



SISEKAITSEAKADEEMIA
ESTONIAN ACADEMY OF SECURITY SCIENCES

The Experience of Implementing CLIL in the Estonian Academy of Security Sciences

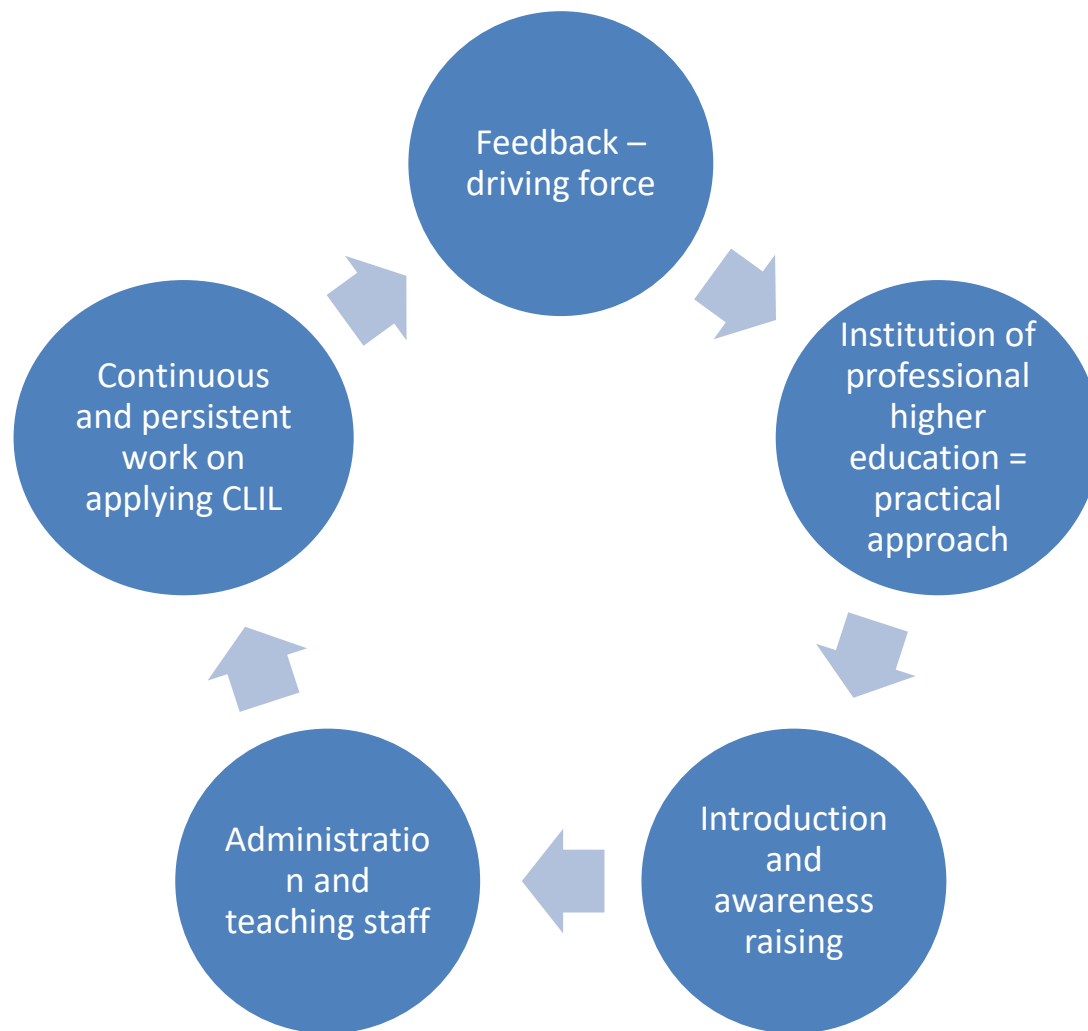
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CLIL in the Estonian Academy of Security Sciences

