

FINDINGS REPORT

Slovakia

DTs involved in the project

Two DTs participated in the project. They prepared videos on 10 topics they selected from the courses they led. (Additive Manufacturing by UV LCD; Fused Deposition Modelling (FDM); Coordinate Measuring Machine (CMM); Computed Tomography (CT); Optical 3D Scanning (Structured Light/Fringe Projection); Sample Polishing; Point Counting Method; Lateral Resolution Equation, Comprehension Quiz; Metallography Report) They taught daily and external students on Master Level. They asked students to deliver verbal and written assignments in English such as presentations on the chosen topics and a part of a metallography report. The students were provided with some language and presentation skill support. One of the DTs implemented a scaffolding tool into the CLIL lesson – a picture vocabulary related to sample polishing. Within the quiz video where he instructed the students in English, the students could comprehend the topic that had been presented. The CLIL-lessons were observed and the students were asked to deliver their feedback on them.

Observation of CLIL-lessons

As the CLIL-Lessons were conducted online due to the pandemic situation, it was easy to observe them. Firstly, the DTs were observation subjects. Some syntax issues, pronunciation issues and grammar issues were noticed. The DTs' specific register was at a sufficient level. The students' mistakes related to pronunciation especially of the words from the specific register, word order within the sentences, question syntax, intonation etc. Some of them did not follow the instructions and language support given to them and we noticed some issues in the context of presentation structure, presentation skills.

The Observations were enriched by interviews with the DTs and their close cooperation with ESP/ CLIL experts. They were quite confident to teach in English, nevertheless, they identified the main time-consuming activities in delivering the CLIL lessons. The teaching

materials preparations, lesson planning using CLIL consumed the most time. The DTs appreciated the collaboration with ESP/CLIL experts.

The DTs' answers within the questionnaire, they were asked to fulfil, supported some of the findings from the observations and the interviews. Both DTs indicated grammar and pronunciation as areas that cause the most difficulties while they teach in English. They also marked "interaction with students in English" as a challenging area in English Education Environment.

Students' feedback on CLIL-lessons

93 students took place in the project CLIL-HET. They were informed about the project aims, outcomes and their role within the ILWs part of the project. They were asked to provide us with informed consent to make us sure they are willing to be taught in English. They had an option to deliver the assignments either in English or in Slovak, however, the English version was better-rated with more points – to compensate for their extra work.

After the CLIL lessons finished, the students were asked to provide us feedback on the lessons via a Google Form. Just 33 of them carried out the feedback questionnaire. The Questionnaire comprised 6 questions. Some findings that attracted us regarding the internationalization process. Most of the questionnaire respondents prefer a partial English Education Environment that means only selected topics should be taught in English. They perceived the CLIL lessons beneficial from a language development perspective. They also recommend testing students' language competence and provide language support for them if the EEE (English Education Environment) is being considered.

DTs participants of the Language Test and Questionnaire

22 other DTs not involved in the project as active contributors took part in the questionnaire and they tested their level of language competence in English using the test prepared within the project. The level of English they gained in the test is shown in figure 1 below.

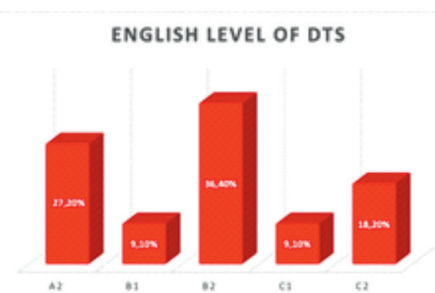


Figure 1 Level of English of the DTs (CEFR)

Most amounts of the DTs tested gained B2 level of English (36,5%). The levels C1 and C2 that are sufficient for teaching were achieved by 27,3% of the language test participants. The DTs carried out the questionnaire with 6 questions. In the question "What do you think it would be the most difficult part for you if you taught in English?" the DTs marked grammar, fluent speaking and coping with not sufficient students' level of English as the most difficult parts in EEE.

