



KAUNAS UNIVERSITY OF TECHNOLOGY
FACULTY OF SOCIAL SCIENCES, ARTS AND HUMANITIES

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**CONTENT LANGUAGE INTEGRATED LEARNING (CLIL)
ADAPTATION POSSIBILITIES INTO LITHUANIAN
KINDERGARTENS**

Master's Degree Final Project

Supervisor

Doc. Jurgita Vizgirdaitė

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Baigiamojo projekto „Content Language Integrated Learning (CLIL) Adaptation Possibilities into Lithuanian Kindergartens“

AKADEMINIO SAŽININGUMO DEKLARACIJA

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SUMMARY

Content language integrated learning in 2014 was regulated by the European union as a language learning method. CLIL has been practiced in Europe for some time, but it's integration in Lithuania develops very slowly. European Union also supports foreign language acquisition from a young age.

The theory of CLIL was researched according to schollars like Kay Bentley (2010), Do Coyle (2005, 2010, 2011), Maria del Pozo (2016), David Marsh (2012), Oliver Meyer (2010), Yolanda Ruiz de Zarobe (2008, 2013), Diane Larsen-Freeman (2008), Kimberly A. Neuendorf (2016) and others. The schollars describe CLIL as very flexible and suitable for every kind of learner. However, nor CLIL, nor foreign language acquisition at young age in Lithuania is not being widely practiced. This thesis focuses on CLIL adaptation possibilities into Lithuanian kindergartens.

Aim of the thesis – to find out what the conditions necessary to integrate CLIL method in the educational programs of the Lithuanian kindergartens are.

Tasks – to find out whether is it theoretically possible, according to the guidelines by EU and scholars mentioned earlier, to integrate CLIL into Lithuanian kindergartens.

Objectives:

1. To substantiate the theoretical model of CLIL integration into Lithuanian kindergarten curriculum.
2. To substantiate empirical research methodology of the implementation of CLIL integration into Lithuanian kindergarten curriculum.
3. To research integration possibilities of CLIL into Lithuanian kindergartens.

Research objects – Kindergartens “Saulės Gojus” personnel that will be used as one case study, and CLIL specialists from Vytautas Magnus University foreign language department.

Research strategy - Qualitative research: Semi-structured interviews with CLIL specialist and kindergarten's personnel; Document analysis.

Results – the study involved one CLIL methodological expert and 6 kindergarten teachers – practitioners. Results of data obtained showed that CLIL experts states that there are 54,1 percent of CLIL's conditions needed to integrate CLIL in Lithuanian kindergartens. This percentage represented the external conditions. CLIL kindergarten teachers resulted in the same amount of percentage, only their conditions were internal.

Conclussion – one can state that is experts and practitioners would work together then Lithuania would have all necessary possibilities for CLIL integration into Lithuanian kindergartens.

Bajoraitytė, Rūta. Integruoto dalyko ir kalbos mokymo (IDKM) pritaikymo galimybės Lietuvos darželiuose. Magistro baigiamasis projektas / vadovas doc. Jurgita Vizgirdaitė; Kauno technologijos universitetas, socialinių, humanitarinių mokslų ir menų fakultetas.

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SANTRAUKA

Integruotas užsienio kalbos ir dalyko mokymasis (IDKM) 2014 metais buvo reglamentuotas, kaip metodas rekomenduojamas užsienio kalbos mokymui(si). IDKM jau kurį laiką praktikuojamas Europoje, bet metodo integracija Lietuvoje labia lėta. Europos sąjunga taip pat paliko ankstyvojo užsienio kalbos mokymosi idėją.

IDKM teorija buvo analizuojama pagal toliau išvardintų mokslininkų darbus: Kay Bentley (2010), Do Coyle (2005, 2010, 2011), Maria del Pozo (2016), David Marsh (2012), Oliver Meyer (2010), Yolanda Ruiz de Zarobe (2008, 2013), Diane Larsen-Freeman (2008), Kimberly A. Neuendorf (2016) ir kiti. Mokslininkai IDKM aprašo kaip metodą, kurį lengvai galima pritaikyti bet kokiam mokiniui. Deja, nei IDKM, nei ankstyvasis užsienio kalbos ugdymas Lietuvoje nėra plačiai praktikuojamas. Šiame darbe nagrinėjamos IDKM diegimo Lietuvos darželiuose galimybės.

