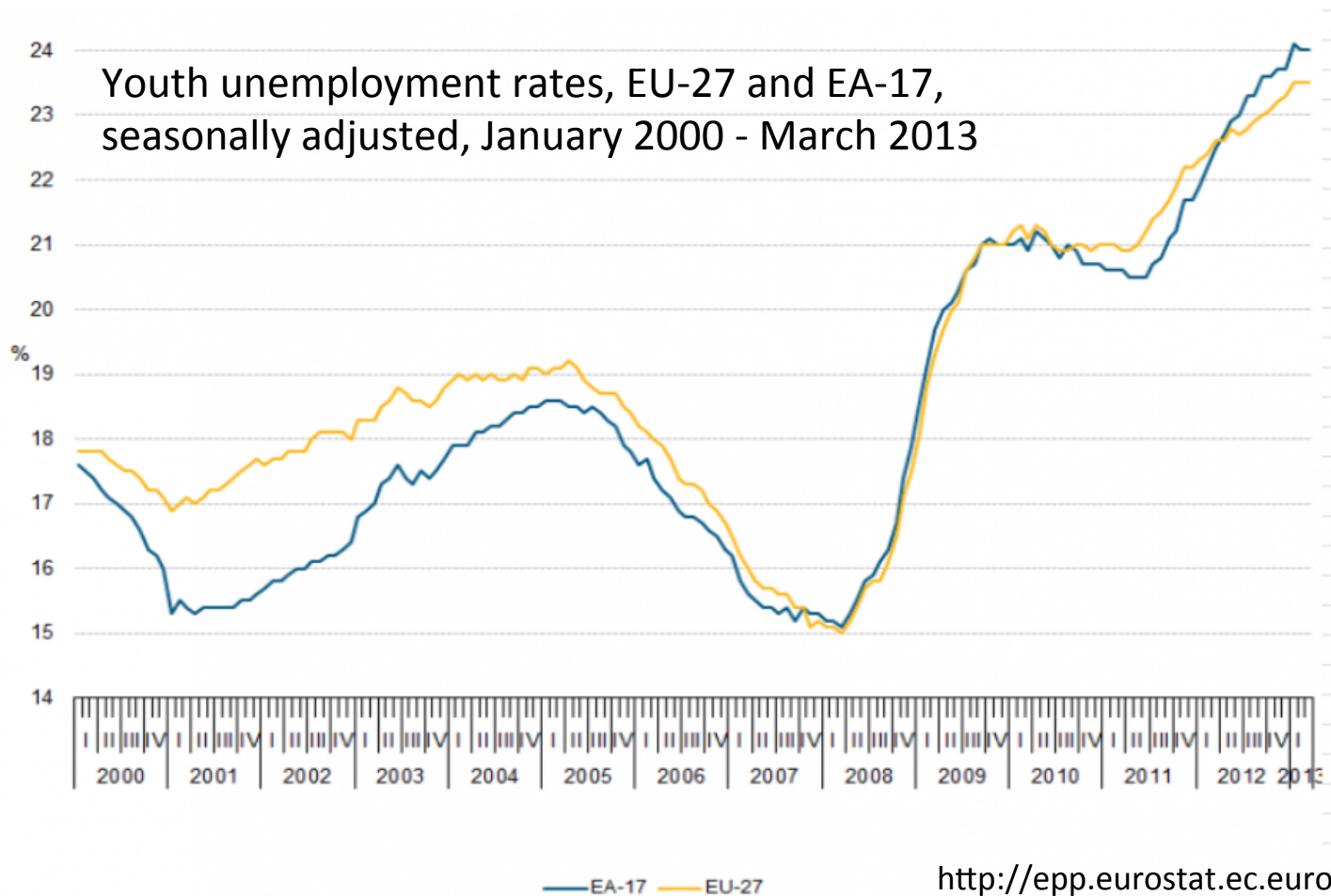


Memorandum on Lifelong Learning
Brussels, 30.10.2000
SEC(2000) 1832, section 2

“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)

Facts, pure facts ...



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 ??

Cutting edge: LEARNING (more than one language!)

