



Bilingual (TTO) Program Implementation in Vocational (MBO) Schools

Problem Statement

The ROC van Twente created its first TTO program for a single class of 19 students working towards their Level 4 Diploma in International Hospitality Management. Five new TTO teachers prepared to teach in English using CLIL strategies. Despite a change in management immediately prior to implementing the first TTO program, the team, with only six months and around 28 hours of training, began instruction in English in August 2017.

This research aims to reflect on the effectiveness of the school's implementation of a TTO program using CLIL through interviews and observations. I will analyze responses from teachers and compare their experiences with available research on CLIL in order to determine best practices for supporting teachers when implementing TTO programs.

Research Question

How has the ROC van Twente supported teachers during implementation of the TTO program and how does it stack up to suggested best practices from current research?

Method

I reviewed the relevant literature on CLIL programs and TTO implementation in Europe and specifically in the Netherlands and interviewed TTO teachers at the ROC van Twente to identify common themes regarding the challenges and provide recommendations to my school and others hoping to develop TTO programs in the future.

Recommendations

- Teachers should be provided significant pre-training in both CLIL strategies and classroom English before a program goes into effect.
- Schools must be prepared to offer reduced teaching hours to CLIL teachers so they can participate in ongoing professional development.
- Teachers need access to resources, both in terms of teaching or didactic materials, support from English teachers within the school, and professional networks throughout Europe.

School managers should be aware of the time, funding, and resources needed to start a TTO program and should not plan to begin without a proper needs assessment.

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	Collaboration	Access to Resources	Language Proficiency	Training in CLIL pedagogy	Workload
Explanation	Teachers need to be collaborating with (1) other CLIL teachers within their departments and schools, (2) English teachers within their schools, and (3) CLIL teachers at other schools through professional networks	One of the key components of CLIL is the use of authentic English language materials, both in terms of access to didactic resources for teachers and linguistically appropriate resources to use in their classes.	Teachers are expected to have at least a B2 level of language proficiency, with knowledge of both social English (BICS) and academic English (CALP). Teachers need access to training and support to meet their own language needs outside the classroom.	Teachers need training in CLIL theory and methodology in order to plan lessons that effectively integrate content and language. Teachers need training both prior to program implementation and as part of continuing professional development.	CLIL teachers in numerous studies experienced a significantly increased workload and needed additional time allotted for their professional development, both in knowledge of CLIL and linguistic capability.
Research	<p>Papaja (2013): CLIL teachers should join professional networks in bilingual education.</p> <p>Untiedt, Selten, Decovsky (2013): Schools must provide support systems to foster collaboration amongst teachers by utilizing peer feedback, particularly with the involvement of English teachers.</p> <p>Czura, Papaja, Urbaniak (2009): Teachers need access to strong CLIL professional networks.</p>	<p>Papaja (2012): Students list lack of proper didactic materials amongst the disadvantages of CLIL.</p> <p>Czura, Papaja, Urbaniak (2009): The lack of curriculum and poor access to materials in English are concerns, and teachers must be provided access to uniform teaching resources.</p> <p>Infante, Benvenuto, Lastrucci (2009): CLIL teachers experience lack of proper materials.</p>	<p>Papaja (2013): CLIL teachers should use the mother tongue only when necessary and should be provided opportunities to develop second language proficiency.</p> <p>Czura, Papaja, Urbaniak (2009): Teachers must be provided access to opportunities to develop their second language proficiency.</p> <p>Mostracero (2009): A needs analysis indicated a low level of English language proficiency amongst instructors.</p>	<p>Papaja (2012, 2013): One disadvantage is teacher lack of knowledge concerning CLIL methodology and should be provided opportunities to participate in training for bilingual education.</p> <p>Infante, Benvenuto, Lastrucci (2009): CLIL teachers experience difficulties integrating content and language.</p> <p>Mostracero (2009): A needs analysis indicated a general lack of knowledge about CLIL amongst teachers.</p>	<p>Infante, Benvenuto, Lastrucci (2009): CLIL teachers describe an increased workload as a major concern.</p> <p>Alonso, Grisaleña, Campo (2008): Teachers point to increased workload as a difficulty, despite an otherwise positive experience.</p> <p>Fernández, Halbach (2011): There is a danger of burn-out due to the significantly increased workload.</p>
Practice	<p>"We don't talk a lot together; I talk to [one colleague] about it one on one but we don't sit down as a group for a whole afternoon and just talk about it"</p> <p>"Nobody wants to stay on a Friday afternoon and sometimes the practical lessons run over and everyone just wants to go home. Finding time is always difficult."</p> <p>"I think that the biggest [challenge for us was] the preparation before we started. [We need] better education for the teachers, more ability to visit TTO group elsewhere in the Netherlands."</p>	<p>"I need help using the right methods, books, etc. ... At the beginning I had the wrong book. All my prepared lessons I had to throw away."</p> <p>"I have 2 books but this period I didn't use a book I just used my own material because the book isn't clear enough."</p> <p>"Maybe I will go back to the Dutch book for one year because I want students to know what they should know and I don't think this book does it for them."</p> <p>"Sometimes I don't even get it when I'm reading an old-fashioned book and that's why I come up with [my own] assignments"</p>	<p>"[My English needs] far more attention and I have to develop it more. My technical English in my lessons, I do have trouble with, and it very slowly is getting a bit better. For the students it's very poor"</p> <p>"I'm that bad in writing and feeling unconfident in my English, that's not helping which is destroying my pleasure of being a teacher."</p> <p>"Is [my English] totally the best English? No, that's not the goal for me. I think I don't have to expect that I'm an English teacher, I [just] hope to give my lessons in the English language."</p>	<p>"Sometimes I feel like if I'm using CLIL the focus or attention is going to the words and I wonder if it's distracting from the bigger concepts"</p> <p>"It was not really taken into account that I wouldn't know what CLIL was. The only CLIL [we] really had was lessons in [the UK], but I wasn't there."</p> <p>"I try to explain in English what it means and if I can't manage it in English I do it in Dutch... Is that a way of adapting my English? I take the text from the English book and explain it in Dutch?"</p>	<p>"It takes a lot of work because it is a new way for me so it takes time to prepare, and I don't have the time always. So, it's not doable, but I try to."</p> <p>"I think the school is giving me too little time to make my preparations in a well-mannered way for this type of lessons and that is the biggest issue... I can't prepare good lessons in English [and] they don't give you the time to make a good lesson plan."</p> <p>"I think if I could stop I would do that because it takes a lot of time; I'm only teaching one hour a week but I'm preparing so much more for just the one hour."</p>