

ILTICS results

The goals of the ILTICS project were:

- establishing a cross-sectoral and cross-layer (i.e. different levels of education from the vocational to the bachelor's level) network in the sphere of language teaching for cross-border security;
- contributing to the development of Nordic and Baltic cooperation between higher and vocational education by sharing best practices and results of CLIL;
- acquiring theoretical knowledge about CLIL teaching and if and how to implement CLIL cross sector (vocational level and BA or MA level);
- compiling a list of recommendations for the implementation of CLIL to be employed in the curricula at different levels of education.

There were several activities carried out during the project:

- theoretical workshops on CLIL teaching with subsequent observation of CLIL classes (vocational level, BA and MA level);
- feedback sessions where the focus was on the acquired theoretical input (scaffolding, critical thinking in compiling CLIL activities and courses, assessment in CLIL);
- project evaluation at the end of each workshop, reflection and discussion on CLIL promotion and awareness raising in each participating institutions as well as the concluding meeting for discussing the value, outputs and the ways of dissemination of the results.

As a predominant result of the ILTICS project, the network has been established and plans for the follow-up project have been discussed. A list of recommendations for the improvement of the curricula of the three participating institutions (Estonian Academy of Security Sciences, Finnish Border and Coast Guard Academy and the University of Vilnius) has been compiled and is presented at institutional and at national levels.

The project in general was aimed to raise awareness on current trends related to the language teaching. In this regard one of the substantial and conceptual outcomes of the project is the clarification and common understanding of CLIL, EMI and LSP.

List of recommendations for the improvement of the curricula of the three participating institutions (Estonian Academy of Security Sciences, Border and Coast Guard Academy and the University of Vilnius)

1. Teachers should change their approach and move **from teacher-centred to more student-centred teaching** with more student input.
2. Sustain **collaboration with content teachers and policy makers** (such as heads of departments, rectors) in order to institutionalise the implementation of CLIL.
3. Organise/continue carrying out **training courses for content teachers** (“Teaching teachers to teach in a foreign language”) in order to distinguish differences between EMI, CLIL and LSP.
4. If possible, teach in **authentic learning environments** (i.e. using real equipment and documents, simulating expected working situations).
5. Ensure that **classrooms are CLIL-like** with necessary visual support.
6. Work out **SMART** (Specific Measurable Action-oriented Realistic Time-bound) **objectives** for lessons/modules/courses as mutually agreed by content and language teachers.
7. **Communicate objectives and expected outcomes to the students beforehand.**
8. Cooperate with the content teacher to develop **clear assessment grids** for both content and language.
9. Ensure regular **timely feedback** among students, teachers and policy makers to monitor the effective use of resources for meeting the needs of the programme.
10. Develop a **monitoring plan** with a focus on the learning objectives and the content and language teacher collaboration.
11. Supplement classroom-based teaching with **e-materials, e-modules, e-courses** by applying the principles of ADL.
12. Collect and share **positive feedback** from students, teachers and administration by utilising the existing social media channels, to promote the CLIL approach.
13. Develop **methodological guidelines** for CLIL in law enforcement educational institutions.

CLIL	LSP	EMI
Content and language integrated learning	Language for specific purposes	English as a medium of instruction
CLIL teacher provides the environment, context of where and how the vocabulary is used	Language teacher provides the environment, context of where and how the vocabulary is used	EMI teacher teaches a subject through the target language. EMI lesson is a regular lesson with emphasis on the subject not language
Content teacher is involved in the preparation	Content teacher may be involved in the preparation	Lesson is prepared by a content teacher, language teacher is not involved (language teacher may help the content teacher prepare for the course)
Content teacher can do CLIL-tasks; language teacher provides language; teaching = cooperation of language teacher and subject teacher	All activities carried out by the language teacher only	All activities carried out by the content teacher only
Language methodology support (from language teacher to content teacher)	Only language teacher	No language methodology
Feedback can be in both languages	Feedback mainly in the target language (dependent on the students' language level)	No or little feedback on language (feedback on concepts and vocabulary, not grammar)
Authentic material (environment); 95% of content and 5% of language-assessment	Ready-made textbooks and the teacher's own handouts (as authentic as possible)	Authentic material (no or little emphasis on language)