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DOI: 10.34866/k73n-a833

Innovative CLIL practices in Europe. An overview of the field

Nowatorskie praktyki w zintegrowanym nauczaniu przedmiotowo-językowym (CLIL). Przegląd dziedziny

Key words. CLIL, VET, content and language, vocational education and training, CLIL.

Abstract. The last quarter century has seen a growth of CLIL, a specific teaching paradigm focused on a unique combination of foreign language skills and content-related knowledge (cf. Mehisto et al 2008, Dalton-Puffer & Nikula 2006). In the present work, we look at effective CLIL practices, trying to determine to what extent they can be implemented in vocational schools. We base our recommendations on the outcomes of a three-year international project funded by the Erasmus+ network, the goal of which was to explore the feasibility of using CLIL in vocational education and training. We address several stereotypes about CLIL, such as the tendency to equate it with bilingual education and LSP, the idea that it might impede content retention. We also attempt to raise general awareness about the primary objectives of CLIL-VET and how currently taught courses should endeavour to satisfy these objectives. We conclude with a series of guidelines that outline good practices.

Słowa kluczowe: CLIL, VET, treść i język, kształcenie i szkolenie zawodowe.

Streszczenie. W ostatnim ćwierćwieczu zaobserwować można było wzrost popularności CLIL, metody nauczania skupiającej się na unikatowym połączeniu sprawności obcojęzycznych i treści przedmiotowych (cf. Mehisto et al 2008, Dalton-Puffer & Nikula 2006). W niniejszej pracy przyglądamy się skutecznym praktykom w zintegrowanym nauczaniu przedmiotowo-językowym, podejmując próbę ustalenia, w jakim wymiarze praktyki te mogą zostać wdrożone w szkołach profilowanych w Polsce i krajach partnerskich. Proponowane zalecenia opieramy na wynikach trzyletniego międzynarodowego projektu finansowanego w ramach sieci Erasmus+, którego celem było zbadanie potencjału wdrożeniowego metody CLIL w kształceniu zawodowym i technicznym. W pracy odnosimy się również do szeregu stereotypów związanych z CLIL, m.in. tendencji do utożsamiania tej metody z kształceniem dwujęzycznym i nauczaniem języka specjalistycznego oraz obaw dotyczących niekorzystnego wpływu zastosowania języka

obcego na przyswajanie treści przedmiotowych. Dalej podejmujemy próbę przekazania wiedzy o tym, jakie zasadnicze cele przyświecają metodzie CLIL w kontekście kształcenia branżowego. Pracę wieńczy zestawienie wytycznych dla praktyków.

Background. The last quarter century has seen an unprecedented growth of a specific teaching paradigm, focused on a unique combination of foreign language skills and content-related knowledge, known as CLIL (cf. Mehisto et al 2008, Dalton-Puffer & Nikula 2006). The new paradigm has taken roots in Europe and it is here to stay (Deller & Price, 2005) quickly and effortlessly adopting to the needs and expectations of individual countries, in keeping with the Council of Europe's attempts at preserving linguistic diversification, while recognizing the hegemonistic growth of English (cf. the European Commission's White Paper on Education and Training).

Every country will have its own way of incorporating CLIL insights into school curricula, depending on a whole range of factors from geo-political and economic considerations all the way to prevailing educational beliefs and teaching standards.

In what follows, we will briefly sketch the CLIL scene in Poland, making references to what it shares with mainstream CLIL pedagogy and making notes of inevitable departures and local adjustments.

CLIL-based teaching is commonly (though mistakenly - see below) referred to in the Polish educational tradition as "bilingual education", following the terminology adopted in the USA. The first bilingual programs were introduced in the early 90's of the last century in some of the main Polish cities, as an implementation of the newly adopted legal regulations - Ordinance of the Minister of National Education of 19 June 1992 (cf. Przybylska-Gmyrek, 1995; Iluk, 2011).

As pointed out in the language Education Policy Profile for Poland, "Bilingual education' encompasses 'Content and Language Integrated Learning' (CLIL) but is not identical with it." The profile goes on to explain: "Where 'bilingual education' often refers to all subjects (except the L1) being taught in the foreign language – a type of 'late immersion' programme – CLIL may involve only one or two subjects. Some such programmes exist and this is a possible direction for development instead of or alongside expansion of the bilingual programmes."

The introduction of "content-through-an L2" approach was a reflection of important changes in the language policy espoused by the educational authorities and unlike in many other European countries the decision was not motivated by immigration/ multiculturalism/ multilingualism issues but rather caused by growing dissatisfaction with meagre attainment in the school system (cf. Iluk, 2011).

For the duration of the CLI_VET project the secondary educational system in Poland was subdivided into lower-secondary and upper secondary. The latter was in turn subdivided into general upper-secondary and vocational. Vocational education can be obtained from a 3-year basic vocational school (zasadnicza szkoła zawodowa) or a 4-year upper-secondary school (technikum). The former typically do not offer bilingual education (Multańska 2014).

Foreign language learning in vocational schools, mandatory by now, follows the guidelines set out in the Ordinance of the Minister of National Education on the core curriculum of education for future professions of 31 March 2017. The Ordinance makes frequent references to the impact foreign-language learning has on the professional development of the students in vocational schools - seeking and consulting L2 sources for relevant technical information, successful written and oral communication at the workplace, using work-related foreign language data for professional growth. It is clear, therefore, that enriching vocational subjects, commonly taught in Polish, with elements of L2 training (lexical, structural, socio-pragmatic) will help implement the long-term goals specified in the Ordinance. This seems to be the direction taken in the National CLIL-VET Report for Poland:

"The transfer of [effective CLIL practices] to vocational schools seems to be justified and perhaps necessary in a long-term perspective."