Tiklas – išsiaiškinti kokios sąlygos yra reikalingos, norint IDKM diegti Lietuvos darželiuose.

Uždaviniai – išsiaiškinti, ar teoriškai, remiantis ES ir mokslininkų nuostatomis, yra galimybė Lietuvos darželiuose diegti IDKM.

Tikslai:

1. Pagrįsti IDKM diegimo Lietuvoje galimybių teorinį modelį.
2. Pagrįsti empirinio tyrimo metodologiją IDKM diegimo Lietuvoje galimybėms.
3. Ištirti IDKM diegimo Lietuvos darželiuose galimybes.

Tyrimo objektas – Darželio “Saulės Gojus” auklėtojos, kurios bus tiriamos, kaip vienietinis atvejis ir IDKM teorijos specialistas iš Vytauto Didžiojo universiteto, užsienio kalbų instituto.

Tyrimo strategija – kokybinė analizė: pusiau struktūruotas interviu su IDKM specialist ir vaikų darželio auklėtojomis. Dokumentų analizė.

Rezultatai – turime dalyvavo vienas IDKM ekspertas ir šešios vaikų darželio auklėtojos. Gauti rezultatai parodė, kad eksperto nuomone, 54,1 procentas sąlygų, reikalingų IDKM diegimui Lietuvoje, yra. Šia procentai reprezentavo išorines sąlygas. Darželio auklėtojų procentinė išraiška buvo tokia pati, tačiau jos įvardijo vidines sąlygas.

Išvada – galima teigti, kad teoretikams ir praktikams dirbant kartu IDKM diegimui Lietuvoje būtų visos reikiamos sąlygos.

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Introduction

The process of globalization from the 21st century citizen demands knowledge of a foreign language (L2). In nowadays market it is necessary to have at least the basic skills in *lingua franca*. According to European Union, an EU citizen should know two foreign languages in order to improve his job or education prospects and personal social welfare (Europe.eu, 2017). In 2011-2013 the European Union, to promote language (L2) learning in European countries carried out a research that resulted in a report „2014 report on innovative, scientifically proven methods of speeding up language learning“, that suggested Content Language Integrated Learning (CLIL) to be one of two EU regulated language learning methods (European union, 2016).

CLIL allows to start foreign language learning at very young age, as it does not require any deliberate competences from the learner. Such method not only exploits the natural ability of young learners quick language acquisition, but also helps further on in school, as it does not require so many hours of L2 classes.

In Lithuania, early language learning, regardless of the methods used, is a new practice. One of the first kindergartens that started L2 teaching for young learners was „Saulės Gojus“ in Vilnius opened in 2004. Later, newly established kindergartens in other cities also started L2 teaching. The methods and the quality of L2 teaching varies depending on the kindergarten. However, the state kindergartens are still being neglected any reformatations in the curriculum to start the teaching of the L2.

In 2014 the EU Council Conclusions on multilingualism and the development of language competences in the EU countries decided to support and promote early language learning (Gazzola, 2016). However, even with the support of EU early language learning enters the kindergarten curriculum at a slow pace although in the western and northern Europe early language learning is not considered a novelty and is being widely used in practice.

Ellie is a project that was started to promote early language learning in Europe. Janet Enever in *Early Language Learning: Evidence from the ELLiE study* states that in the last 20 years most of the EU countries have lowered the starting age for foreign language learning (Szpotowicz, 2012) (See appendix 1.) Despite this EU policy on early language learning every country in Europe should decide on the matter regarding the local issues and possibilities, meaning that every country and every school in the country should regard to the matter locally, depending on the teacher's competence and learner's knowledge level and motivation (Enever, 2011). Janet Enever stresses on the equality. She states that it is important that all children (including special needs learners) would be included into the process (Enever, 2011). ELLiE promotes the younger age for foreign language

acquisition the outcome of such promotion is that almost all EU countries expect children to start with the FL acquisition until nine years of age.

The aim of the paper is to research the conditions and integration possibilities of CLIL into Lithuanian kindergartens.

