

# Implementing the **CLIL-VET** model in vocational schools

NATIONAL REPORT  
CLIL-VET Poland

# PARTNERSHIPS



**ITeE-PIB (Poland) – coordinator**

Contact: Katarzyna Skoczylas

Email: [kasia.skoczylas@itee.radom.pl](mailto:kasia.skoczylas@itee.radom.pl)



**UNIWERSYTET WARSZAWSKI (Poland)**

Contact: Romuald Gozdawa-Gołębiowski

Email: [r.gozdawa@uw.edu.pl](mailto:r.gozdawa@uw.edu.pl)



**IES PUERTAS DEL CAMPO (Spain)**

Contact: Javier de Reyes

Email: [dereyes@gmail.com](mailto:dereyes@gmail.com)



**PADAGOGISCHE HOCHSCHULE WIEN (Austria)**

Contact: Wolfgang Woegerer

Email: [Wolfgang.Woegerer@phwien.ac.at](mailto:Wolfgang.Woegerer@phwien.ac.at)



**UNIVERSITATEA DIN PITESTI (Romania)**

Contact: Adina Dumitru

Email: [adina.elena.dumitru@gmail.com](mailto:adina.elena.dumitru@gmail.com)



**EDUEXPERT (Poland)**

Contact: Agnieszka Dziedzic

Email: [agnieszka.dziedzic@eduexpert.eu](mailto:agnieszka.dziedzic@eduexpert.eu)

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# CONTENTS

<b>1.</b>	<b>State of the art report on CLIL implementation in Polish vocational schools</b>	
1.1.	Introduction .....	04
<b>2.</b>	<b>Foreign language provision in Polish vocational schools – desk research</b>	
2.1.	Vocational education in Poland .....	05
2.2.	What is the provision for foreign language teaching at vocational school level in Poland? .....	05
<b>3.</b>	<b>CLIL provision in Poland – desk research</b>	
3.1.	Overview of CLIL methodology – the 4Cs .....	07
3.2.	National policy on CLIL in Poland .....	09
3.3.	CLIL teachers’ profile in Poland .....	10
3.4.	CLIL methodological approaches in Poland .....	11
<b>4.</b>	<b>The results of the survey for teachers in vocational schools</b>	
4.1.	The methodology of the study .....	15
4.2.	Respondents’ profiles .....	15
4.3.	Results of the section related to CLIL .....	16
<b>5.</b>	<b>Data analysis and conclusions (Poland)</b> .....	21
<b>6.</b>	<b>References</b> .....	23

# 1. STATE OF THE ART REPORT ON CLIL IMPLEMENTATION IN POLISH VOCATIONAL SCHOOLS

## 1.1. Introduction

Content and Language Integrated Learning (CLIL) has been a tremendous success story and its influence on teaching practice is currently expanding quickly across Europe and beyond. One of the available definitions describes CLIL as: “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (Mehisto and Marsh, 2008: 9). More generally, we could say that it is the integration of learning a foreign language with learning some other content. Moreover, students are expected to focus on the content or information rather than on a linguistic syllabus (Larsen-Freeman, 2000: 137).

Research carried out over the past years has shown that knowledge of foreign languages is recognized as a key competency in the labor market. It is therefore obvious that vocational schools should focus on improving pupils' language skills in order to meet the obligation to prepare young people for work, especially in the context of the globalization process. This should apply not only to individual professions or professional fields, but also to professions in the field of healthcare, social services, hospitality, industry, technology, business or administration. Content and Language Integrated Learning enables vocational schools to meet the needs of

the economy by improving general and specialist language skills of employees, as well as by increasing the competences of professionally active people.

It should also be noted that the British Council organised four Regional Policy Dialogues in Europe between May 2013 and March 2014. The Dialogues examined the contribution of languages to vocational education and training (VET). The institutions participating considered the relationship between content and language integrated learning (CLIL) and VET and concluded that the two are compatible in their shared concern for promoting an ability to use language in real life situations. The talk basically suggested that CLIL is the natural ally of vocationally-oriented education, with regard to both its hands-on approach and to its facilitation of multilingualism. It also compared and contrasted CLIL with Vocational English, and suggested that CLIL's focus on procedural knowledge makes it the ideal vehicle to fulfill the aims of the EU's strategic *Europe 2020* initiative (Borg, 2014: 14).

Considering these facts, the following *Report* collects information on current experience and state of the art in using *CLIL* methodology in Polish vocational schools. This information has been collected using desk research and online surveys conducted among teachers of vocational subjects.

## DEFINITION

*“a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language”*

Mehisto and Marsh, 2008: 9



## 2. FOREIGN LANGUAGE PROVISION IN POLISH VOCATIONAL SCHOOLS

### - DESK RESEARCH

#### 2.1. Vocational education in Poland

Poland is currently going through educational reforms which have introduced a few major changes into the Polish educational system. In Poland upper secondary general education or vocational education currently starts at the age of 16, however, since September the 1st 2019, it is going to start at the age of 15. Obligatory education in Poland lasts until the age of 18.

At present there are three types of schools that provide initial vocational education at upper secondary school level: four-year technical secondary school (technikum) and three-year basic vocational school (zasadnicza szkoła zawodowa) and three-year special needs school, preparing mentally or physically handicapped students for work. Vocational education is also provided in post-secondary schools (Vocational Education and Training in Poland, 2011).

Since September 1st 2019, a few changes are planned to be introduced. The following types of schools will provide initial vocational education: three-year first-level industry school (szkoła branżowa pierwszego stopnia), five-year technical secondary school (technikum), three-year special needs school (szkoła specjalna przysposabiająca do pracy) and two-year second-level industry school (szkoła branżowa drugiego stopnia). Apart from that, qualifying vocational courses will be available (<https://www.ore.edu.pl/kategorie/ksztalcenie-zawodowe-i-ustawiczne/>).

#### 2.2. What is the provision for foreign language teaching at vocational school level in Poland?

In Poland, qualifications to pursue the teaching profession are set out in the Regulation of the Minister of Science and Higher Education of 17 January 2012 on the standards of education preparing to practice as a teacher (Dz.U. 2012 poz. 131). The provisions of the Regulation apply to both teachers of non-linguistic subjects and foreign language teachers. It was assumed that the teacher should have preparation in the subject content, psychological, pedagogical as well as didactic scope.