In what follows, we will look at those "effective CLIL practices", trying to determine to what extent they can be implemented in vocational schools. In answering this question we will resort to the results of a survey, conducted in preparation for the current project (Gozdawa-Gołębiowski et al. 2019).

Good practices in CLIL. As stated in Gozdawa-Gołębiowski et al. (2019), CLIL teachers must be cognizant of the objective of their classes. Particular attention needs to be payed to the individual and collective learning goals of the students. Linking content and communication is a priority. One also has to choose the language in which students will work with the content. A specialized vocabulary list is recommended. Such a list should contain the words and phrases the students will need to have a working knowledge of. The chosen language will become the language of particular classroom activities, including written tasks, discussions, and presentations. Focus should also be placed on the component of cognition, whereby one should determine which knowledge construction skills are appropriate for the given content. Higher-order thinking should be encouraged during class activities, i.e. during problem solving, while lower-order thinking skills may take the form of classroom layout (e.g. guidelines, warnings, labels, and instructions in a classroom). Finally, the component of culture should be included at opportune moments as "added value" to the content proper.

Whenever possible, one should also consider complementing the "4C" model with the assumptions of the "3As". An example layout of how to apply this model has been proposed in Gozdawa-Gołębiowski et al. 2019 – based on Coyle's (2005) influential tool kit – formulated as follows.

"[…]Stage 1: Analyse the content for the language of learning. One needs to define the focus for a period of teaching, and after that, the content can be analysed for the language needed for conceptual learning to take place. One should identify key words, phrases or grammatical functions for concept formation and comprehension.

Stage 2: Add language to content for learning. One is putting the focus on the learner at this stage of the process. One will be adding language experiences to the lessons so the learner can operate effectively in a CLIL setting. This is a crucial stage if the content and the language are to be truly integrated.

Stage 3: Apply language to content through learning. Here is where the language which emerges through the learning context is built on to assure there is cognitive and cultural capital. This will involve exploring how thinking skills have been incorporated into the lesson plan in order to advance learning. It also demands cultural awareness. […]".

Scaffolding and the "Flow Channel". A key concept that is frequently neglected in CLIL classes in all partner countries is that of scaffolding. The concept itself is strictly related to the notion of flow and the flow channel (Csikszentmihályi, 1990).

In layman terms, the construct of the flow channel assumes that in order to maximize one's cognitive effort (such as learning or working on a creative task) the challenge task performed must be challenging enough not to cause boredom (which instantly depletes attentional resources), but also not difficult enough to be frustrating (which causes anxiety hampers motivation in most individuals).

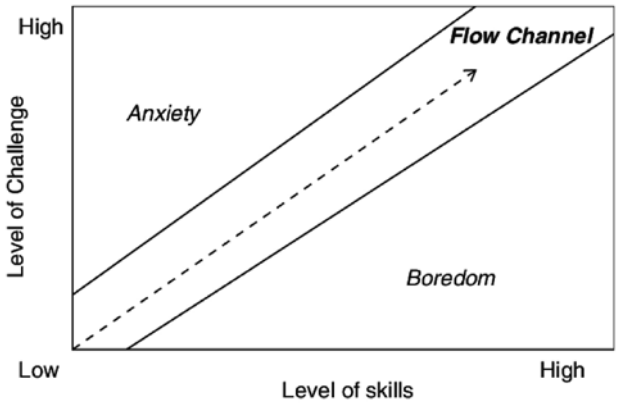


Fig. 1. An illustration of the principle of the flow channel construct (Schüler, 2007)

While the concept of the flow channel has existed since the early 90s, and while it has been considered a crucial component of CLIL ever since its inception, it is often ignored as a methodological principle. In some cases, this is due to inadequate teacher training; however, it is often the case that teachers are simply not motivated to apply the method in its entirety due to a pronounced lack of incentive from their employers. Still, an underlying – and cardinal – assumption of CLIL is for students to construct and process knowledge in a way that leads to better retention and a deeper understanding of the subject matter. The role of the teacher in this type of classroom is to maintain the flow channel. This is done through scaffolding.

In CLIL, scaffolding is the process of supporting students during their learning process and gradually removing that support as they become more independent. This is done on an "as needed" basis. This is very different from just helping, which is the process of figuring out an answer together with a student. The teacher should) scaffold both the language and the content knowledge construction. Language scaffolding can be achieved through the provision of framing devices, visual aids, electronic media, and vocabulary lists. Example uses of phrases and sentences in the foreign language should, naturally, be related to the content being taught. Content scaffolding can be achieved through step-by-step instructions related to the task to be completed. Creating a routine style of task execution can help students that find themselves struggling with the CLIL format.

Students should be encouraged to use the foreign language whenever possible. In every case, fluency is to take precedence over grammatical and lexical accuracy and precision. Note that this assumption does not imply a lack of corrective feedback: it does mean, however, that scaffolding must be the predominant technique through which the feedback is delivered.

In order to apply the CLIL approach in a proper, and thereby effective manner, the teacher's focus must be shifted from content toward learner behaviour. Individual variation must be considered and taken into account; and every student should be encouraged to participate in the process of knowledge construction. This process itself needs to be flexible and adaptable to the learning styles of individual students. Smaller study groups are thus advised.