Although CLIL is not a novelty in Lithuania it is not used widely. There have been some projects made to introduce and integrate CLIL into Lithuanian schools. Some studies have been acquired about CLIL and its integration possibilities into schools. There is even teacher competence course on CLIL at Kaunas pedagogical qualification center for primary education teachers. However, the topic of CLIL in Lithuanian kindergartens has not yet been discussed. Therefore, this paper will discuss CLIL adaptation possibilities into Lithuanian kindergartens.

Firstly, in the theoretical part of the paper the comprehensive research of CLIL methodology and it's specifics will be provided. The theoretical part will be based on the studies of Kay Bentley (2010), Do Coyle (2005, 2010, 2011), Maria del Pozo (2016), David Marsh (2012), Oliver Meyer (2010), Yolanda Ruiz de Zarobe (2008, 2013), Diane Larsen-Freeman (2008), Kimberly A. Neuendorf (2016) and others. In the theoretical part the theoretical model of CLIL will be distinguished. Secondly, based on the theoretical model a research will carried out to find out the exact current situation of CLIL integration possibilities into Lithuanian kindergartens. The research will be followed with the circumstantial analysis of the results. Lastly, the paper will provide a brief conclusion and suggestions for further research.

Aim of the thesis – to find out what the conditions necessary to integrate CLIL method in the educational programs of the Lithuanian kindergartens are.

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Research strategy - Qualitative research: Semi-structured interviews with CLIL specialists and kindergarten's personnel; Document analysis.

1. CONTENT LANGUAGE INTEGRATED LEARNING (CLIL)

Content language integrated learning (CLIL) – the term was created by a Finnish scholar David Marsh (Ruiz, 2017). Briefly, CLIL is a method for language learning in which a foreign language is used as a medium of learning and teaching of non-language content (Coyle, 2008). In other words, CLIL is meant to teach content like mathematics, geography or any other subject through a foreign language (FL). Darn adds to the definition that any language that is not a mother tongue for the learner that is integrated into the curriculum “becomes the means of learning content” (Darn, 2006) Soraya Garcia supplements the topic by adding that CLIL can be seen as an “umbrella” term “covering <other> educational approaches” (Garcia, 2013). This means there are a lot of types of CLIL approaches and no specific methodology (Garcia, 2013).

Primarily the method of content and language integrated learning was intended for the social minorities that used the native language at home, but were educated in public schools where language of instruction was the official state language. Scholars Garcia, Būdvydaitė-Gudienė, Darn and others note that, the method emerged in Canada from Canadian immersion programs and later on was adapted as a bilingual language learning method in Europe.

From the 90s CLIL attracted attention of the EU states and from then on European Commission “was instrumental in promoting a re-conceptualization of these diverse models into European phenomenon of CLIL” (Coyle, 2008). Since the 90s in 2013 the European Union has regulated two innovative methods for foreign language teaching CLIL being one of the two (Early language learning, 2017).

1.1. Policy and practice of CLIL in Europe

As it is mentioned above European Union has regulated CLIL to be one of the official methods of learning and teaching a foreign language. In 2009 the European Union started a project called “E-CLIL”. The idea of E-CLIL is to be the resource center for the scholars and practitioners that are interested in working with this method. As it is described in the official website “the E-CLIL resource center will increase exposure to European languages and improve the quality of teaching through the implementation of CLIL” (Connolly, 2017). In the European Commission website, it is stated that until 2020 the efficiency of teaching through CLIL (Early language learning, 2017) should be increased. In 2014 the EU launched another project called paying CLIL that should teach a foreign language through CLIL + Drama (playingclil.eu, 2017). In 2011 the European Framework for CLIL teachers was published.

It is obvious that EU has put a lot of effort in CLIL methodological research, the creations of various framework guidelines and making every publication reachable and free for the users. That actually supports the idea of CLIL promotion and the addition of the method to the country curricula

As described by Christiane Dalton-Puffer CLIL in Europe has its own particular features:

- CLIL is meant to teach the lingua franca or any other foreign language;
- Dominant CLIL language so far is English;
- Usually CLIL teachers in Europe are non-native speakers of the language of the language instructed;
- Not all of the teachers working with CLIL are the experts on content;
- Traditional foreign language lessons usually are continued alongside CLIL methodology;
- Usually less than half of the curriculum is taught in a foreign language (FL).