Foreign languages have become an indispensable element of education at all levels of education. It may also be noticed that more frequently learning a foreign language is associated with vocational training, which is certainly demonstrated by a broader offer of specialized language courses with a vocational inclination (Sowa 2016: 12). Language education is also already present in public education, which is aimed at preparing students for future professional activity. Pursuant to the Ordinance of the Minister of National Education on the core curriculum of education for future professions of 31 March 2017 (Dz.U. 2017 poz. 860), foreign language learning has become a mandatory and integral part of vocational education. According to the Regulation, a vocational school student:

- applies language items (lexical, grammatical, spelling and phonetic) enabling

the implementation of professional tasks;

- interprets sentences and phrases related to typical professional activities, expressed slowly and clearly, in a standard language variation;
- analyzes and interprets short written texts related to typical professional activities;
- formulates short and understandable statements and written texts enabling communication in the work environment;
- uses foreign-language sources of information.

The elements enumerated present the role of a foreign language as a crucial competence which allows to perform specific professional tasks, however, the text of the Regulation lacks clear recommendations on how to develop this competence.

The prototype model of an educational program in the field of specialist (professional) language consists of several stages, among which we can mention: needs analysis and motivation of students, obtaining source data and their analysis, development of exercises and teaching materials and their further incorporation into the course (Mangiante and Perpette 2004: 31). Therefore, often, if not always, developing a program for learning a foreign language at a vocational school goes

beyond the traditional preparation of foreign language classes. A foreign language teacher in a vocational school is often forced to look for sources of information and inspiration among people associated with a given profession, which may help him/her to understand specialist issues (linguistic, professional or cultural). Therefore, a language teacher in a vocational school becomes the author and creator of not only the curriculum but also didactic materials.

Consequently, one of the biggest problems is the fact that a foreign language teacher is not a teacher of a vocational subject to which a foreign language is to be closely related. Thus, on the one hand we have a foreign language teacher and on the other hand, we expect him to be equally familiar with a given profession. Therefore, one should consider whether the existing model of teaching a foreign language in vocational schools is the only solution, and whether it would not be more beneficial to propose a different model that could be successively implemented and improved. For years, effective CLIL practices have been observed in Polish schools. The transfer of this teaching model also to vocational schools seems to be justified and perhaps necessary in a long-term perspective.

### 3. CLIL PROVISION IN POLAND – DESK RESEARCH

#### 3.1. Overview of CLIL methodology – the 4Cs

The framework underpinning CLIL is based on four key "building blocks" (Coyle, 2006: 9) – FIG. 1, referred to as the 4Cs Framework:

- **Content:** The subject matter, theme, and topic forming the basis for the program, defined by domain or discipline according to knowledge, concepts, and skills (e.g. Science, History, Arts);
- **Communication:** The language to create and communicate meaning about the knowledge, concepts, and skills being learned (e.g. stating facts about the dissociation process, giving instructions on using software, describing emotions in response to music);
- **Cognition:** The ways that we think and make sense of knowledge, experience, and the world around us (e.g. remembering, understanding, evaluating, analysing, reflecting, creating);
- **Culture:** The ways that we interact and engage with knowledge, experience, and the world around us; socially (e.g. social conventions for expressing oneself in the target language), pedagogically (e.g. classroom conventions for learning and classroom interaction), and/or according to discipline (e.g. scientific conventions for preparing reports to disseminate knowledge).

According to Coyle, the 4Cs Framework suggests that effective CLIL takes place

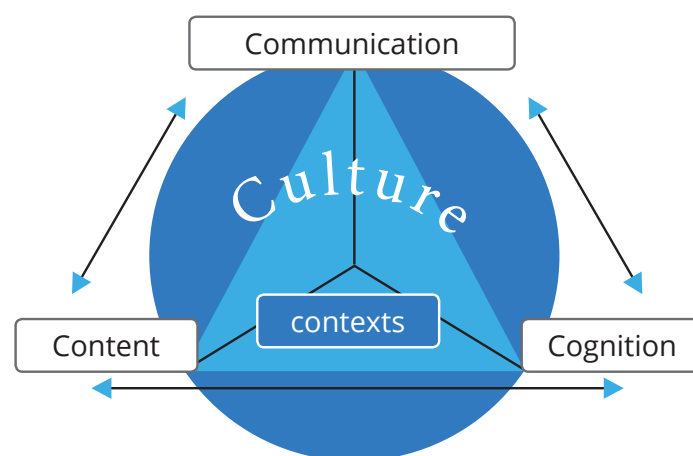


FIGURE 1  
 The 4Cs framework for CLIL (Coyle, 2005).

through progression in knowledge, skills and understanding of the content, engagement in associated cognitive processing, interaction in the communicative context, developing appropriate language knowledge and skills as well as acquiring a deep intercultural awareness through the positioning of self and 'otherness'. From this point of view, CLIL involves learning to use language appropriately and, at the same time, using language to learn effectively (Coyle: 2006,9). It is vital to mention that while methodology relies heavily on specific conditions for successful implementation (e.g. see Baker, 2006, for a list of 'core' and 'variable' features of immersion), CLIL is instead guided by six relational (and therefore more contextually sensitive and flexible) pedagogical principles that work across different contexts and settings, in order to integrate language and content (Coyle, 2007:550-551). At the same time, all four key elements underlying the 4Cs framework are

incorporated:

- Subject matter means much more than acquiring knowledge and skills. It is about the learner constructing his/her own knowledge and developing skills which are relevant and appropriate (Lantolf, 2000; Vygotsky, 1978).
- Acquisition of content, skills and understanding involves learning and thinking processes. In order to enable the learner to construct an understanding of the subject matter, the linguistic demands of its content as the "conduit for learning" must be analysed and made accessible (Met, 1998).
- Cognition requires analysis in terms of its linguistic demands to facilitate development (Bloom, 1984).
- Language needs to be learned in context (i.e. learning through the language), which requires reconstructing the subject matter and its related cognitive processes through a foreign language e.g. language intake/output (Krashen, 1985; Swain, 2000).
- Interaction in the learning context is fundamental to learning. 'If teachers can provide more opportunities for exploratory talk and writing, students would have the chance to think through materials and make it their own' (Mohan, 1986, 13). This seems to be essential when the learning context operates through L2.
- The interrelationship between cultures and languages is complex (Byram, 2001).