From the point of view of the teacher, CLIL can be a demanding method in that it forces a transition from "lecturer" or "tutor" to a "manipulator of the learning environment". The learning environment created with the tenets of CLIL in mind must be interactive and leave a significant amount of room for student autonomy. For this reason, each CLIL classroom stands to benefit from the use of new technologies, in particular digital media and online resources.

The tenets of CLIL can be summarized as follows (Gozdawa-Gołębiowski et al., 2019).

- Task-based concept cycles following Bloom´s Taxonomy
- The CLIL Modus operandi (Ting 2012)
- Communicative and conceptual progression
- Activating knowledge
- Guiding understanding, giving feedback, encouraging reflexion
- Cooperative, inquiry based learning, project – based learning
- Portfolio work and formative assessment modes (Poisel, 2007)

The State of CLIL-VET across Europe. A fundamental objective of the current project was to carry out a series of surveys in Poland, Austria, Spain, and Romania. The aim of these surveys was to establish the state of the CLIL methodology in Vocational Education and Training throughout Europe. To this end, online questionnaires were

administered to teachers of vocational-subjects in the aforementioned countries. All of the teachers participating in the study were asked to answer twenty one online questions. A five-point Likert scale was applied for the majority of the questions. The remaining questions were either "open-ended" or "yes/no" questions. The teachers were surveyed with respect to their impressions regarding certain phenomena, but these phenomena were not objectively quantified using operationalized measurements. This means that what we actually managed to investigate, and hence what we are now reporting, are what VET teachers in selected countries *consider* to be the prevailing state of affairs rather than the actual state of affairs. For this reason, the present report should be regarded as qualitative in nature and, accordingly, treated as a preliminary investigation rather than a definite study. Because the groups surveyed in each country were not matched, a randomized sampling procedure was used to select observations for the parametric comparisons, n=38 per country, thus N=152 in total. Both parametric and non-non parametric comparisons were used as appropriate. Selected results are reported below to support our recommendations (refer to Gozdawa-Gołębiowski et al., 2019 for the complete report).

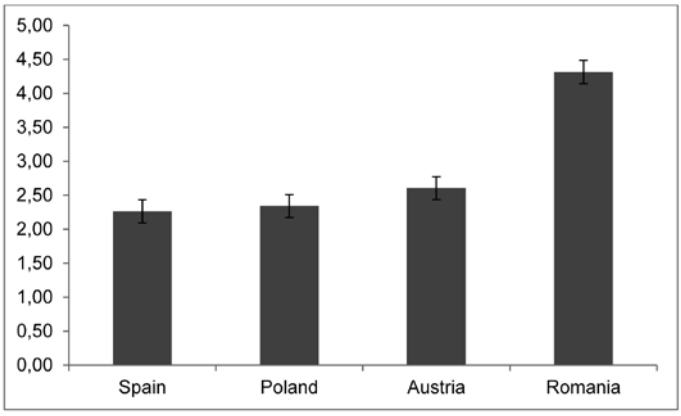


Fig. 2. Frequency of FL use in the classroom in the partner countries (mean Likert score)

As shown in the chart above, there is a difference between countries in how teachers rate the frequency of foreign language use in the classroom, $F(3,148)=29.03$, $p<.001$. Teachers from Romania rate their frequency of FL use higher than their counterparts from the remaining countries surveyed ($M=4.32$). Teachers from Poland, Spain, and Austria rate this use similarly ($M_{pooled}=2.4$). Construct validity can be questioned in this case; hence, a result of this kind could either imply that measures should be taken to increase foreign language use in CLIL classroom in Spain, Poland, and Austria or that there is a difference in perception between countries w.r.t. language use in the classroom.

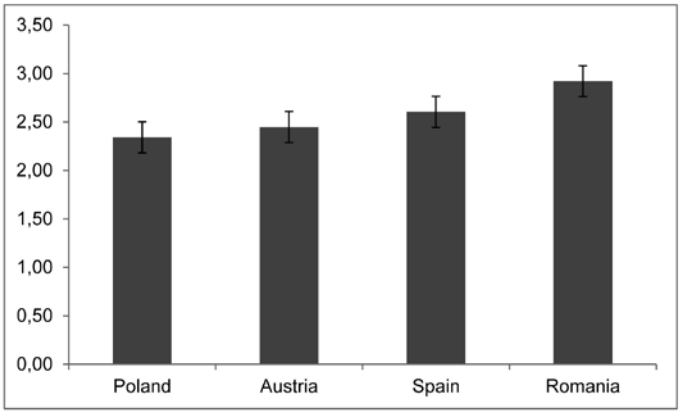


Fig. 3. Availability of FL training in partner countries (mean Likert score)

As visible in the chart about, teachers from all of the countries surveyed do not differ in terms of how they rate the availability of foreign language training, $F(3,148)=2.42$, $p<.06$. The mean rating assigned is $M=2.50$ (rather unavailable). A result of this kind implies that all teachers clearly believe that there is a deficit in the availability of said training. This points to the clear-cut recommendation that efforts should be made to provide more teacher training opportunities in every partner countries surveyed in the course of the current project. It seems likely that teachers are willing to train and expand their skillset, but often lack the opportunity to do so.