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)

Transversal is key and languages are at the centre

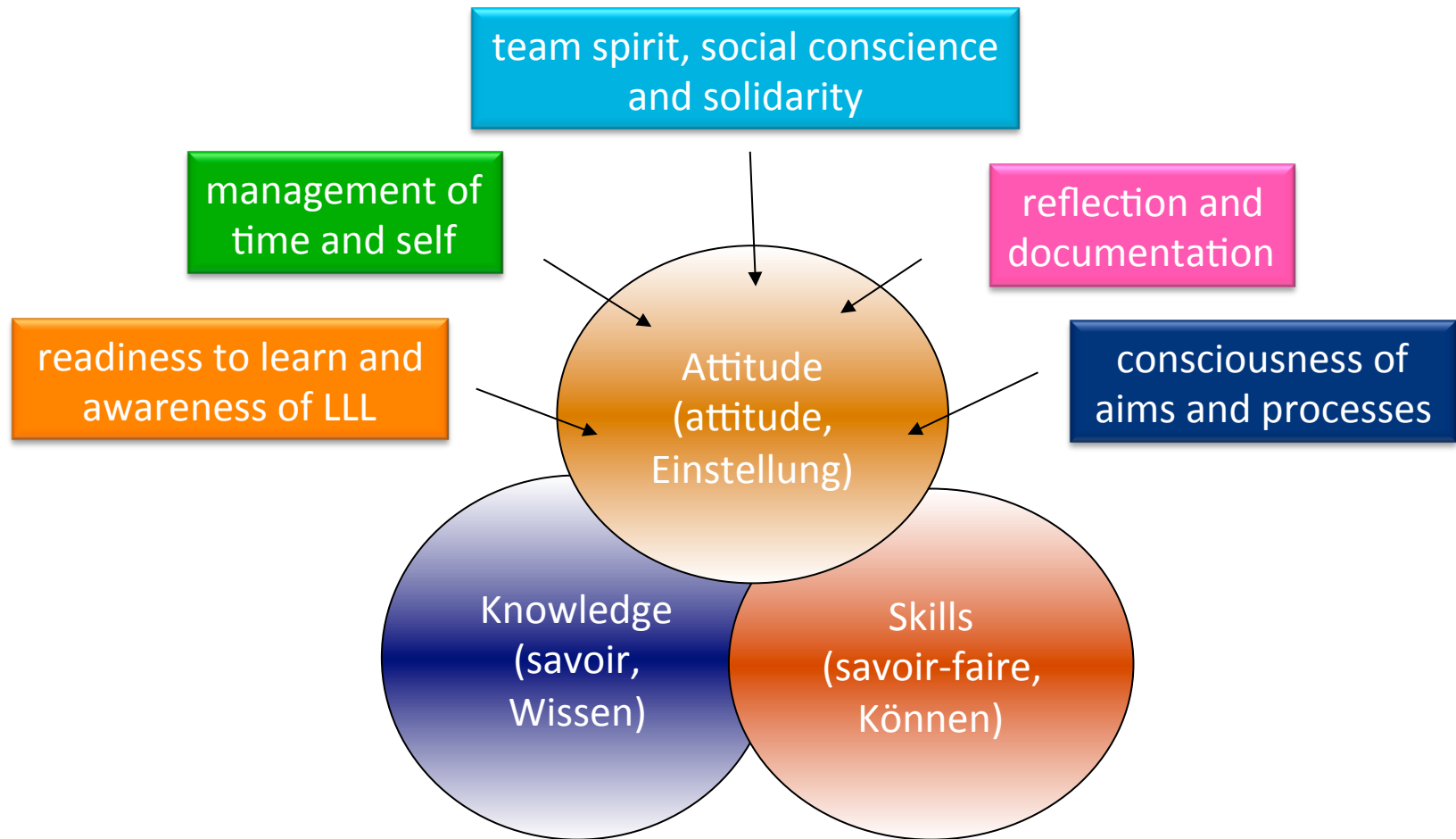
(... necessary for **personal fulfilment, social cohesion** and **employability** in a knowledge society ...)