The framework views culture as the core while intercultural understanding pushes the boundaries towards alternative ideas

such as transformative pedagogies, global citizenship, student voice and 'identity investment' (Cummins, 2000).

The results of such changes are educational experiences that support greater opportunities for authentic and purposeful meaning-making through language. Furthermore, such experiences facilitate the development of new communicative skills while learning new content. Consequently, CLIL provides the basic conditions under which humans successfully acquire any new language: by understanding and then creating meaning (Lightbown & Spada, 2006). If we consider our first language acquisition, children are gradually exposed to new language in their first years of life, matched against corresponding levels of early cognitive development. In contrast, traditional second language classes focus mostly (often exclusively) on elements of language like: grammar, vocabulary, spelling, pronunciation, etc. and at the same time, deliberately tend to avoid exposure to what might be perceived as difficult or challenging. While this conventional separation of language/content seems to be reasonable, we should also bear in mind that the learners' ability to use new language is often rudimentary in comparison to what they can understand and do in their native language. If we allow for separation of the CLIL 4Cs, basic building blocks for language acquisition may be displaced.

As a result, we observe a hindrance, rather than successful language acquisition. As a pedagogical approach, CLIL certainly provides a comprehensive framework that recognizes the complex but necessary interrelationship between language and content for genuine language

development. The approach entails a theoretically rich and robust set of principles to help guide teachers on how this can actually be achieved in practice, across various educational settings.

### 3.2. National policy on CLIL in Poland

The term: *bilingual education* is crucial when discussing the nature of CLIL in the Polish educational system, since, it is the name under which CLIL functions in Poland. Bilingual classes have been present in Polish schools for many years. The phrase, however, more often refers to learning a school subject “in” a foreign language, which is not exactly the same as “through” a foreign language.

Bilingual education was introduced in Poland in the seventies (Zielonka, 2007: 148). The first school which introduced this model of teaching was 3rd Secondary School in Gdynia. In the early stages it was English that was used as a means of giving instructions. Some of the school subjects were taught in English for the whole or part of a lesson. The first bilingual teachers were only content teachers with a certain knowledge of the English language, thus it was rather content which was taught in English, and not CLIL in its true nature. After some time, other bilingual classes were introduced in other Polish cities. These schools were considered to be elitist schools and their main aim was to develop the students' level of proficiency in English. The organization of bilingual classes in Poland at the secondary school level became possible since the school year 1991/1992 (Multańska, 2002: 77). Lower secondary schools were created as a consequence of the new

Educational Reform from the year 1999 and within a few years bilingual classes started to emerge in some of those schools.

Content and Language Integrated Learning has started to be more popular in Poland quite recently, mainly for political and economic reasons. The change of the political system at the beginning of the 1990s brought a rapid transformation. The changes have also become visible in attitudes towards learning foreign languages. The possibility of establishing private educational institutions, technical development as well as the access to the Internet have contributed to such modifications. Another turning point, as far as foreign languages are concerned, was the fact that Poland became a member of the European Union. The possibility of working or studying in one of the European countries has led to the increase in mobility of Polish learners. Sufficient knowledge of English, especially connected with a particular area of study, gives them a real chance to study the subject at one of European universities outside Poland.

Each year, we may observe an increase in the number of the schools applying CLIL in their curriculum. In 2002, Poland had about eighty schools with bilingual classes. At present, there are over one hundred secondary and lower secondary schools with bilingual classes using English, German, French, Spanish and Italian as the languages of instruction. It has been attempted to introduce also Russian-medium class units.

In order to be called bilingual, a school needs to offer at least two content subjects taught through a foreign language.

Polish students can be taught through a foreign language all of their school subjects, except for Polish, Polish history, Polish geography and a second foreign language. Among the subjects that are taught most frequently using this method we observe mathematics, physics, chemistry, biology, history or geography. There is a strong tendency for using this approach in teaching science subjects.

In Poland CLIL is mainly used in high schools, however, the reform of the educational system has enabled teachers to introduce it in earlier years. Usually, students take part in one or two semester preparation before entering a CLIL class. It seems to be crucial in order to acquire specific terminology as well as the skills they are going to use during the classes e.g. interpretation of charts and maps (Komorowska, 2007: 266-270). In the so called “zero class” students learn a foreign language for eighteen to twenty hours a week together with Polish language, mathematics, history and physical education. CLIL classes start in the first grade of the secondary school. The students are obliged to choose two or even three subjects which will be taught by means of a foreign language. Having attended such classes for three years, students take the Matura exam, assessing the knowledge of both the foreign language and the subject taught bilingually (Iluk, 2002: 74).

In lower secondary schools, students are obliged to learn a target language for six hours a week each year, while in primary schools there is no special time devoted to the target language learning (Multańska, 2002: 77).

The main aim of CLIL in Poland is for

students to gain knowledge of the target language as well as the subject matter (optional models of bilingual teaching will be discussed in chapter 4). Moreover, the students are expected to become familiar with the culture and history of other nations. Language is understood as a tool for knowing and communication. It helps the students to analyse various materials and sources, which fosters their autonomy later on.

### 3.3. CLIL teachers' profile in Poland

It is commonly believed that the success of bilingual teaching in Poland and its relatively high standards are the results of professional involvement on the part of the teachers and their constant linguistic training (Multańska, 2002: 78). One of the examples would be the cooperation between the National In-Service Teacher Training Centre and language advisors from France, Spain and Germany in planning and organizing different forms of training for Polish CLIL teachers.

According to Komorowska (2007:267), Polish CLIL teachers are expected to have a methodological and professional knowledge of a particular nonlinguistic subject. They should be competent in a foreign language that they are using as well as in the native language of the students. In addition, they should be familiar with the methodology of the foreign language. As far as the level of English is concerned, Polish teachers are obliged to have at least the English First Certificate with a final rank of A or B.

To be more precise, the qualifications of teachers in bilingual classes have been



specifically defined in the Regulation of the Minister of National Education of 12 March 2009. In order for a person to teach in a foreign language, he/she needs to be a qualified teacher of a non-linguistic subject in a particular type of school, and with respect to the foreign language used during the subject classes:

- has earned an MA in language studies (within a given foreign language) or applied linguistics (within a given foreign language), or
- has completed a BA: a) in the field of language studies, or b) in the field of the foreign language or applied linguistics, or
- has earned higher education in a country where the official language is the foreign language, or
- has graduated from a teacher training college of foreign languages in the field corresponding to a given foreign language, or
- holds a language certificate (cf. Komorowska, 2007:267, my translation).