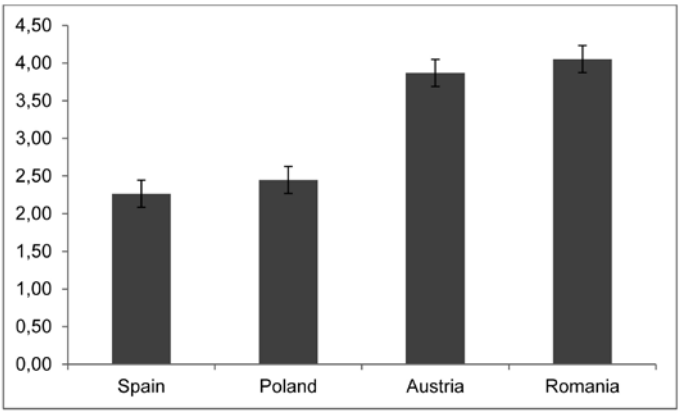


Fig 4. Use of FL materials in the partner countries (mean Likert score)

Teachers surveyed in Austria and Romania ($M=3.87$ and $M=3.05$, respectively) rate their use of foreign language materials as more frequent that their counterparts from Spain and Poland ($M=2.26$ and $M=2.45$, respectively). The reason for this is unclear. As in the case of FL use in the classroom, this might be an issue of construct validity in which teachers from Spain and Poland underreport their use of FL materials due

to culturally-established differences in perception. If the construct is to be considered valid, however, then the implication of this result is such that teachers in Spain in Poland should use more FL materials during their CLIL classes. Furthermore, if one delves deeper into the meaning hidden behind the results, one can speculate what the reasons behind the reduced use of FL materials in the classroom are. A cause that is worth exploring is that local copyright laws or culturally-established practices (i.e. in Poland and Spain) might somehow reduce the availability of FL materials. An analysis of policy-making practices is, therefore, also recommended at this juncture.

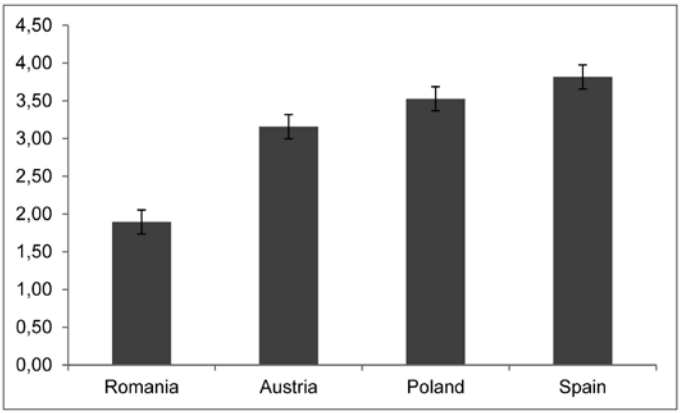


Fig. 5. Willingness to participate in FL training in the partner countries (mean Likert score)

Our survey has revealed a pronounced difference between countries with respect to how willing its teachers are to participate in foreign language training, $F(3,148)=25.54$, $p<.001$. While, in general, this willingness coefficient is satisfactory across all partner states, teachers from Romania rate their willingness to participate lower ($M=1.89$) in comparison with their peers from the remaining countries surveyed, that is Austria, Poland, and Spain ($M=3.16$, $M=3.53$, $M=3.82$, respectively). This result implies that the Romanian authorities should explore the reason behind the low training motivation of its essential educators. Conversely, the willingness-to-train coefficient appears satisfactory in the remaining partner countries; however, since the survey is declarative, one cannot dismiss the possibility that teachers from the remaining countries exaggerated and overreported their willingness to participate.

As far as readiness to learn a new language is concerned, it was the Spanish and Romanian VET teachers who reported the highest mean value of 5 (corresponding to the nominal value of "definitely yes"). Polish VET teachers reported a slightly lesser eagerness to undertake additional language education, reporting a mean of 4 (corresponding to the nominal value of "yes"). Finally, Austrian VET teachers appear to be the least willing to commit to learning a new language, reporting a mean value of 1 (corresponding to the nominal value of "definitely not").

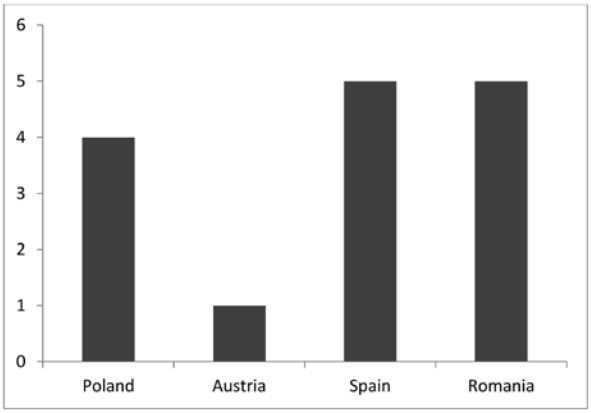


Fig. 6. Plans to learn a new FL among VET teachers (mean Likert score)

When inquired about the availability of FL training in their respective countries, Polish and Romanian VET teachers each reported the second highest mean value of 4 (corresponding to the nominal value of "yes", given the question "Is there a sufficient amount of training for vocational school teachers who would like to start teaching their subject in a foreign language"). Their colleagues from Spain appear not to share this impression, assessing the availability of said training as 2 (or "rather not", given the same question as the afforested). Austrian teachers reported a mean Likert value of 3 (corresponding to the nominal value of "no opinion").

When asked about any and all existing cooperation between VET teachers and foreign language teachers in their respective schools, the teachers surveyed revealed a certain discrepancy between countries. Romanian VET teachers reported that they cooperate with local FL teachers on a regular basis, reporting a mean Likert value of 5 (corresponding to the nominal value of "definitely yes", given the question of "Do you cooperate with foreign language teachers at your school?"). They were followed closely by their Polish peers, who reported a mean Likert value of 4 (corresponding to the nominal value of "yes"). VET teachers from Austria and Spain appear to cooperate with local FL teachers the least, reporting a mean Likert value of 1 (corresponding to the nominal value of "definitely not" given the same question as the foretasted).