(Dalton-Puffer, 2015).

Christiane Dalton-Puffer continues with the EU commission's policy aims on multilingualism. She notes that the policy refers to three aims regarding multilingualism: encouragement of language learning and promotion of linguistically diverse society, promotion of multilingual economy and giving free access to EU documents and information on the topic in the native languages (Dalton-Puffer, 2015). In the EU policy review Dalton-Puffer gives an overview of CLIL provision in European countries. In the overview Lithuania stands as a country that provides CLIL within pilot projects (Dalton-Puffer, 2015).

1.2. The basic principles of CLIL

As aforementioned CLIL has not been specified to one particular approach or methodology. There are a lot of types and interpretations of the method. However, content and language integrated approach has its own regulated methodological guidelines that have to be carried out in order to carry out the method itself. Three most common CLIL frameworks: 4C's, language triptych and CLIL matrix will be described in the following sub-subchapter.

1.2.1. The 4 C's of CLIL

Many scholars like Coyle, Dalton-Puffer, Marsh, Zarobe and others in their works on CLIL mention the 4 C's. 4 C's represent Culture, Cognition, Content and Communication. These four elements are the basic guidelines for CLIL curricular model and as Dalton-Puffer explains "are non-hierarchical" (Dalton-Puffer, 2015). The scholars and practitioners usually put them in such order as shown in figure 1.

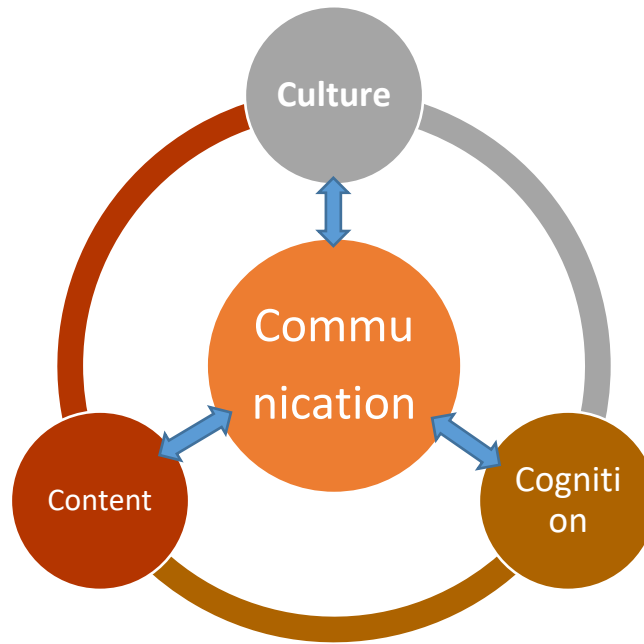


Figure 1. *The 4 C's model. Based on 4 C's theory by Dalton-Puffer.*

As seen in the Figure 1, the elements correlate between one another and are equally important. Do Coyle in her interview explains that the four elements have arised over a long period of time – many years of practical work and research (Coyle, 2014). However, Do Coyle also notes, that, in her opinion, content is a little more important than others as it “leads the way” (Coyle, 2014). *Content* – the element of content represents the actual content used in the curriculum. e.g. if the learners are studying geography that means that the content is purely on that topic. Content is WHAT being communicated and cognitioned. Content depends on the age group and educational programs approved in the educational institution. The content is a part of the subject or a theme/topic used in the curriculum. Content can be developed by the teachers themselves or set as a standard by the educational institution. However, Do Coyle suggests that it is best to identify the content of the subject, either for the whole year or just one topic, in advance (Coyle, 2014). Other scholars add that content also helps learners create their own knowledge and acquire new skills (Zarobe, 2013; Meyer, 2010).

Cognition – in other words learning and the level of learning in the class. As Do Coyle explains in the cognition it should be looked for the “content implication of maintaining the high level of learning that is appropriate for the learners” (Coyle, 2014). In other words, the cognition has to be of such level that would not be too easy nor too difficult for the learners, but push then into acquiring more knowledge on the topic. To sum up, the teacher should pay attention to his learner’s abilities, thinking skills and creativity (Coyle, 2014).