It may be concluded that in order to become a CLIL teacher in the Polish educational system, one is required to be a teacher of both, a non-linguistic subject and a foreign language. Knowledge of both methodologies (a content subject and a foreign language) appears to be a desirable feature of bilingual teachers which ensures proper conditions for CLIL implementation. Certainly, giving support to methodology and didactics of bilingual teaching is a desperate need. Many teaching materials and coursebooks are not available and preparing them is extremely time consuming. Nevertheless, it is vital to remember that Polish "CLIL traditions" are relatively young, so it is not surprising that our knowledge about

the organization of CLIL courses is not very broad and CLIL teaching still requires support (Multańska, 2002: 78-79).

### 3.4. CLIL methodological approaches in Poland

At this stage it is justified to mention the data gathered within two significant reports carried out in Poland by groups of experts: Profile Report Bilingual Education (English) in Poland (2008) and Evaluation Report Bilingual Education in Polish Schools (2015).

The first of the reports, Profile Report Bilingual Education in Poland (English) (Marsh, D., Zajac, M., Gozdawa-Golębiowska, H., 2008) presents results of a project coordinated by the National Centre for Teacher Training and the British Council, Poland, which aimed at exploring bilingual schools using English as the language of instruction. The Report provides an overview of practices in Polish secondary and lower secondary schools which teach through the medium of English. Nineteen schools were engaged in the process and allowed the researcher to conduct a classroom observation and interviews with the students and the staff. The schools following IB programme were excluded from the research. The purpose of this study was to identify operating models, and examine operational features of bilingual education in Poland. The study should not be regarded as an evaluation, but rather as an overview of bilingual practices, intended to support the development of beneficial bilingual procedures within and across the schools.

According to the Profile Report (2008:6),

four curricular models of CLIL may be observed in Polish schools. These are: Model A-Extensive English Language Medium Instruction; Model B-Partial English Language Medium Instruction (code switching English-Polish); Model C-Limited English Language Medium Instruction (code switching English-Polish) and Model D-Specific English Language Medium Instruction. The division concerns a range of students' learning outcomes. We shall now analyse all these four types more thoroughly.

#### Model A: Extensive English Language Medium Instruction

In this model, English is used exclusively for teaching and learning. The use of Polish is limited and is mostly used for translating terminology, or brief recapitulation of learning concepts. There are two types of Model A.

- **Type A:** Single focus-involves almost exclusive focus on content. There is occasional reference to linguistic features of English and Polish. Reference to English generally concerns the pronunciation or spelling of words.
- **Type B:** Dual focus-involves a focus on content as well as on linguistic features of English or Polish. Constant attention is given to forms of language support and development, while teaching content.

Model A focuses on achieving the expected content learning outcomes, while developing and using a high degree of competence in English. Furthermore, the model assumes a high degree of fluency in Polish.

#### Model B: Partial English Language Medium Instruction (code-switching English/Polish)

In the case of model B, both: English and Polish are used for teaching and learning. About 50% of the lesson time is devoted to the use of each language. There is also considerable switching between languages for specific functions. Model B is also found in two types:

- **Type A:** Single focus-involves an almost exclusive focus on content. English and Polish are used in various ways. Functional conventions are connected to switching between the languages.
- **Type B:** Dual focus- content and language: English or Polish are given equal attention. Both languages are used in various ways. Switching is introduced depending on the context. However, content is taught with main attention given to English development. The degree of focus varies, but focus on content is greater overall.

Model B focuses on achieving expected content learning outcomes, while developing a high degree of competence in English. The model assumes a high degree of fluency in Polish.

#### Model C: Limited English Language Medium Instruction (code switching, English-Polish)

Model C allows for using English and Polish for teaching and learning. About 10-50% of the lesson time is devoted to the use of English. Language switching also takes place for specific functions. Model C is found in two types:

- **Type A:** Single focus-involves an almost exclusive focus on content.



Polish is the dominant language of instruction, but English is also used. Switching between the languages is acceptable.

- **Type B:** Dual focus-involves a focus on both the subject and language. Polish remains the dominant language of instruction, but English is also used in various situations. Switching between the languages is implemented according to different conventions. Content is taught with limited attention paid to English. The focus on content is greater than the focus on language development.

The focus of Model C is to achieve expected content learning outcomes and limited use of English. This mostly involves activation of existing knowledge, supplementing this with new terms and concepts and providing opportunities for cross-linguistic development. A high degree of fluency in Polish is assumed.

#### Model D: Specific Language Medium Instruction

In this case, English and Polish are used for teaching and learning. Time devoted to use of English is very limited, though. Model D may be characterised by a range of various types:

- **Type A:** A lesson is conducted mostly in English which follows a sequence of lessons conducted in Polish – the aim here is to consolidate knowledge rather than to develop English skills.
- **Type B:** A lesson conducted in Polish based on materials in English.
- **Type C:** A course with project work, possibly in the form of a curricular module, which is prepared and frequently presented by students in

English. The majority of content will have been learned in Polish first.

Model D mostly complements courses taught in Polish and fulfils the content learning outcomes by providing opportunities for specific forms of English usage and development. Introduction of English often involves enhancing motivation to use English, the consolidation of knowledge and learning in English and providing alternative platforms for learning. Once again a high degree of fluency in Polish is assumed (Profile Report, 2008:13-16).

The most common subjects taught in bilingual classes are: biology, geography, mathematics, physics, chemistry and history. A range of different methodologies are observed in classroom practice. There are many variants among subjects and classes and it seems to be impossible for a single, specific model of bilingual teaching to be tied to specific approaches (the Profile Report, 2008).

All of these four models were enumerated in order to present an overview of the possible models of CLIL tuition that may be observed in Polish bilingual classes.

The latter report, Evaluation Report Bilingual Education in Polish Schools (Pawlak, 2015), also determines the conditions of bilingual teaching in the Polish educational system. The report contains a lot of valuable data connected with particular types of schools which offer bilingual education. Since the research analysed in the empirical part of the dissertation has been completed at the lower secondary school level, it is crucial to mention the most significant information related to

this particular educational context. The author of the report indicates that in Poland there are 180 lower secondary schools offering bilingual education. In most cases, they are located in large cities: e.g. 45 bilingual schools in Warsaw, 8 schools in Poznań and 12 schools in Łódź. 19, 838 students attend the bilingual classes altogether, including 7, 470 in the first grades, 6, 426 in the second grades and 5, 487 in the third grades, which gives an average of 26 students enrolled in each class. It is also worth noting that in the vast majority of cases (134 schools, or 74.44%) bilingual teaching is carried out only in selected classes, sometimes in one or two in a particular school.