A result of this kind implies that teachers are generally willing to learn a new foreign language in all partner countries with the exception of Austria. Measures to incentivize teachers should thus be taken by the government of the latter.

One should not, however, that there is also a discrepancy between current cooperation and prospective cooperation, as most VET teachers surveyed appear to be willing to cooperate with local FL teachers to some extent. As depicted in the chart below, VET teachers from Spain and Romania are *ex aequo* the most willing to cooperate with their on-site foreign language teaching colleagues, reporting a mean Likert value of 5 ("definitely yes"). Austrian VET teachers also seem quite willing, reporting a mean only one

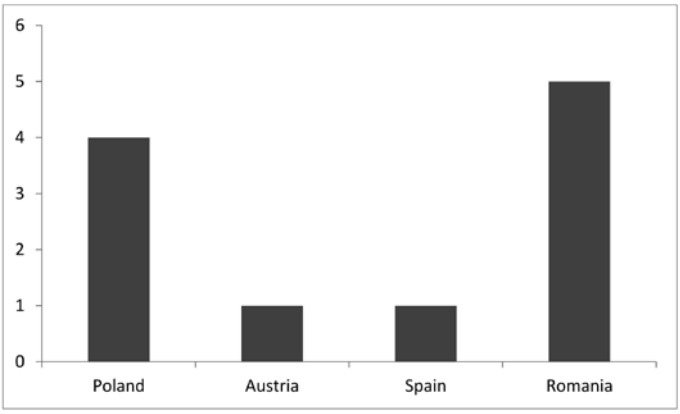


Fig. 7. Cooperation of VET teachers with FL teachers

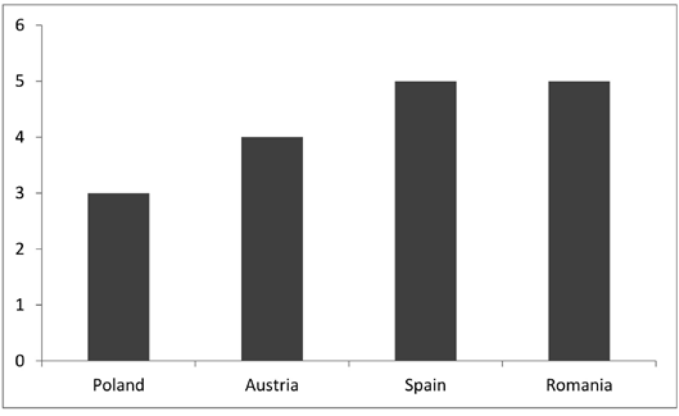


Fig. 8. Readiness of VET teachers to cooperate with FL teachers

degree below the former, 4 (or "yes"). Polish VET teachers seem to be the only outlier with respect to this question, reporting a readiness value of 3 ("no opinion").

A result of this kind implies that teachers in Austria and Spain, while willing to cooperate with language teachers in order to improve their CLIL-VET classes, appear to lack opportunities. This matter should be explored by local governments in each of the partner countries considered.

Opinion about Foreign Languages as Vehicular Languages

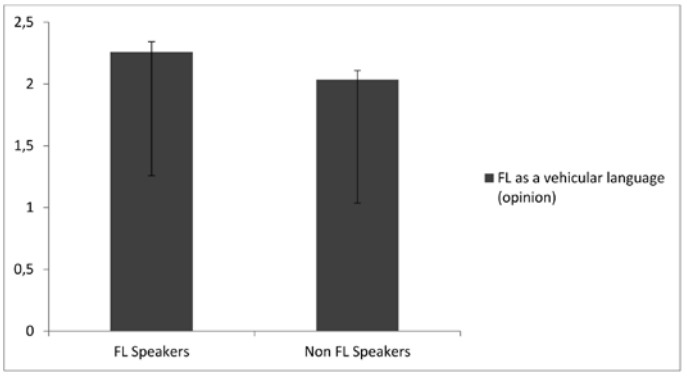


Fig. 9. Teacher opinions about FL as a vehicular language (mean Likert score)

Observations: upon comparing FL speakers and non- FL speakers it becomes evident that the former consider FLs more valuable pedagogical tools. A possible implication of this result is that while both FL speakers and non-FL-speakers consider FLs to be significant tools to transmit knowledge, those teachers who do speak at least one foreign language on average rate the vehicular status of FLs as greater than their peers who not possessed of equivalent language skills. This would suggest that teachers who are not FL users may pay "lip service" to the concept of CLIL, simply due to its popularity. It is possible that more awareness raising is required to stimulate actual interest in CLIL within this group.