Serbia

I would like to reflect on my observations of CLIL lectures delivered at the end of November 2020 by Dr. Čukanović as well as students' comments after the lessons. He delivered a total of 4 lectures (90 minutes each) on the topic of mechanics of materials:

LECTURE 1

Geometrical characteristics of the cross-section of the beam

LECTURE 2:

The parallel axis theorem: Steiner's theorem

LECTURE 3:

Basic concepts related to mechanics of the materials

LECTURE 4:

Types of loads My observations about the lectures were as follows:

The main aim of all four lectures was achieved: students could grasp what the instructor was talking about

Sources that the instructor used in preparing the lectures were adequate and up-to-date and all were in English.

Content/language aims assessments were well postulated but partially achieved.

FINDINGS REPORT

DTs language weaknesses in all four lectures were grammar.

Students' difficulties: understanding technical terms and in that sense content which reflected on their overall understanding of the topic

The instructor had no difficulties in preparing the lectures. The ESP/CLIL expert just had to check the slides for grammar mistakes and listen to him practice before the actual lessons.

Students' assessment: They enjoyed the lecture in English but found some parts (content) difficult to understand because of the lack of knowledge of technical terms/content in English.

Overall, our CT did his job really well. His main problem while preparing lectures was grammar. His overall ability to deliver lectures in English was very good. He was fluent and very clear and had no problem transferring knowledge to his students in English. He was also able to answer students' questions with ease. He had no problem using literature in English while he was preparing lectures. Unfortunately, the students had trouble following due to their lack of knowledge of technical terms in English (as seen from their replies in the questionnaire). Nevertheless, they said that they would like to have some lectures in English because they believe that it would help them to improve their knowledge of the technical English language, which they say is important for their future careers. They complimented their CT for clarity in delivering lectures in English and his ability to answer their questions afterwards.

After observation and students questionnaire, the conclusion can be drawn that the quality of language teaching at universities cannot be ensured without substantial knowledge of general English, where the reliable basis for further language training should be at the basic and secondary level of education, and this should be the responsibility of the education system. Moreover, if secondary school students have not achieved B1 or B2 level (based on CEFR), it is very complicated for both ESP to ensure the quality of ESP teaching and Dts to be responsible for the outputs defined as higher education language competencies.

As a part of this project, 20 CTs were supposed to take the didactic course, the

didactic test and the language test. Out of 20 DTs one DT completed 60% of both. Interestingly, only 15 DTs (75%) took the language test. Out of those:

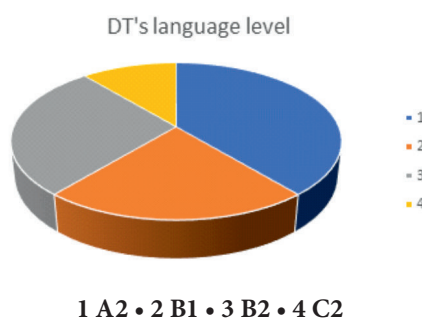
- 2 DTs scored C1 level (13,3%)
- 3 DTs scored B2 level (20%)
- 8 DTs scored A2 level (53,3%)
- 2 DTs scored A1 level (13,3%)

Poland

22 academic teachers from UAS in Tarnow participated in the study carried out as part of the CLIL-HET project. They self-reported their area of specialization and completed a language test that identified their level of English.

They appeared to represent 10 different specializations: nursing, marketing, chemistry, IT, physiotherapy, physical education, materials science, painting, economy and accounting. Their language competence ranged from A2 to C2 (following the Common European Framework of Reference for Languages). A majority of the respondents (13) were identified as pre-intermediate language users (A2 and B1). Six of them were on intermediate (B2) level of English. Three of them showed proficiency in the language (C2) (see fig. 1).