English is the most frequently used language

in Polish lower secondary schools. It should not be overly surprising, if one takes into account the leading position of this language at all levels of education. Other languages that are used for this purpose are German and French, however, in terms of the number of students French is more popular. In terms of popularity, Spanish is positioned at the fourth place. Other languages appear in bilingual education very rarely: Italian in only 3 schools, and Russian – in 2.

Unfortunately, the report also indicated that graduates of lower secondary schools are often not able to continue bilingual education at the next stage of education, since the number of bilingual secondary schools is limited.

## 4. THE RESULTS OF THE SURVEY FOR TEACHERS IN VOCATIONAL SCHOOLS

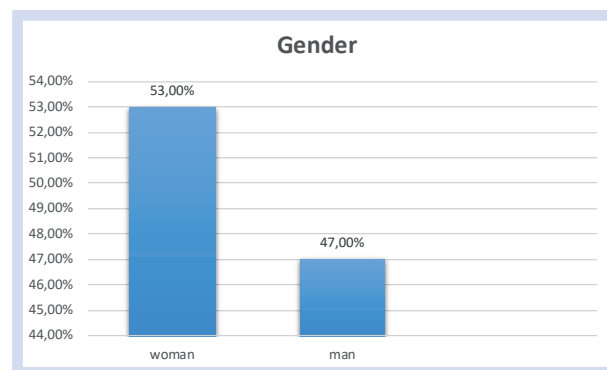
### 4.1. The methodology of the study

The research has been conducted among 50 Polish teachers of vocational subjects in 25 schools. All of the teachers participating in the study were asked to answer twenty one online questions. A five-point Likert scale has been applied for the majority of the questions. The remaining questions were either „open” or „yes/no” questions.

### 4.2. Respondents' profiles

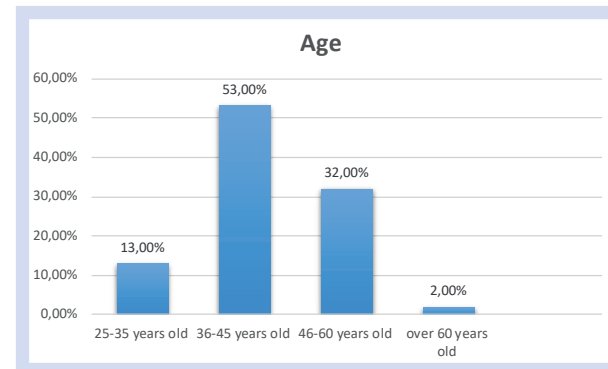
The first section of the survey was devoted to information about demographic characteristics of the respondents, namely about their age, sex, their experience in teaching and subjects they teach.

The data gathered in the survey indicated that more than fifty percent (53%) of respondents were women and 47% were men.

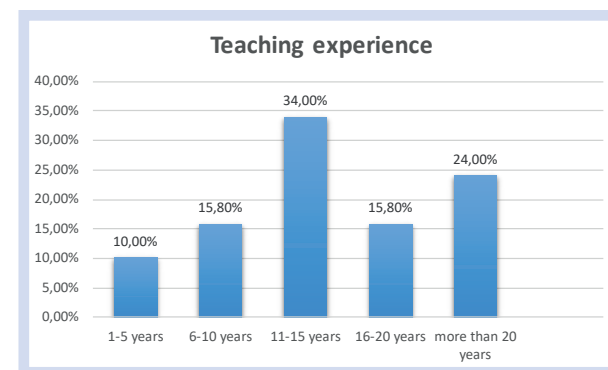


More than a half of the responding teachers (53%) were between 36-45 years old. 32% of them were between 46-60 years old and 13% of teachers belonged to the

youngest group of respondents aged 25-35. Only 2% of the teachers were over 60 years old.



When asked to state their teaching experience, 34% of teachers declared that they have been teaching for 10-15 years. The same number of teachers (16%) opted for the periods: 6-10 years and 16-20 years, while 24% of respondents have been teaching for more than 20 years and only 10% of them admitted that they have between 1-5 years of teaching experience.



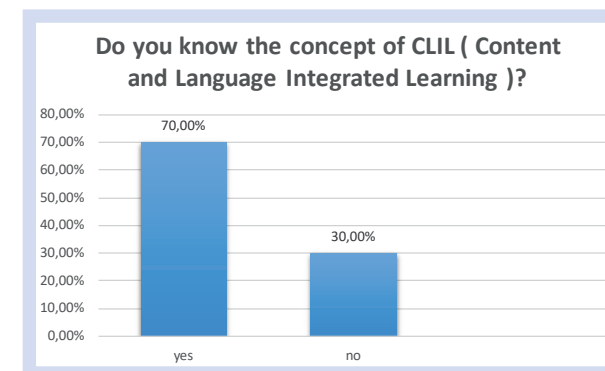
As for the vocational subjects they teach, the respondents enumerated a great variety of subjects e.g. IT subjects, gastronomy, technical documentation, economy,

power engineering, material processing, landscape architecture, logistics, entrepreneurship, mechanics, vehicle repair technologies, electrical engineering or installation of renewable energy devices and system.

### 4.3. Results of the section related to CLIL

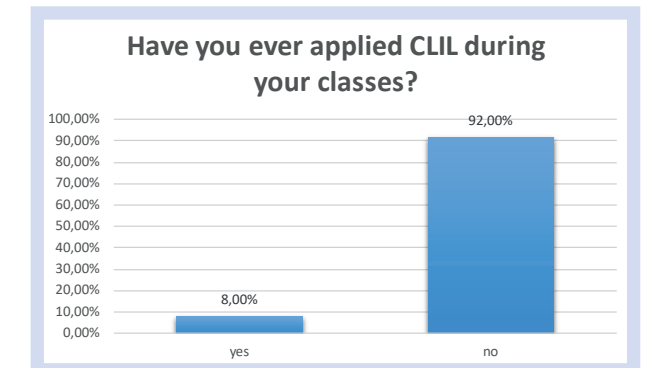
Further in the survey, participants were asked to specify their personal experiences with CLIL and its possible implementation. The teachers were asked to answer the questions by choosing one of the options offered.