Intention to learn a new foreign language

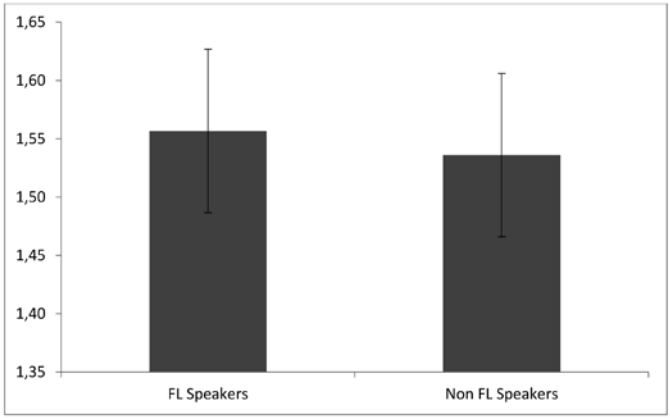


Fig. 10. Teacher intentions to learn a new FL (mean Likert score)

FL speakers and non-FL Speakers do not differ in terms of their intention to learn a foreign language. Prior language knowledge does not seem to influence a teacher's willingness to commit to learning a new language. It is likely that this is due to professional requirements, seeing as all CLIL-VET teachers need to incorporate a notable FL component into their work.

Recommendations. The survey results discussed above imply a series of important conclusions which in turn translate into both general and country specific recommendation with respect to the practice of CLIL-VET.

Even teachers with a modest knowledge of foreign languages acknowledge the fact that certain subject areas (or possibly entire subjects) are easier to teach in a foreign language rather than the native language of the students. This will most likely apply to the natural sciences, whose rapid development makes translation into national languages impractical. While both FL speakers and non- FL speakers consider FLs to be significant tools to transmit knowledge, those teachers who do speak at least one foreign language on average rate the vehicular status of FLs as greater than their peers who not possessed of equivalent language skills. This would suggest that teachers who are not FL users may pay "lip service" to the concept of CLIL, simply due to its popularity. It is possible that more awareness raising is required to stimulate actual interest in CLIL within this group.

Prior language knowledge does not seem to influence a teacher's willingness to commit to learning a new language. It is likely that this is due to professional requirements, seeing as all CLIL-VET teachers need to incorporate a notable FL component into their work. However, it must be noted that the surveyed teachers are, overall, unwilling to cooperate with their FL colleagues regardless of their prior foreign language knowledge.

As prior FL knowledge does not seem to influence the desire to use CLIL, there is a great need to develop and implement CLIL-VET courses designed not only for teachers who already know foreign languages, but also those who do not speak/use such languages. CLIL, as an idea, appears to be sufficiently popularized within the teaching community in general. One can surmise that this is due to the fact that teachers make consistent efforts to stay up to date with the current state of the art. All surveyed teachers, regardless of age, consider CLIL to be an important and pedagogically valuable teaching method.

Teachers from Romania rate their frequency of FL use higher than their counterparts from the remaining countries surveyed. Teachers from Poland, Spain, and Austria rate this use similarly. Thus, as stated previously, the underlying causes of this discrepancy between countries should be explored.

Teachers from all of the countries surveyed do not differ in terms of how they rate the availability of foreign language training. All teachers clearly believe that there is a deficit in the availability of said training. Owing to this, efforts should be made by the governments of the countries involved to remedy this state of affairs and provide more opportunities for teachers to expand their knowledge of foreign languages.

Finally, teachers surveyed in Austria and Romania rate their use of foreign language materials as more frequent that their counterparts from Spain and Poland. The cause of this difference also warrants due scrutiny, and it is not clear whether the frequency of FL material use is due to culturally-established practices or rather local copyright laws. If the latter is the case, local governments should undertake policy-making efforts to remedy the situation, granting teachers better access to the materials in question.

Country-Specific Recommendations. We will now move on to a discussion on the recommendations which apply to Poland. The first step towards improving the state of Polish CLIL-VET would be to dispel the stereotypes about CLIL that still prevail among Polish teachers. Perhaps due to terminological fatigue as a result of overuse, CLIL is now seen as a buzzword, a state of affairs that is undesirable.

As stated previously, due to a past ministerial ordinance (cf. Przybylska-Gmyrek 1995, Iluk 2011), in Poland CLIL is often equated with bilingual education. Thus, many teachers simply see it as teaching a subject through a foreign language. Others view it as *language for specific purposes* (in a Polish context, this is typically English for Specific Purposes). While CLIL does share certain features with both bilingual education and LSP, there is a pronounced difference in terms of desired learning outcomes. Unlike LSP or bilingual education, the CLIL method was designed with much more in mind than merely teaching language along content as added value: it was developed in response to improve unsatisfactory learning outcomes (Coyle, Hood & Marsh, 2010) and for this reason it involves techniques that are meant to stimulate growth in several areas of student achievement, only one of which are L2 skills (Lorenzo et al., 2011). It is crucial to raise awareness about this among teachers. CLIL needs to be viewed as a tool that improves cultural awarneness and critical thinking (and thus, for instance, wards a student's mind against populism and propaganda); it provides cognitive benefits (the use of congnitively engaging tasks and in a foreign language is an excellent from of *brain training*); it facilitates transfer of technology and boosts employability (students learn specialized vocabuilary and can communicate with colleagues abroad); and, last but not least, it increases knowledge retention (students will learn more and retain this knowledge for longer).

The claim about knowledge retention may seem paradoxical at first. Many teachers are concerned that using CLIL will inhibit any proper understanding of content knowledge. After all, if the students are to learn a difficult subject, will the difficulty of the subject not increase exponentially if it is taught in a foreign language? Not necessarily. The apparent success of the CLIL-based design stems from how human beings typically retain information, a fact that can be illustrated by the learning pyramid invoked in several studies (e.g. Borthick & Jones, 2000, among several others).

Schüler, J. (2007). Arousal of flow experience in a learning setting and its effects on exam performance and affect. Zeitschrift für Pädagogische Psychologie, 21, 217–227.