DT's language level



1 A2 • 2 B1 • 3 B2 • 4 C2

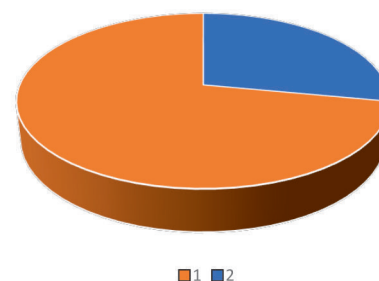
Figure 1.

The respondents' level of English language competence

Less than a third of the respondents who filled in the questionnaire (28%) have taught their subjects in English either as regular lectures or seminars or as invited guest lecturers during their mobility. The rest of the respondents have never tried teaching their subjects in English.

However, all of the respondents want to teach English in the future (see fig. 2).

Experience in teaching in English

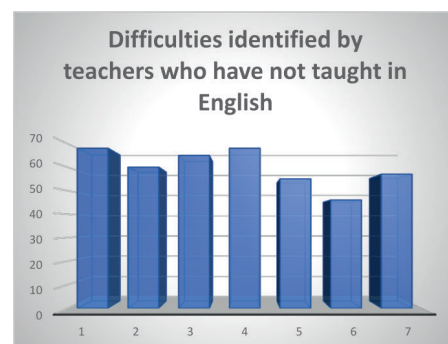


1 Yes • 2 No

Figure 2.

The respondents' experience in teaching in English

When it comes to the difficulties identified by the disciplinary teachers, it seemed informative to divide them into two groups: those who have had the experience of teaching in English and those who have not had any. The latter group identified problems with their own language proficiency: grammar, pronunciation and overall language fluency as the greatest obstacles. Materials preparation and interaction with students seemed least problematic for them (see fig 3).



1 grammar • 2 register
3 pronunciation • 4 fluency
5 interaction with students
6 materials preparation

7 coping with students' insufficient level of English

Figure 3.

Difficulties identified by teachers who have not taught in English

RECOMMENDATION

Slovakia

The findings within the CLIL-HET project in Slovakia indicates that students and also teachers are willing to establish English Education Environment (EEE), however partial teaching in English is preferred by students. Some areas have been identified that are perceived as the most difficult for teachers in EEE – grammar, fluent speaking and coping with students' not sufficient level of English. CLIL as a potential approach for accelerating EEE seems to be an efficient tool also in higher education. Nevertheless, systematic training on CLIL and its main dual principle for DTs are needed to assist them to understand how to apply CLIL effectively to develop students' discipline knowledge and at the same time their level of English, especially to boost their specific register in the field they study. Not to overload, the DTs close cooperation with ESP/CLIL expert is essential primarily in the preparation of CLIL lesson materials, CLIL lesson plans and scaffolds preparation for CLIL lessons.

To eliminate the natural fear of English, to ensure a sufficient level of English and also language confidence (students' and teachers' one) a continuous English training programme should be developed for both students and teachers. More intensive international collaboration, knowledge and practice sharing is crucial to provide an international environment in HEIs.

Serbia

In conclusion, the number of CTs who were willing to take the test, the test results and ESP teachers' opinion about implementing CLIL at the School of Technical Sciences are all indicators that for the time being implementation of CLIL is unfortunately far-fetched. Perhaps, one of the ways to implement it in the future is by intensive and continuous training by CLIL and/or ESP experts. This just proves that close collaboration of ESP and content teachers is imperative at the post-secondary level. To ensure the quality of teaching and learning it is necessary to design programs that conceptualize the integration of content and language, bring together content teachers and language teachers on all levels, address the

needs of learners, encourage participants to become skilled in terms of language competence and content knowledge. Finally, strong institutional and governmental support is needed to achieve this.

Poland

The findings of the study suggest that CLIL has the potential to enhance the process of internationalisation at the University of Applied Sciences in Tarnow. Acquainting disciplinary teachers with the CLIL methodology may solve the problem of dealing with students' language problems identified by the teachers who have had the experience of teaching in English. It may also make the classes, lectures and seminars more accessible to the students and thus increase the numbers of existing elective courses in English chosen by students at the University. Thanks to the techniques recommended for CLIL classes students may gain more confidence in using the language for their self-development in the future as they may be more motivated to work on content materials in English on their own.