Communication - this refers to the language of instruction, in this case the foreign language. This element differs from the most foreign language learning methods in that case that as said by Do Coyle it can never be chronological (Coyle, 2014). In other words, a foreign language in CLIL is never learnt in a chronological order like in most methodologies. e.g. usually some past tense forms in English language are being learnt only in 8-9th grade, but in CLIL everything depends on the context of learning and difficult word formations may arise in earliest grades. However, as said above, a lot depends on the teacher, his competences and abilities to variate depending on the skills of the learners.

Culture – culture in CLIL does not relate to the people of the world, national cuisines or social stereotypes. Culture of CLIL goes beyond the surface, prompts the teachers to teach about the global problems, neglected minorities, citizenship, cultural differences. (Gondova, 2015). Oliver Meyer also notes that “cultural awareness is fundamental” for CLIL (Meyer, 2010).

To summarize it could be said that the 4C’s can be helpful guidelines in creating CLIL-based curriculum, as it is clearly seen, what is expected from the method. However as Do Coyle mentioned that this scholar-suggested CLIL 4Cs’ diagram is “not a mantra” but a simple framework for planning.

1.2.2. The Language Triptych

Going back to the *Communication* element from the 4 C’s Do Coyle, Maria del Pozo and other scholars distinguish three types of languages: language of learning, language for learning and language through learning. The three types of languages form a language triptych that as the 4 C’s also serves as a lesson or curriculum planning framework. The model of the triptych based on Do Coyle’s model is shown in the figure 2.

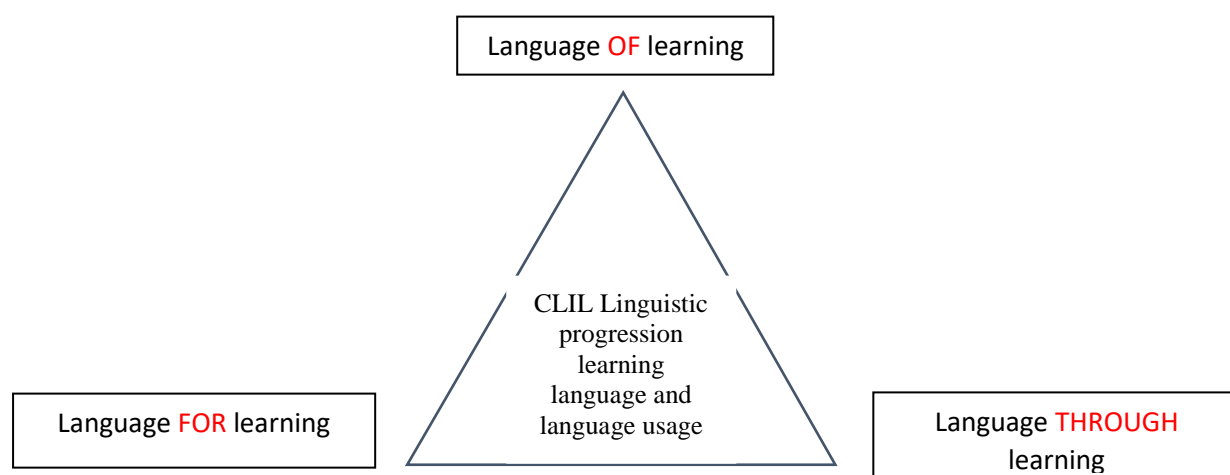


Figure 2. The language Tryptich. According to Maria del Pozo.

Maria del Pozo states that the language triptych “is a conceptual representation to connect both content objectives and language objectives” (Pozo, 2016). In other words, the triptych framework should serve as guidelines for the CLIL practitioners in order to help maintain content and language objectives in parallel.

Language OF learning - Marco Schroeder describes language of learning as a “language that learners have to acquire in order to be able to access the new knowledge that is going to be introduced through the specific content of the subject” (Schroeder, 2015). OF language refers to the “specific and necessary” (Davies, 2016) topic terminology. However, this does not mean that the specific terminology of the topic has to be acquired in advance, naturally the terms and the grammatical forms will come from the content, usually during the lessons.