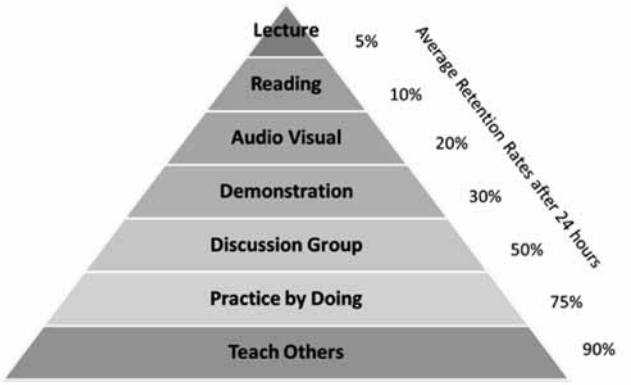


Fig. 11. A visualization of the Learning Pyramid (adapted from: the National Training Laboratories, Bethel, Maine)

The pyramid suggests that typical content delivery is highly ineffective in terms of knowledge retention. It is thus expected that a typical CLIL course will invert this pyramid and have students teach others, practice by doing, discuss, and demonstrate.

While students will certainly need a period of adjustment when introduced to this type of learning, available evidence suggests that the method improves learning outcomes in the long term (Coyle, Hood & Marsh, 2010; Lorenzo et al., 2011). Research to why this is the case is ongoing, but it is likely due to a shift of focus in knowledge delivery. A properly designed CLIL class will involve a great deal of, what can be defined as, *environmental narrative* (i.e. HOTS and LOTS), as opposed to *linear narrative* (teacher talk). This is to say that bits and pieces of knowledge will be provided to students in materials and the classroom itself and the students will use these pieces to construct knowledge. The role of the teacher will be to guide this construction. Because knowledge retention is increased significantly by inverting the pyramid, more room is made for more cognitively demanding tasks, such as FL use in the classroom. It can, therefore, be stated with a significant measure of confidence that CLIL will not impede the learning of content, as long as the class I properly designed. While this "proper design" might seem daunting to the teacher, there are some simple steps that may be taken in order to maximize the likelihood of success.

Firstly, the teacher should develop a new mindset in terms of class preparation. Much like e-learning, CLIL will required most of the workload to be relegated to class set-up. Exercise scenarios and all materials, such as handouts, media, must be prepared in advance and with due diligence. What is more, a range of scaffolding materials - to be introduced on an as-needed basis in the classroom – also need to be planned out thoughtfully. The aim of this is to minimize *teacher talk* and maximize *student talk*.

Secondly, CLIL guidelines often encourage teachers to involve electronic media in their courses. What is often not explicitly told is that showing a video in class is suboptimal, as this is time that could be spent on student-to-student interactions and tasks

that emphasize knowledge construction. Owing to this, an idea that is worth considering is to incorporate the flipped classroom approach in one's CLIL regimen. This involves having students expose themselves to relevant media outside of the classroom. In other words, the teacher will set relevant media exposure as homework. Students can, for instance, be tasked to do research on a topic by watching and comparing online video clips and texts. This way, they will arrive in class already with an awareness of topic-relevant concepts, ready to participate in exercised that are geared towards organizing and applying knowledge.

Thirdly, knowledge application and critical thinking should become a priority. We have attempted to showcase what we mean by thus in the CLIL-VET lesson scenarios designed throughout the CLIL-VET project.

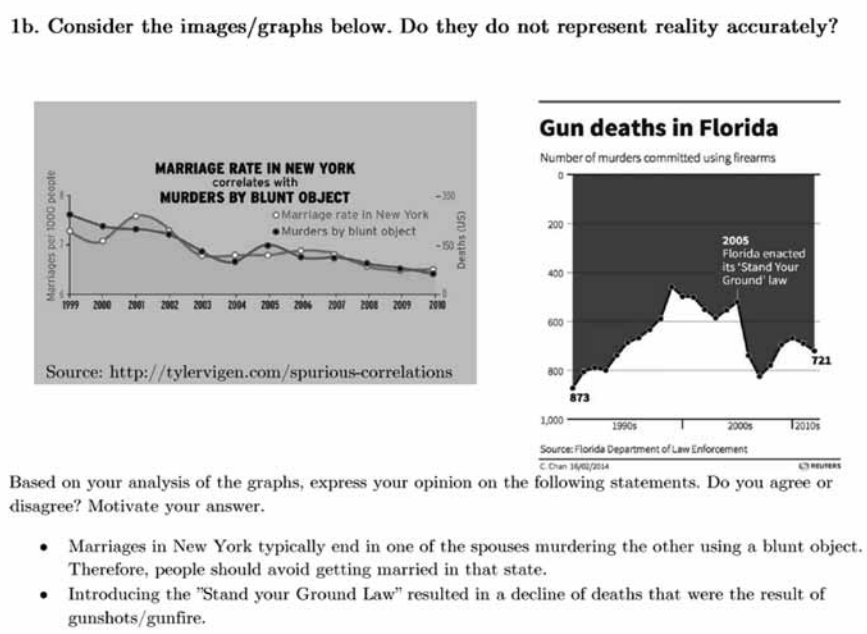
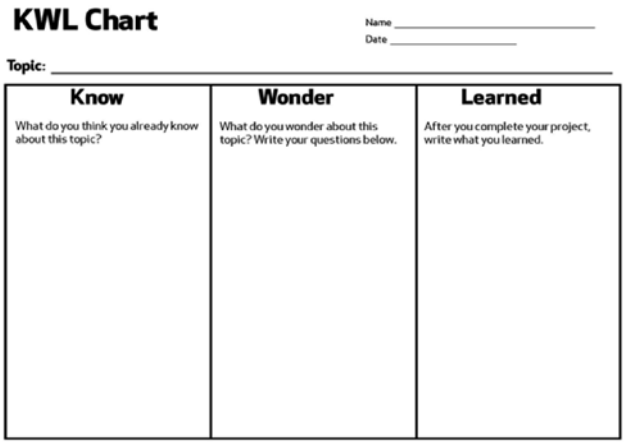