- Do you know the concept of CLIL (Content and Language Integrated Learning)?  
Almost 70% of teachers in vocational schools surveyed answered positively to the first question in the second part of the questionnaire, while 30% of respondents claim that they are not familiar with CLIL.

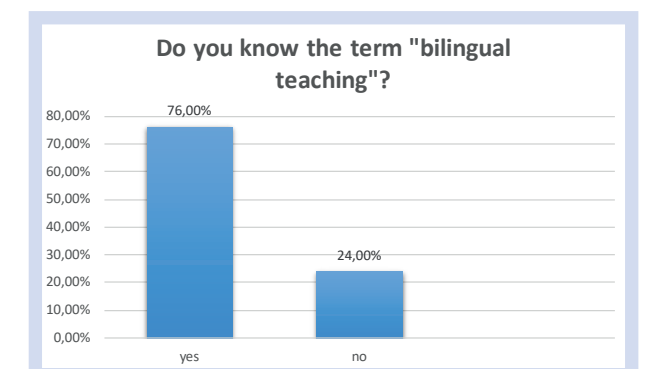


- Have you ever applied CLIL during your classes?  
In the case of the second question the vast majority of the respondents (92%) admitted that they have never

applied CLIL and only 8% stated that they have used CLIL methodology during their classes.



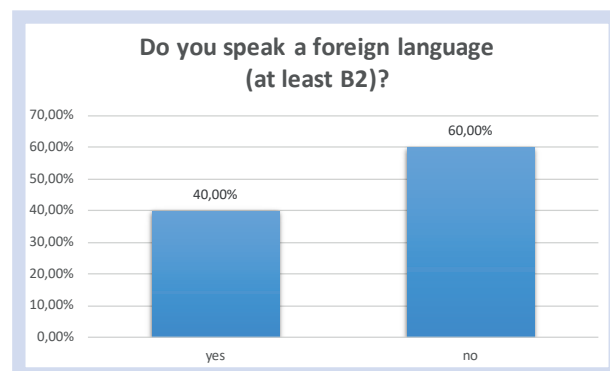
- Do you know the term "bilingual teaching"?  
The third research question in the currently discussed section was composed in order to investigate whether the teachers differentiate between the terms "CLIL" and "bilingual teaching". In the Polish educational system CLIL functions under the name "bilingual education" (Profile Report, 2008), however, not all teachers are aware of this fact and sometimes perceive these terms as completely distinct. The results of the survey present these differences in CLIL recognition, since 76% of teachers stated that they know the term "bilingual teaching", which is a different result than in the case of CLIL (see question 1). 24% of the respondents were not familiar with this term.



- Have you ever tried bilingual teaching? Similarly, different number of the teachers answered the fourth research question positively than in the case of question two. Bilingual teaching have been applied by only 10% of the respondents, whilst 90% of teachers have never practiced this form of education.

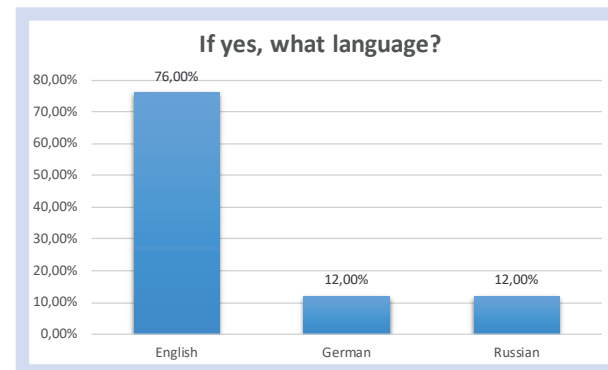


- Do you speak a foreign language (at least B2)? Most of the teachers admitted that they know a foreign language (60%), however, 40% of the vocational subject teachers informed that they do not know a foreign language at the B2 level.

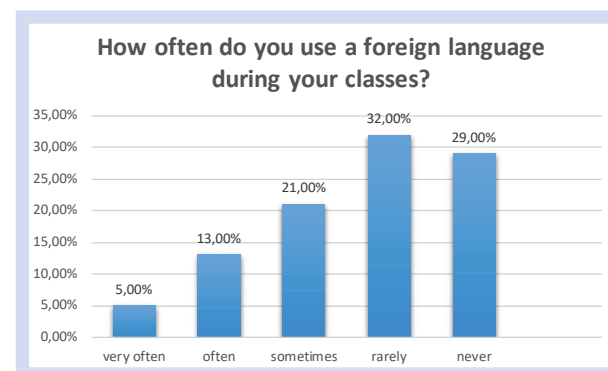


- If yes, what language? The respondents enumerated three languages: 76% of the teachers know

English, 12% opted for German and 12% mentioned Russian.



- How often do you use a foreign language during your classes? This time, the teachers were asked to choose one of the five options suggested. The results are as follows: only 5% of the teachers introduce a foreign language during their lessons very often, 13% use it often, 21% opted for "sometimes", 32% of the respondents chose "rarely" as their answer and 29% of them indicated that they never use a foreign language in their classrooms.

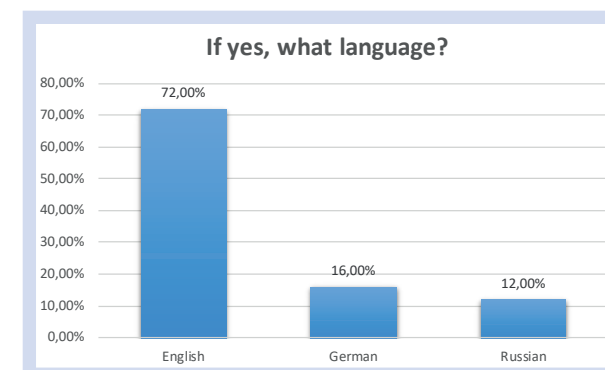


- Are you planning to learn a foreign language and improve your professional qualifications as a teacher? As for the eighth question, 30% of the teachers surveyed responded that

they are definitely planning to start learning a foreign language, and another 30% opted for "rather yes" as their reply. 24% of the teachers have no opinion on this issue, while 8% clearly indicated they are definitely not planning to learn foreign languages. Another 8% of the respondents answered "rather not".