Language FOR learning – in difference with language OF leaning is something that a learner already has to know in order to acquire new language as well as content knowledge. Language for learning must suit the learners already acquired knowledge and abilities. This is the language for direct in-class communication (Shroeder, 2015). As Maria G. Davies explains that this type of language is “related to interaction, notions and functions such as agreeing and disagreeing, planning, summarizing [etc.]” (Davies, 2016).

Language THROUGH learning – is a language that is not planned out and may arise during the lesson. This can happen in several cases. One of the cases would be related to the lack of knowledge, i.e. if language FOR learning is carried out incorrectly and the learners cannot communicate during the lesson. The second case can be when the communication goes further from the topic and ranges out the vocabulary of the topic (Davies, 2016). Maria del Pozo also add to the thought that ”as a new meaning is learnt, new language is required and acquired” (Pozo, 2016).

Maria del Pozo states that all the languages OF, FOR and THROUGH move in spirals during the whole curriculum. The more language and content the learner acquires, the bigger chances are for the language trough learning to appear indicating that the learner’s knowledge has exceeded the knowledge required for the topic (Pozo, 2016). However, Marco Schroeder adds to the point that “the newly acquired language through learning becomes the new starting point for even more complex language” (Schroeder, 2015).

1.2.3. The CLIL Matrix

The CLIL matrix was created by Co Doyle as one more tool for framework, this being responsible for the quality of teaching and learning CLIL. As CLIL is made up from many elements

that were mentioned in sub-sections above, it was crucial to keep in mind quality and evaluation. CLIL matrix is made from 16 indicators that form into four quadrants. Letizia Cinganotto describes CLIL matrix “four-dimensional core framework built around the core elements content, language, integration and learning [that] are realized through a set of four parameters – culture, communication, cognition and culture” (Cinganotto, 2016).

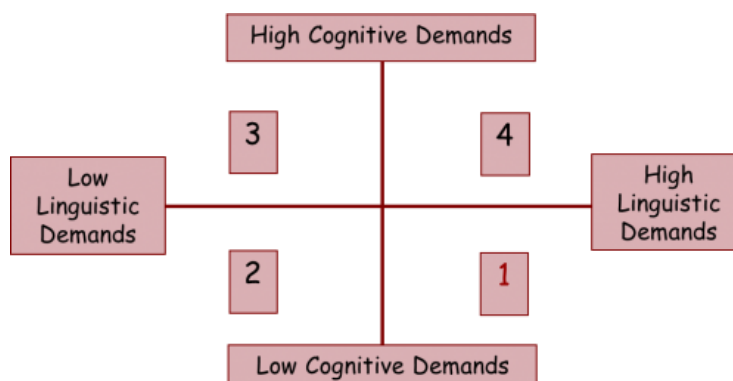


Figure 3. *CLIL matrix. (The CLIL quality matrix, 2006)*

In figure 3 CLIL matrix is presented. At a first glance the 16 indicators are not seen, but as all elements in the matrix interact with and through one another figure’s elements should be looked at like 4x4 is 16. That means that if cognition is taken and brought through the perspective of all four demands four different perspectives on cognition will appear. CLIL matrix is tool for teachers self-awareness “concerning the skills and competences needed to plan and implement good CLIL activities” (Cinganotto, 2016). The CLIL matrix also has another table that shows clearly how the class task can be arranged (Figure 4).

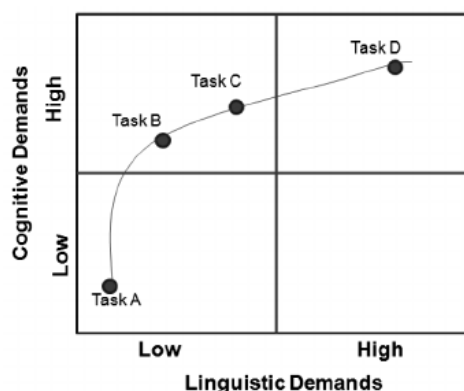


Figure 4. *Class task arrangement with CLIL matrix. (Casan-Pitarch, 2015).*

In the model four suggested cognitive and linguistic demands can be seen. The example suggests four different positions of a task. Task A represents students starting point on the topic. The task requires low linguistic demands as well as low cognitive demands. This is what the learner

already knows. Task B introduces new concepts to the learner based on the topics that may need more linguistic knowledge as well. As the level of the cognition rises, bringing learners new knowledge, this naturally leads to new and unknown vocabulary. Task D represents the absolute understanding of the topic and the ability to work individually with the support of technologies and/or teachers support (Casan-Pitarch, 2015). This theoretical guideline allows teachers using theory practically construct the curriculum or just one topic, where the cognition and linguistics would correlate with one another (Casan-Pitarch, 2015).