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

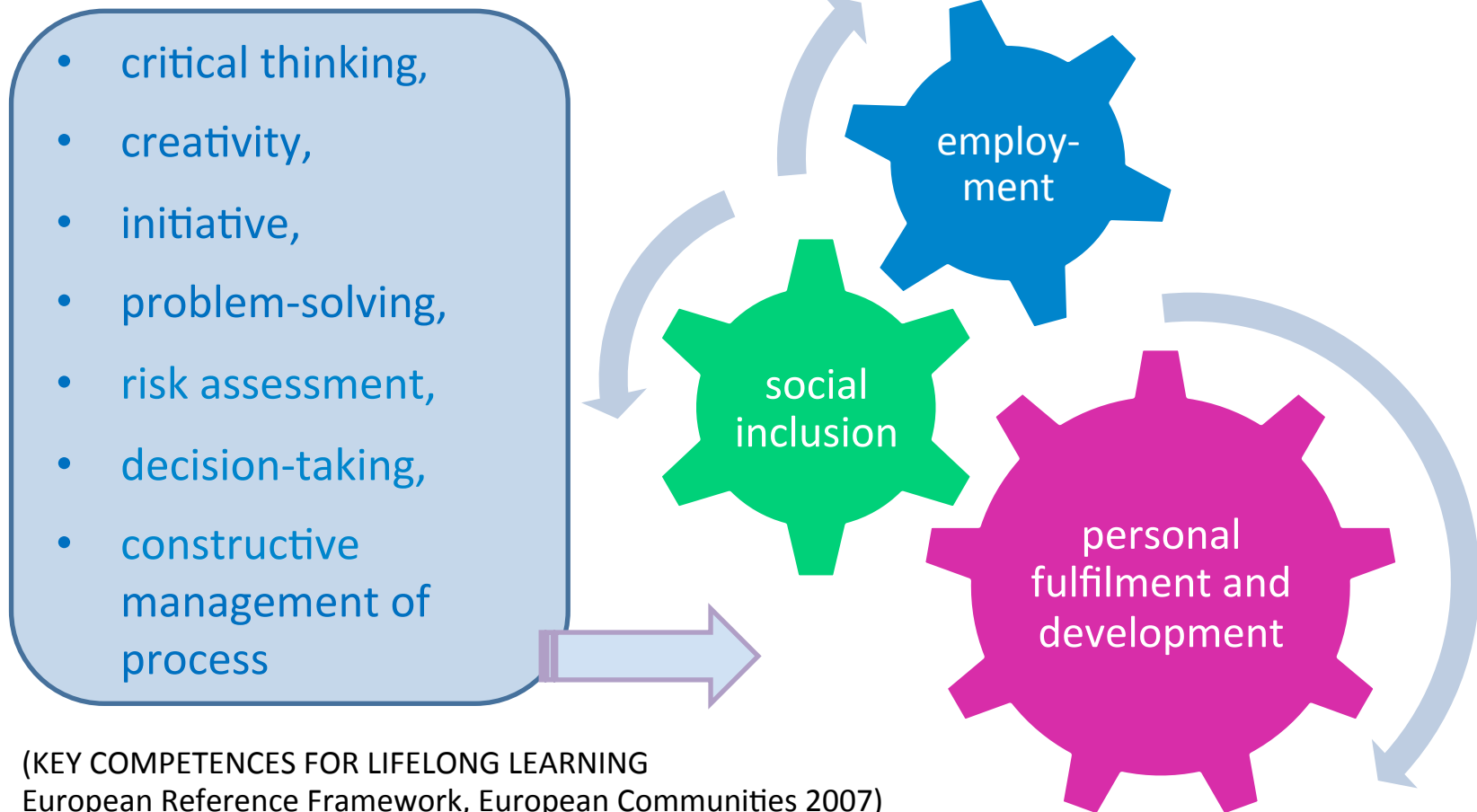
Destination “Competence”



YOU WON'T GET A GRADE IN ATTITUDE,
BUT YOU WON'T GET ANYWHERE WITHOUT IT

YOU CAN'T TEACH ATTITUDE,
YOU MUST SHOW IT

Destination “Competence”



Destination “CLIL”

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



where
content and language
meet learning



Learners need

content

to learn

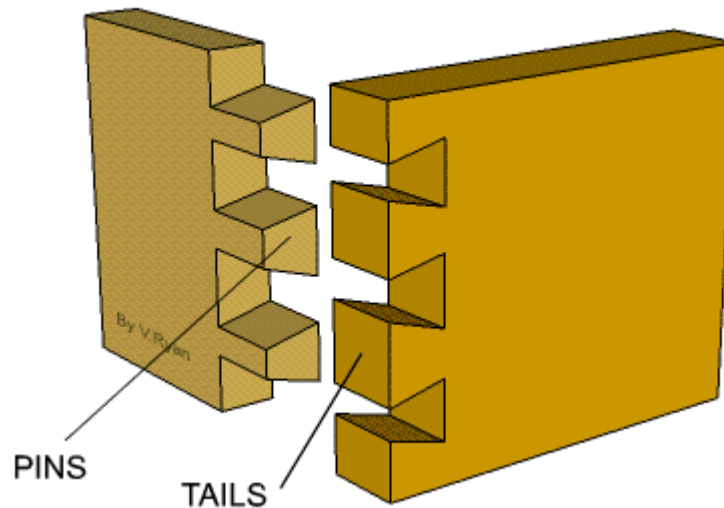
language through which

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

Dovetailing ...