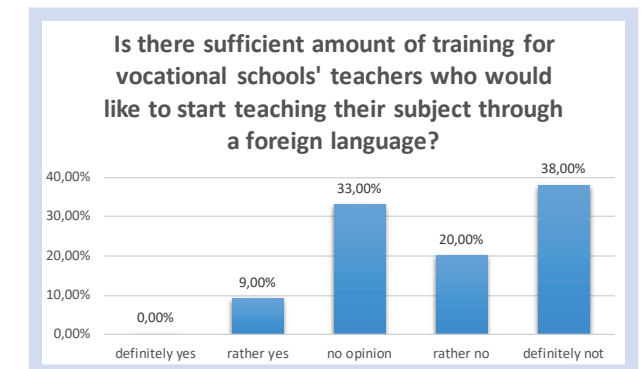


- If yes, what language? The preferable foreign languages that the teachers would like to start learning were: English (72%), Russian (12%) and German (16%).

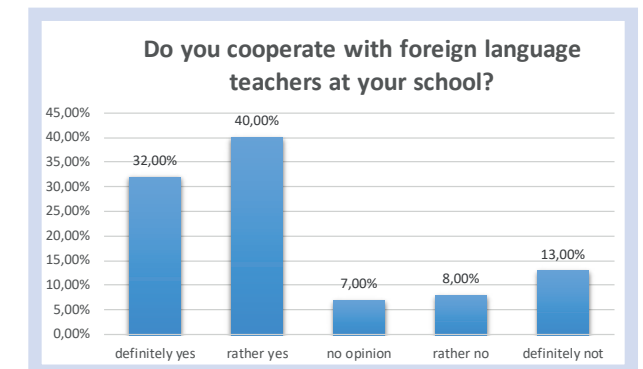


- Is there sufficient amount of training for vocational schools' teachers who would like to start teaching their subject through a foreign language? According to 38% of the participants, definitely there is not sufficient

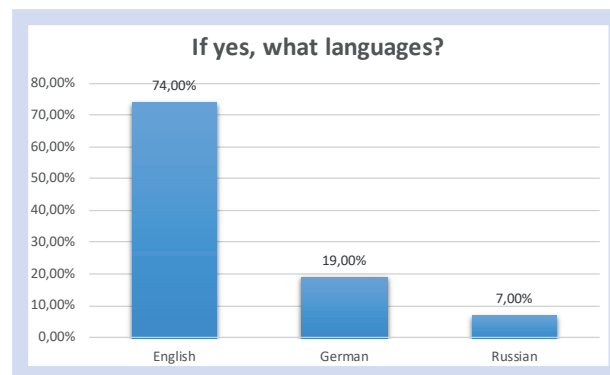
amount of such training and 20% of them decided to choose "rather not" as their answer. On the other hand, 33% of the respondents had no opinion on this issue. Only 9% of the teachers believe that the amount of training is "rather" sufficient.



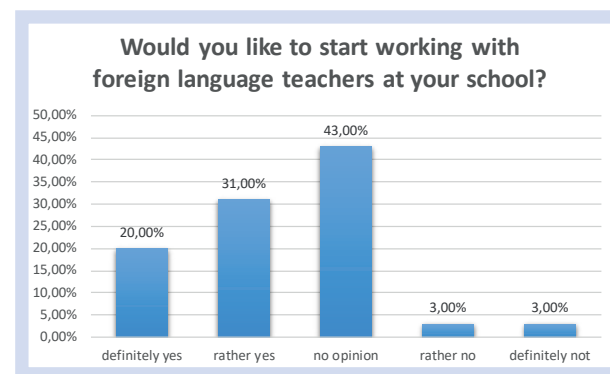
- Do you cooperate with foreign language teachers at your school? It is noticeable that the majority of the teachers admitted to having cooperated with foreign language teachers at their schools. 32% of them claimed that they "definitely" cooperate, while 40% stated that they "rather" cooperate. 13% of the teachers indicated that they "definitely not" cooperate with foreign language teachers and 8% opted for "rather not" as far as cooperation is concerned. 7% of the respondents did not state any opinion in relation to this matter.



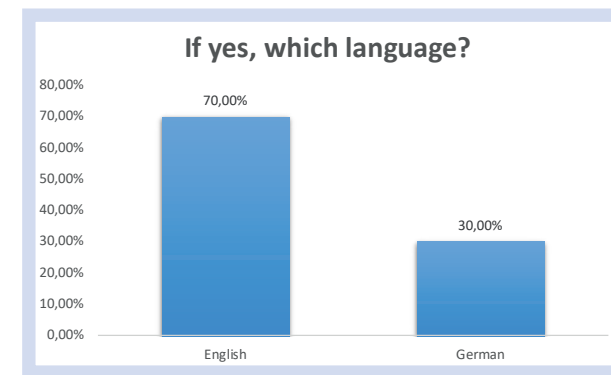
- If yes, which languages?  
The most frequently indicated language was English (74%), the second position was given to German (19%) and some of the teachers opted for Russian (7%).



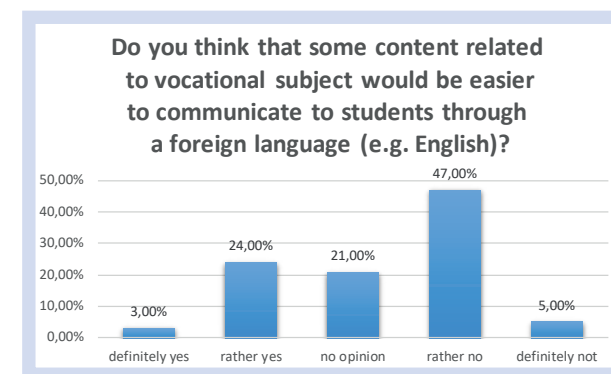
- Would you like to start working with foreign language teachers at your school?  
About half of the teachers declared that they are willing to start cooperating with foreign language teachers at their schools. 20% chose "definitely yes", while 31% indicated to "rather yes". At the same time, more than 40% of teachers (43%) stated no opinion on this question. Only 3% of them were definitely not willing to cooperate and another 3% opted for "rather not".