Fig. 12. The CLIL-VET lesson scenario on Tendency Measures (featured in the CLIL-VET database). An exaple of constructive knowledge application

A good example of this is the lesson scenario Tendency Measures, which has students first learn what the measures are through visuals and basic arithmetic exercises, but then has them critically think on statistics given in the media (e.g. gun control laws). The lesson concludes with a "reverse propaganda" exercise, in which students are asked to choose a tendency measure which would show the figures in a sales report in the most positive light possible. Student are not presented with raw facts, but are given the tools to conceptualize and analyse. It is through these tools that they then acquire a more profound understanding of the concepts under consideration. This is the essence of what is meant by *knowledge construction*.

Fourthly, a notion that is inevitably associated with active knowledge construction is active reflection. This is to say that students should be encouraged to be mindful of how the state of their knowledge changes throughout the entirety of their learning experience. This is important since students often lose track of the central theme of the course and star focusing on irrelevant details, while spending less time than needed on cardinal concepts. Making your learners self-diagnose their own progress can go a long way towards stimulating growth. Have your students think about what they know, what they don't know, and what they need to know, etc. While reflection is not something particularly new to teaching, CLIL encourages the use of a particular for of this tool known as the KWL (KNOW, WONDER, LEARN) chart.


KWL Chart

Name _____

Date _____

Topic: _____

Know	Wonder	Learned
What do you think you already know about this topic?	What do you wonder about this topic? Write your questions below.	After you complete your project, write what you learned.

Fig. 13. An example of a KWL chart (Source: Wikimedia Commons)

The KWL chart (or a similar handout) should be distributed to students at regular intervals as the teacher sees fit (e.g. this could be after every class. topic, range of topics, etc.). The tool will serve two important functions. From the perspective of the student, it will contribute towards the aforesaid reflection and self-diagnosis. From the perspective of the teacher, it will provide crucial feedback on what students struggle with and, thereby, what kind of scaffolding materials to prepare for future classes.

The final recommendation that can be given to teachers circles back to a change in mindset. Successful CLIL teachers must be aware of the fact that CLIL is not a language class in terms of objective: it is a standardized approach to teaching that aims to produce a graduate with a specific set of skills, including cognitive, linguistic, and social. The class is meant to prepare the student for the modern day and change the challenges that they will inevitably face as a European citizen into opportunities. These challenges are particularly applicable to vocational education and training and will stem from phenomena such as globalization, transfer of technology, and increased automation. All of the aforementioned mean that more and more skills will be required

from all professional, and all fields will become increasingly competitive. Adaptive and transferable problem solving skills, undoubtedly fostered by CLIL classes, will be sought after by employers on a job market in which only constant change is certain. Teachers should bear these facts in mind when designing class scenarios. If students are to be equipped with so-called "future proof" skills, they must be regularly taken out of their comfort zone. Thus we come to the notion of Proximal Development.

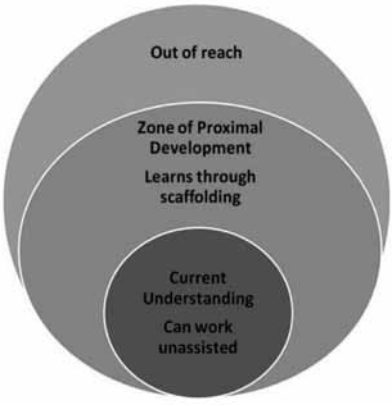


Fig. 14. A visualization of the "Zone of Proximal Development"

The concept of the Zone of Proximal Development (as visualized above) is centred around the proposition that significant growth only takes place when students are driven towards cognitive effort of such magnitude so as to warrant scaffolding. As the cognitive load increases, the *Zone of Proximal Development* will broaden, as will *Current Understanding*. This implies that teachers should not be hesitant to tax the learner, but, at the same time, they should focus on developing the best possible scaffolding techniques for their subject. Scaffolding techniques are manifold but may include: use of the L1, having student do teacher-guided research, having students alter their learning strategies to better suit individual variation, changing one's approach to task design, a greater reliance on visuals and demonstration, etc. Unfortunately, one-size-fits all answers are not possible with respect to scaffolding techniques, seeing as every class is different; hence, the teacher must base their decisions on their training and the situation at hand.

Conclusion.The present work has explored several "effective CLIL practices" and the extent to which they should be implemented in vocational education and training.

We have based our recommendations on the outcomes of a three-year international project funded by the Erasmus+ network, the goal of which was to explore the feasibility of using CLIL in vocational education and training. Several of our guidelines are based on the results of a survey conducted in preparation for, and within, the aforementioned project (Gozdawa-Gołębiowski et al. 2019).

In the above, we have addresses several stereotypes about CLIL, such as the tendency to equate it with bilingual education and LSP, the idea that it might impede content retention. We have also attempted to raise general awareness about the primary objectives of CLIL-VET and how currently taught courses should endeavour to satisfy these objectives. To this end, we have put forward a series of guidelines that outline good practices.

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