no nails, no screws ... perhaps a little hammering ... to get things fixed

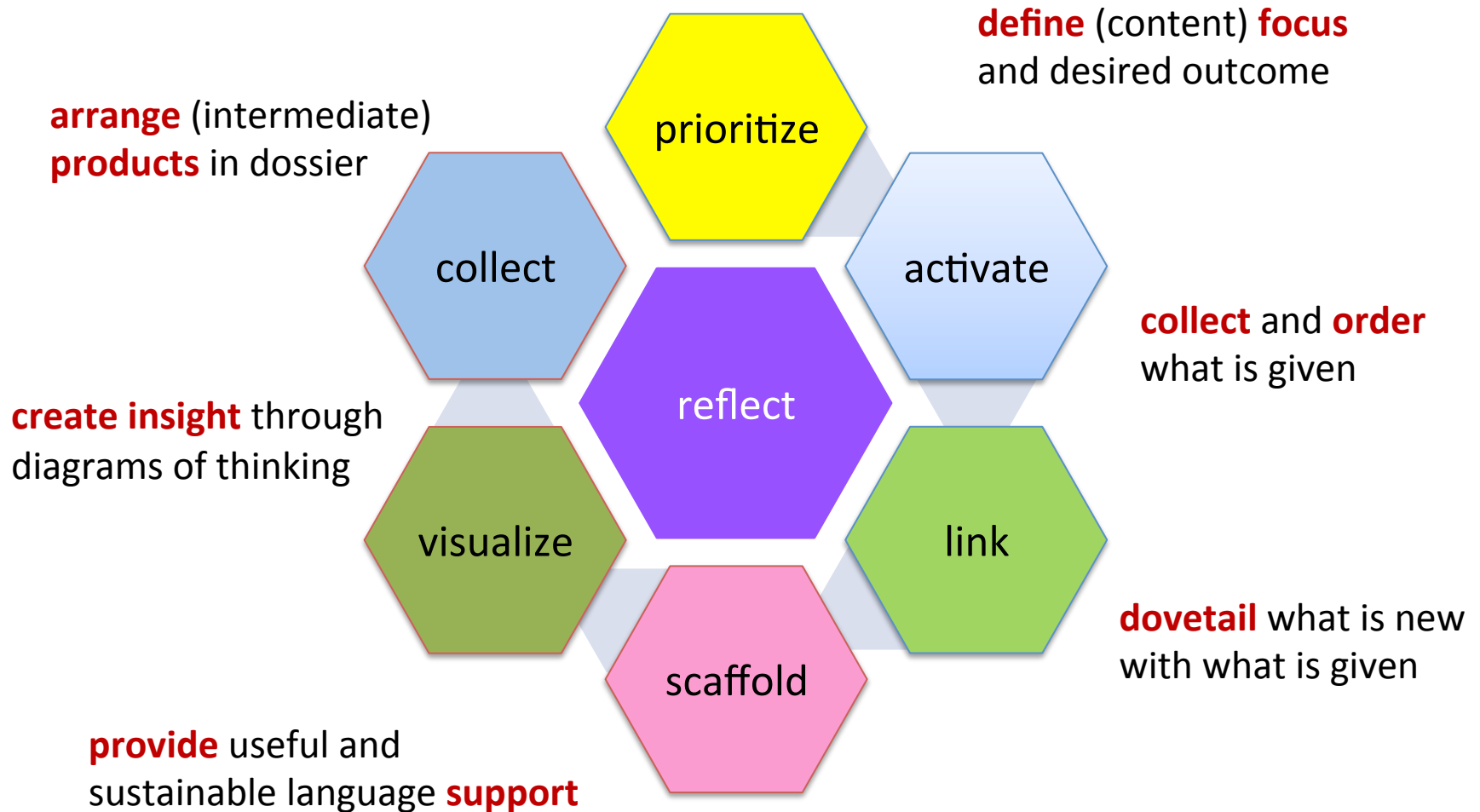
content



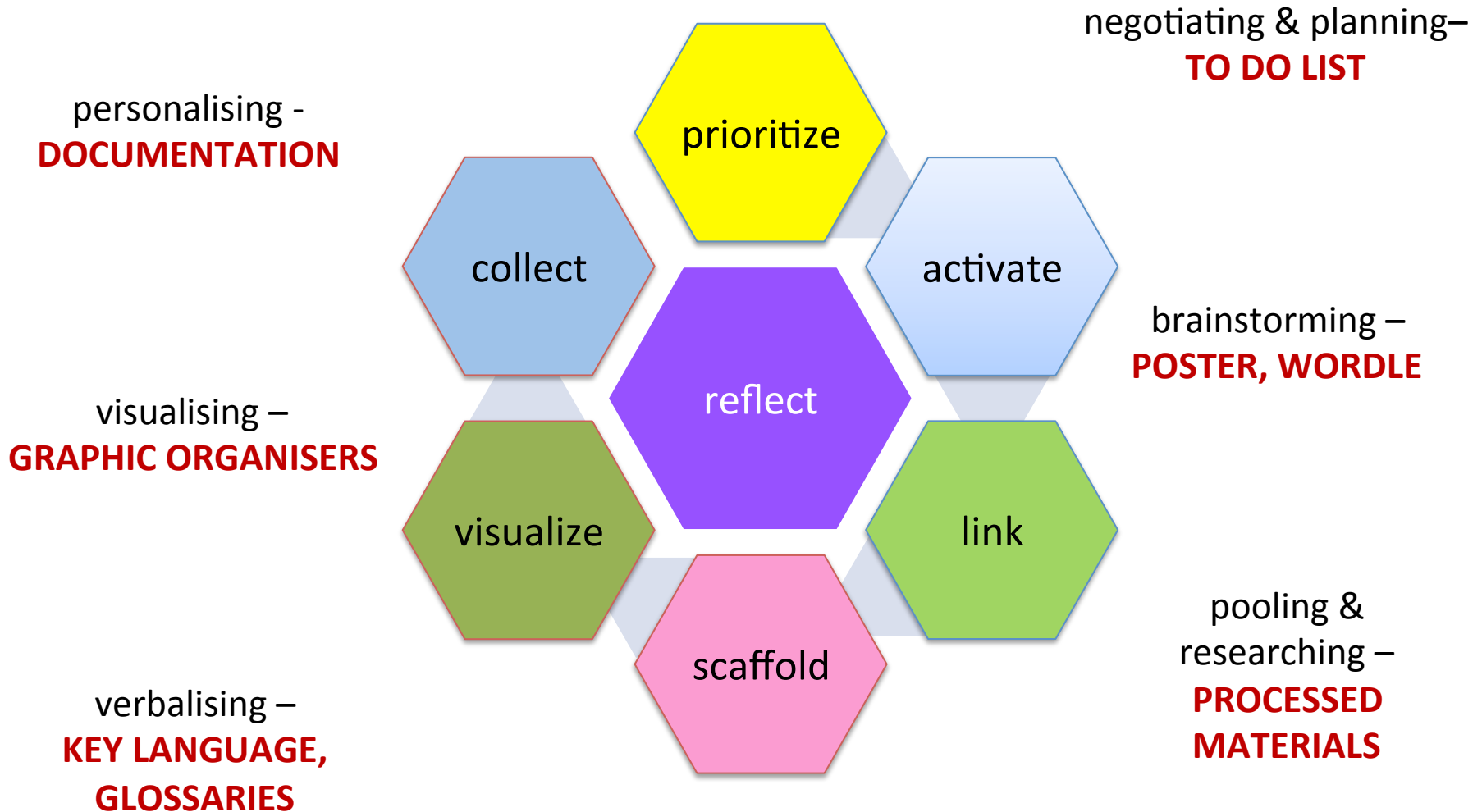
language

“... to fit or cause to fit together neatly, in a pleasing and satisfying way.”
(Merriam-Webster)

CLIL is about doing things ...



CLIL is about producing things ...



Ultimately, CLIL is about ...