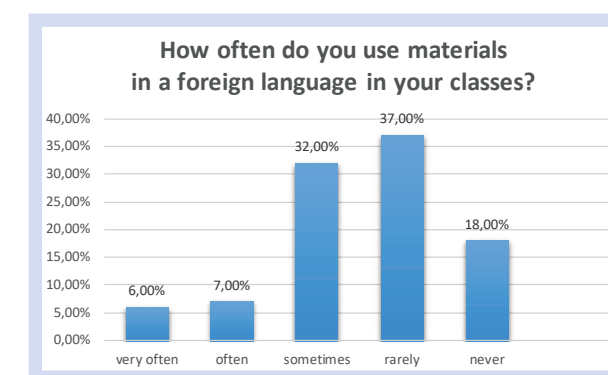
- If yes, which language?  
This time only two languages have been mentioned: English by 70% of the respondents and German by 30% of them.



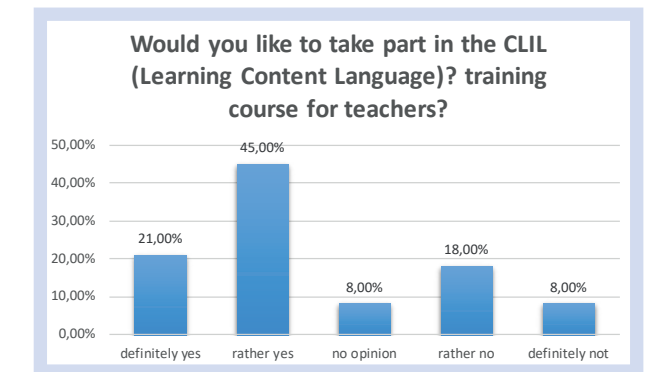
- Do you think that some content related to vocational subjects would be easier to communicate to students through a foreign language (e.g. English)?  
Nearly half of the responding teachers decided to choose "rather not" as their answer while 24% opted for "rather yes". 21% of the teachers have no opinion and only 3% stated that it would be definitely easier to communicate some content in a foreign language. 5% of the participants definitely have negative opinion on this issue.



- How often do you use materials in a foreign language in your classes?  
Most of the teachers (82%) declared that they use materials in a foreign language during vocational subject classes. 6% of them use the materials very often, 7% use such materials often, 32% opted for "sometimes" and 37% indicated to "rarely". Only 18% of the teachers never use materials in a foreign language.



- Would you like to take part in the CLIL (Learning Content Language) training course for teachers?  
Most of the teachers are interested in taking part in a CLIL training course. 21% of them would definitely like to participate in such a course, while 45% of the respondents decided to choose "rather yes" as their final answer. Only 18% of the teacher indicated to "rather not" and 8% of them would definitely not attend a CLIL course. Another 8% have no opinion on the question.





## 5. DATA ANALYSIS AND CONCLUSIONS (POLAND)

The survey applied in the research discussed has been divided into two parts. The first part was intended to present the respondents' profiles. The data collected indicate that almost the same number of men and women participated in the study and the most frequently chosen age group was between 36-45 years old. The biggest number of teachers declared that they have been teaching for 10-15 years.

The second part of the survey was related to CLIL implementation. Its main aim was to assess whether vocational subject teachers in Poland are familiar with CLIL and if they are interested in taking part in CLIL training. The results clearly demonstrate that most of the respondents were familiar with the term CLIL, which is a very positive finding. Nevertheless, only 8% of the teachers have applied CLIL during their classes, which proves that this approach is still scarcely used in Polish vocational schools.

Given that one of the aims was also to evaluate if the teachers associate the term "bilingual teaching" with CLIL, further questions were devoted to this relation. Higher values were found in the case of question 3 and 4 (bilingual education) with respect to the questions related to CLIL (question 1 and 2). This implies that teachers are not always aware that in Poland CLIL functions under the term "bilingual education". Similarly, the results again reveal that a small minority of teachers in vocational schools (10%) have implemented bilingual teaching in their classrooms.

Furthermore, 60% of those interviewed reported that they know a foreign language (mostly English) and about more than half of them declared that they use the language during their classes. Also, most of the teacher (82%) stated that they use didactic material in a foreign language during their lessons. Given that only 10% of teachers admitted to having taught bilingually in question 4, such results are surprising and it may be assumed that the teachers are not confident about the definition of "bilingual teaching".

Interestingly, one of the most remarkable results to emerge from the data is related to those teachers who stated that they do not know any foreign language at the B2 level. Many of these teachers were between 36-45 years old, which may suggest that there might have been problems with learning foreign languages at the stage of preparation for the teaching profession, during the studies.

Further analysis showed that about 60% of those questioned are planning to start learning a foreign language. 24% have not decided whether to start learning foreign languages and only 8% of the teachers were not planning to start learning foreign languages at all. It should be added, though, that this was the group of the oldest respondents, either 46-60 years old or more than 60 years old. Also, the most frequently declared language to be learnt was English.

Over half of those who responded felt that there is not sufficient amount of CLIL

training for teachers, which is a significant result in the context of the justification for the CLIL-VET project.

The overall response to question 12 was unexpectedly very positive, more than 70% of the respondents stated that they cooperate with foreign language teachers at their schools, mostly teacher of English. Most of the teachers are also willing to start the cooperation with English language teachers, which is of crucial importance.

It is also interesting to note that about 50% of the teachers do not believe that some content might be easier to be communicated to students through a foreign language, while 24% of those questioned believe that applying such teaching strategies is justified. This fact may imply that although some teachers are not fully familiar with bilingual teaching, they also recognize the potential this method has. Finally, 60% of those surveyed reported that they would like to take part in CLIL training and those who indicated "definitely not" as their response to the final question belonged to the group of the oldest teachers, nearly or over sixty years old.

In conclusion, the finding of this report constitute vital implications for the CLIL-VET course development. Both desk research and the survey results indicated that the opportunities for CLIL training are rather scarce in Poland and the majority of vocational schools teachers are strongly interested in this form of training and are willing to collaborate with foreign language teachers. The report clearly proves that the teachers' pre-service and in-service training did not equip them with the necessary information about CLIL. Furthermore, both parts of the research confirmed the need to develop a course for vocational subject teachers on CLIL methodology and lesson plans that might be applied at vocational schools on a regular basis.

Having analysed the report data, it appears to be advisable for both vocational subject and language teachers to consider implementing CLIL into their classrooms. There is a great need for teachers to share their experiences and conclusions about possible improvements in the future. To accomplish these goals, all the attempts at introducing CLIL into classrooms should be valued.

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