- Why CLIL?
- The process of implementation
- Difficulties in the implementation process
- Achievements
- Students' feedback on CLIL
- Development areas

The process of the implementation of CLIL



Difficulties in the implementation process



Difficulties and obstacles

Administration – yes

Content teachers – yes/no

Synergy and cooperation
(language and content
teacher)

Time and energy consuming

Crammed subjects

Not flexible schedule of
studies

Achievements

- Umbrella = common understanding
- Readiness, openness
- In 2016 – languages are integrated into 18 subjects
- e.g. Seminars, practical tasks, roleplays, student Conference, etc
- CLIL - a part of each curriculum (2016/2017)
- Collaboration = language teacher – content teacher (mutual learning process)
- E-Learning materials
- Professional networking – Nordplus Project (2016)

Students' feedback on CLIL approach

- 94 cadets (vocational level) and 27 students (tertiary level)
 - No drastic differences in general, though:
 - 76% of cadets and 45% of students are in favour of roleplays
 - 18% of students and 3,7% of cadets consider seminars an effective method
- > might be explained by the level of education

Drawbacks:

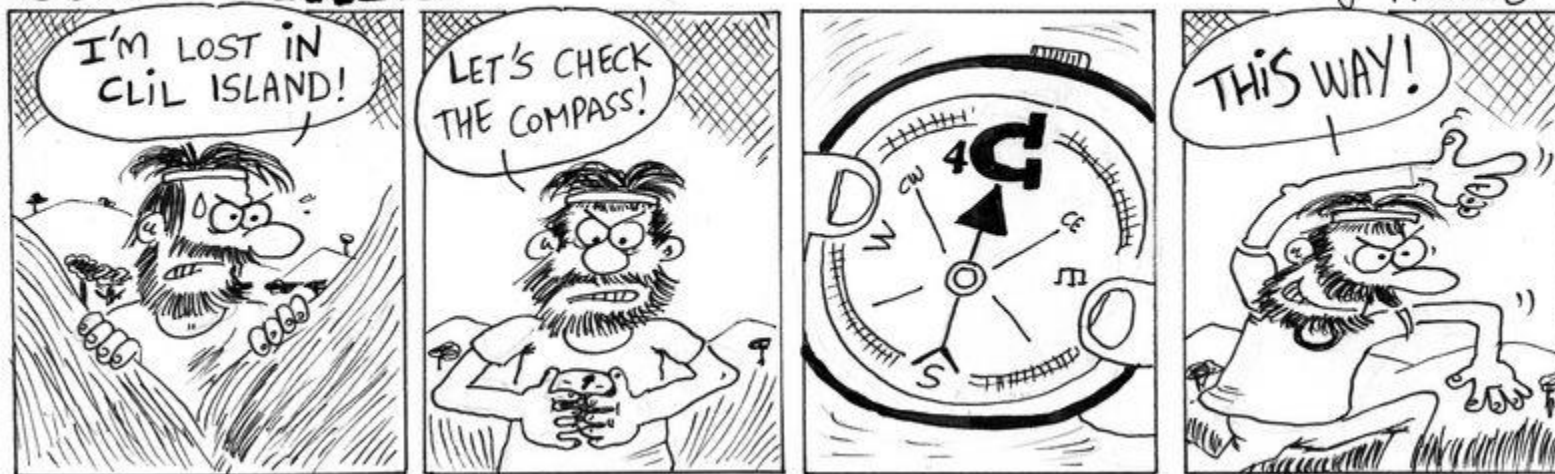
- Physical environment
- Poor language skills
- Lack of time
- Disinterest towards the language

Development areas:

- Institutionalisation of the implementation of CLIL
- Assessment (integrated, not separate)
- Schedule of the courses
- More student-centered teaching
- Training courses for content teachers
- Cooperation between language and content teachers
- Promotion of the CLIL approach

CLIL TIMES

by PINEIRO



Thank you!