communicating

searching & providing



cooperating

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

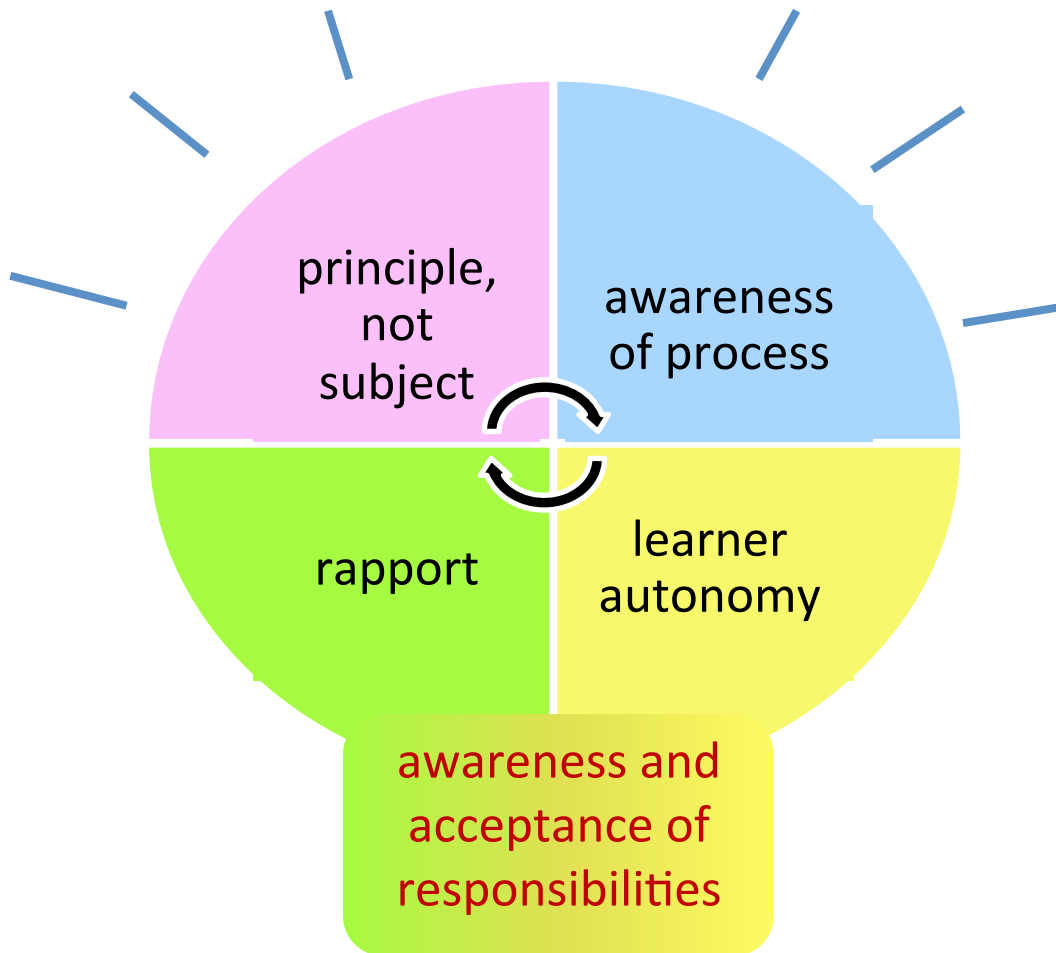


researching



reading

Destination “Empowerment”



“The only person who is educated is the one who has learned how to learn and change.”
(Carl Rogers)

CLIL - the sorrows of lone fighters

Language teacher
teaching content subject

- content barrier
- language before content
- the linguistically struggling students



Content teacher
using target language

- language barrier
- focus on content-specific lexis
- the linguistically gifted students

CLIL - what keeps the tandem going

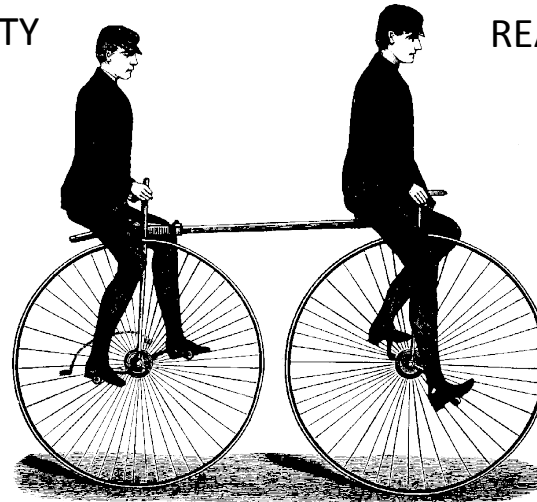
TRUST
in self and partners

SHARED
responsibility,
sense of purpose and direction

CREATIVE
control of curriculum

READINESS and ABILITY

- to use target language at minimum B2 level
- to manage classroom efficiently in target language
- to develop



READINESS and ABILITY

- to develop language competence via content-related input
- to provide efficient scaffolding
- to develop

CONTENT

LANGUAGE

learning awareness
& learning skills

Scaffolding not for learners only ...

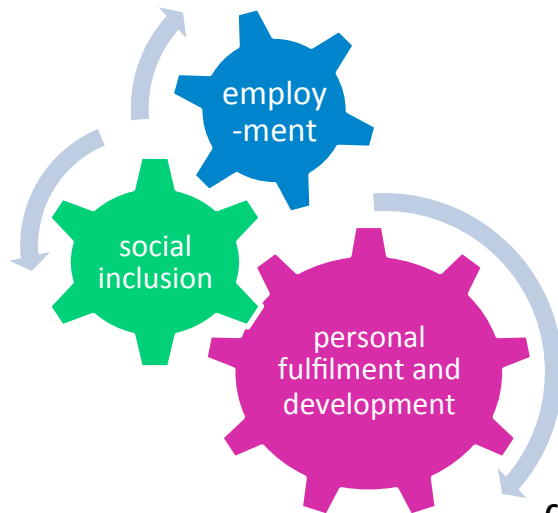


Teachers (!!)
need support
with the design and delivery
of
CLIL related teaching

- **rethinking** traditional notions and priorities of language education
- **managing** administrative and organisational parameters
- **sharing** professional experience, expertise and materials
- **recognising** personal commitment and educational outcome