It is, however, visible that there is a need for overall general language practice on the part of the disciplinary teachers, especially if their language competence is lower than B2. They need to upgrade their productive skills, gain confidence in grammar, increase their vocabulary range and perfect their pronunciation before they start working on the content they need to develop to be able to deliver high-quality teaching in the target language.

Albania

To conclude, CLIL-HET had a significant impact at EPOKA University. It shed light on the domestic situation of incompatibility at EPOKA University where students have to take an international standardized test (APTIS) to demonstrate competence to pursue programs in English, by contrast, their lecturers were not asked for any English professional teaching competence. CLIL-HET was a first step to pave the way to more teaching training, certifications of qualification having long-term aims of English didactic applied in each scientific domain. More in-depth and long

term projects must follow up the regional CLIL-HET initiative to strongly consolidate the irreplaceable impact of English teaching competence in the disciplinary content, as the most important dimension to guarantee internationalization of universities, and thus, international academic recognition of the courses taught at our national institutions.



CONCLUSION

The project aimed at grouping ESP and CLIL experts to prepare an online platform for networking within the Visegrad 4 and West Balkan countries to support disciplinary teachers (DTs) working in higher education institutions (HEIs) to set up an English Education Environment. In the first phase of the project, project partners compiled a Didactic Material for DTs on the principles of CLIL methodology. In addition, a linguistic test was prepared for DTs to assess their language level.

During the second phase of the project, DTs who teach their course totally or partially through English received tutoring from the ESP teachers involved in the project, and they discussed lesson plans prepared by the DTs. Then, video recordings were made of the classes taught by the DTs, while ESP teachers observed these classes.

An integral part of the project is the online platform (www.clil-het.eu). There are three important parts of the platform:

the Community Corner, the Didactic Corner and the Research Corner. The main goal of the Community Corner is to build professional communities of CLIL and ESP experts and DTs around Europe and to provide a platform to contact each other and share experiences and best practices related to setting an English Educational Environment. The CLIL-HET Didactic Corner is an online environment where DTs who are willing to start teaching their subject(s) through English can gain knowledge on how to start preparing CLIL lessons and how to follow the dual principle of the CLIL (Content and Language Integrated Learning) approach while teaching. This section of the platform includes the Didactic Program for DTs, which consists of three chapters: Essentials of CLIL, English Didactics and Essentials of CLIL Lesson Planning. The Didactic Program is available in seven languages, including English. There are also didactic materials in this section. This is the practical part of the Didactic

Corner, where didactic materials including the CLIL lesson plans from real CLIL lessons or CLIL activities conducted by DTs can be downloaded.

The Research Corner is an online space for the research part of the project. Here you can find the tools for meeting the objectives of the project outcome called ILWs – Identifying Language Weaknesses of DTs. It includes a non-standard placement test prepared by ESP experts involved in the project. Disciplinary teachers at each project partner have been asked to complete the test.

To sum it up, all outlines have been completed, as described in the project proposal. Partners and researchers from various countries have delivered their experience and recommendations at the online International Seminar ESP and CLIL – Current Drivers of HEI Internationalisation, which was the closing event of the Visegrad 4+ project CLIL-HET.

ESP experts - CLIL experts - Language teachers - Disciplinary teachers

ESP AND CLIL CURRENT DRIVERS OF HEI INTERNATIONALISATION

INTERNATIONAL SEMINAR
HIGHER EDUCATION INSTITUTIONS

KEYNOTE SPEAKERS INVITATION

Nadežda Stojković
Presence and Relevance of Academic English within ESP

Georg Hellmayr and Ronald Kemsies
Grounded theory analysis as a basis for the implementation of authentic language in CLIL contexts

John Harbord
Teaching English or teaching academic skills: who are we, what are we doing and why?

 **CLIL - HET**  **Visegrad Fund**

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CLIL-HET

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