

Development of a Curriculum for Teacher Training for CLIL at higher secondary vocational colleges

Project coordinator: Christiane Dalton-Puffer
Time frame: 2009

Project sum: € 3.000,-

The curriculum project has to be placed in the context of long-term planning by the Ministry for Education, Arts and Culture (BMUKK) with regard to the use of CLIL at Austrian higher secondary technical colleges. Content and language integrated learning (CLIL) in theoretical and practical classes as well as in general subjects is meant to complement regular English instruction systematically. (see Dalton-Puffer et al 2008). It can be expected that the integration of CLIL will lead to a considerable enhancement of the students' foreign-language skills.

There is an enormous need for further development in the area of using foreign languages (in this case English) in subject-specific instruction.

Modular Curriculum of a training course for CLIL teachers at higher secondary technical colleges, amounting to 10-15 ECTS.

The following parameters are operative in planning a concept for further education:

A. Identification and definition of competences teachers need to implement CLIL in their classes

B. Differentiation of teachers in groups with varying educational backgrounds and teaching needs

1. teachers of theoretical specialist subjects and teachers of general knowledge subjects who are not English teachers
2. teachers of practical (technical) subjects
3. teachers of general knowledge subjects who are also teachers of English
4. English teachers who are also teachers of another language

C. Flexibility and large-scale operability

D. Ensuring a pilot phase of the implementation, allowing for adjustments in the concept