A signpost called CertiLingua®

DESTINATION: CUTTING EDGE WHOLE-SCHOOL POLICY ON LANGUAGE



*“Economic globalization and continuing European integration require ... the aptitude of young people to deal **competently** ... with the demands of linguistic and cultural diversity and to develop flexibility in their personal plans, further training and professional careers.”*



www.certilingua.net

CertiLingua - rationale

label of excellence for plurilingual, European and international competences

A signpost called CertiLingua®

DESTINATION: THE CUTTING EDGE



RECOGNITION



www.certilingua.net

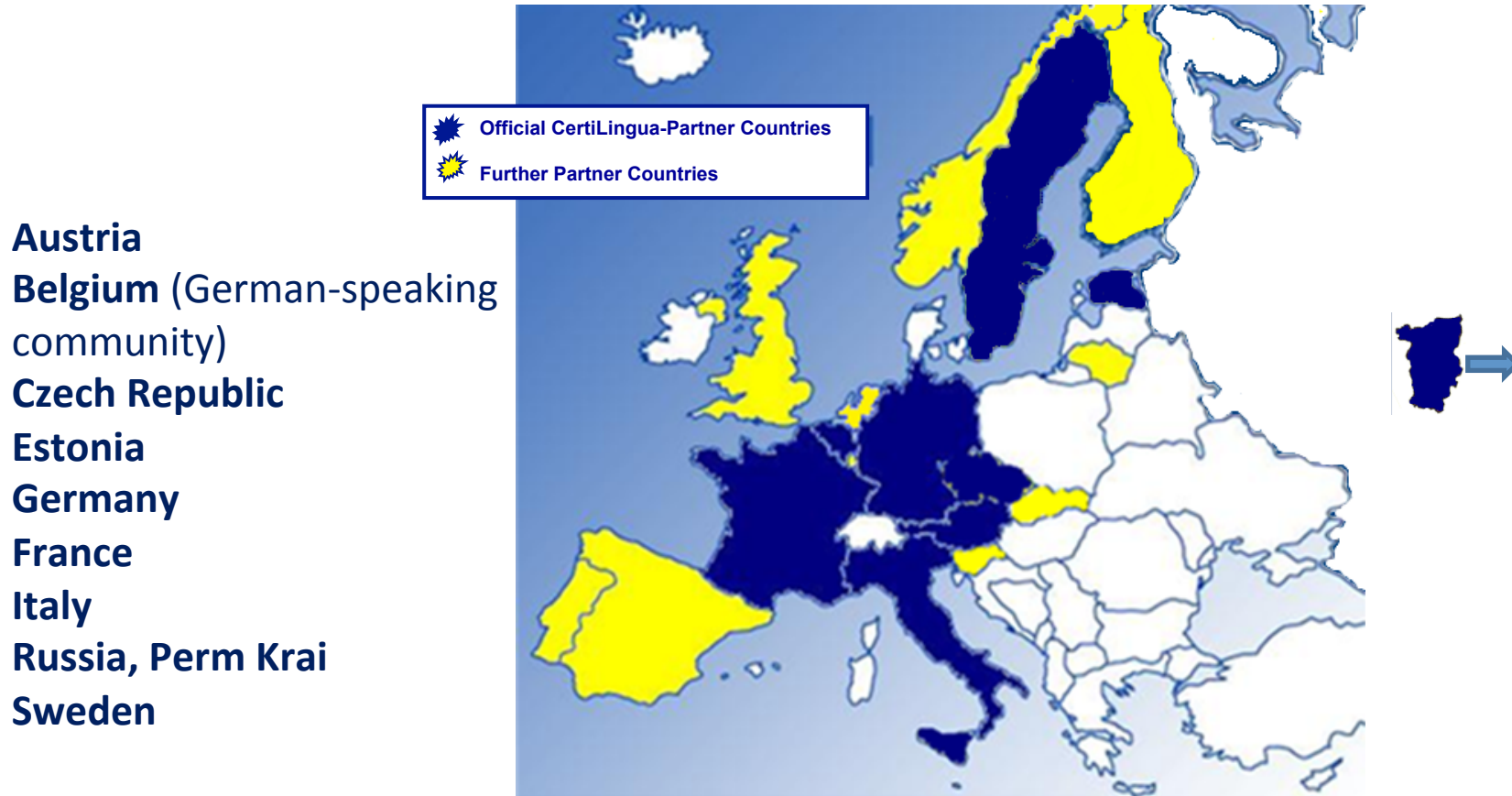
Evidence of ...

- command of at least **two foreign languages on level B2** of the CEFR,
- successful use of at least one of these languages as their **learning and working language in one or more CLIL courses**
- European and intercultural competences through **participation in a European / international cooperation project**

label of excellence for plurilingual, European and international competences

A signpost called CertiLingua®

INTERNATIONAL, PLURILINGUAL LEARNING



A signpost called CertiLingua®

recognizing
excellent commitment
and performance of
providers and learners

designed (and run)
by an organized
international community of
committed practitioners

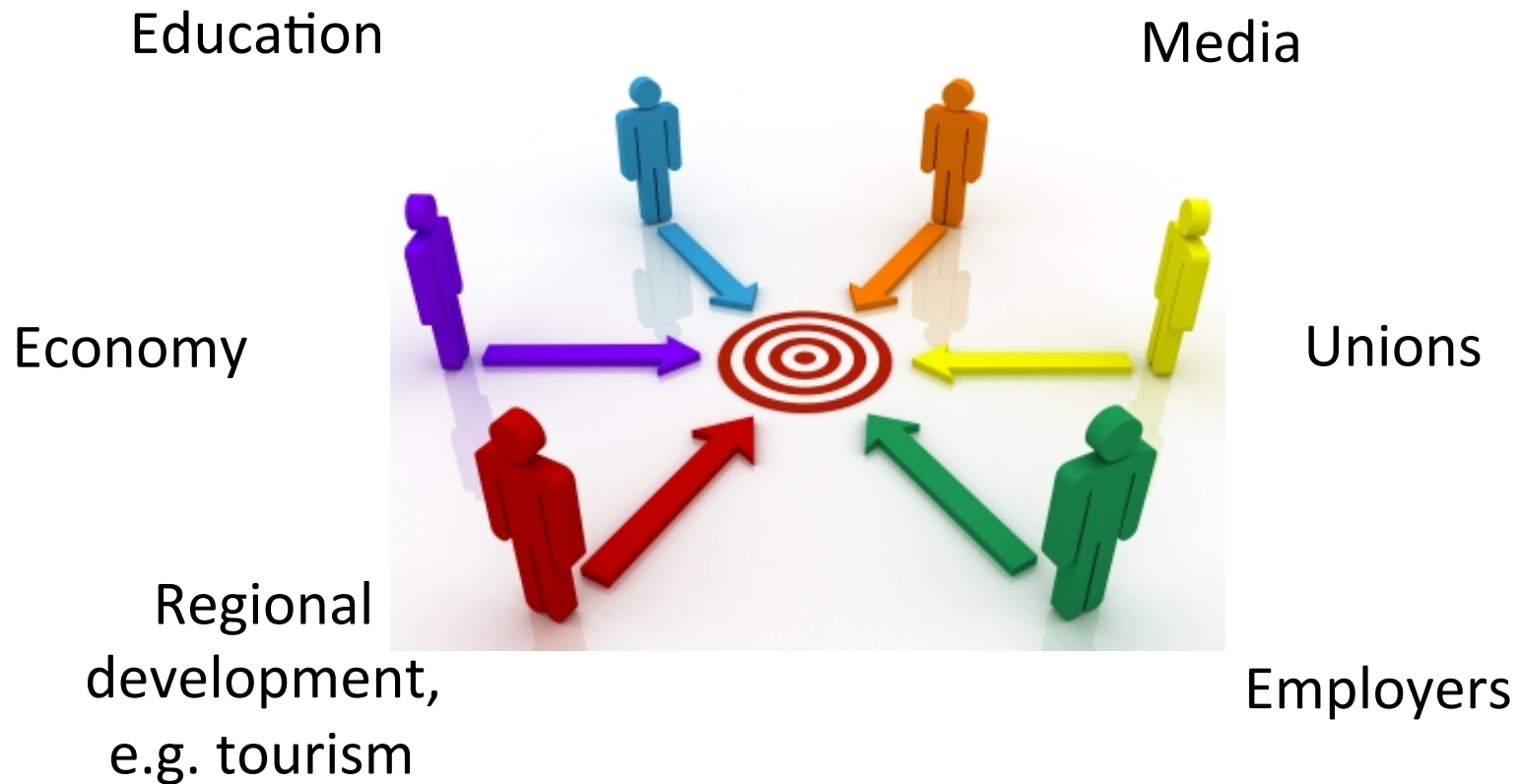


100%
non-profit-oriented

in agreement with
all major European
educational policies and
initiatives

based and relying on
active and continuing
support by
national educational
authorities

Recognition of competence is a shared responsibility



Dovetailing ...

EDUCATION and THE WORLD OF WORK



- 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

Remember, we`re all in the same boat ...

- Remember, we`re all in the same boat.
- Don't miss the boat.
- Plan ahead. It wasn't raining when Noah built the Ark.
- For safety's sake, travel in pairs.
- Don't leave anyone out.
Give them all a friendly call.
- Speed isn't always an advantage.
The snails made it on board with the cheetahs.
- Remember:
Noah and his craftsmen were skilled, committed and caring;
those who went for prestige, pomp and glory built the Titanic.



<http://www.swamij.com/noahsark.htm>, adapted

More than one language!

Thank you

Hvala

TAKK

Danke

TACK

Kiitos

Grazie

Köszönöm

Eucharisto

Tänan väga

Multumesc

Obrigado

Gracias

Merci

Paldis

Achu

Dank

Dziękuję