1.2.4. The importance of scaffolding in CLIL

Scaffolding is a jargon term in CLIL and actually stands for support. Scaffolding usually depends on learner level of knowledge. Beginner stage learners might need much more scaffolding from the teachers that for example intermediates do. Many scholars agree that scaffolding is a very important part of the CLIL framework. Bruno Maria Clotilde in her work explains that there can be several types of scaffolding:

“Verbal – writing prompt or definitions, meta-linguistic clues;
Procedural – instructional framework, mutual dictation, dictogloss;
Learning tools – graphic organizers, visuals, multimedia”.
(Clotilde et.al., 2016)

In others words scaffolding, can arise any time. If learner lacks the knowledge on the topic, despite the learning stage it is teacher’s responsibility to support the learner with the information needed so the learner can proceed with the lesson and acquire knowledge further. In the work written by EU Lifelong Learning Program scaffolding is described as a “modular system” (Montalto et.el., 2014). Further on Sandra Affard Montalto states that scaffolding is a supporting tool for learners that cannot yet do on their own and that is eventually no longer in need when the learner reaches the maximum level of knowledge at a particular topic, the whole curriculum or the whole program (Montalto et.el., 2014). The support system of scaffolding shows how the new knowledge can be built into or onto the knowledge that the learner already has. Scaffolding not necessarily must be provided by a teacher it can also be provided by other learner that has more knowledge on the topic (Montalto et.el., 2014). Sandra Affard Montalto also gives advice that the teachers can support learners a great deal through graphic organizers: “tables and grids, flow charts and mind maps” (Montalto et.el., 2014) that help develop skills of thinking and abilities for comparing or contrasting. Oliver Meyer adds to the topic and presents purposes that scaffolding serves:

1. “It reduces the cognitive and linguistic load of the content/input which means that scaffolding helps students understand the content and language of any given material.

2. It enables students to accomplish a given task through appropriate, supportive structuring.
3. Scaffolding also supports language production by providing phrases, subject-specific vocabulary and collocations needed to complete assignments. It helps student to verbalize their thoughts appropriate to the subject manner. In other words, scaffolding done right will boost students' cognitive academic language proficiency.”

(Meyer, 2010)

Oliver Meyer also mention that to correctly support the learner’s educators must have good materials such as textbooks or visuals. The part of the scaffolding is to teach learners to learn on their own, for learners to acquire the correct abilities to learn autonomously. The correct CLIL learning skill are to be able to work with provided maps, diagrams and pictures (Meyer, 2010). That is why the scaffolding is not only a support for the learners. Scaffolding not only builds up learner’s language and cognitive knowledge, but also his/hers own learning methodology.

1.2.5. Soft and hard CLIL

Regarding on the many of different CLIL approaches the scholars have distinguished two types of CLIL: soft CLIL and hard CLIL. Soft CLIL is a language driven method and hard CLIL is content driven. Many scholars use Kay Bentley’s soft and hard CLIL descriptions to arrange CLIL types as shown in figure 5.


SOFT CLIL	Type of CLIL	Time	Context
	Language-led	45 minutes once a week	Some curricular topics are taught during a language course.
	Subject-led (modular)	15 hours during one term	Schools or teachers choose parts of the subject syllabus which they teach in the target language.
	Subject-led (partial immersion)	About 50 % of the curriculum	About half of the curriculum is taught in the target language. The content can reflect what is taught in the L1 curriculum or can be new content.
HARD CLIL			

Figure 5. *Soft and hard CLIL explained, Bentley, 2010*

Soft CLIL is a language driven method that does not require a lot of time in the curriculum. Usually it takes up to an hour a week. The content is being chosen by the teachers and presented in target

language. Hard CLIL on the other hand is subject led and takes much more time and effort. Hard CLIL takes on 50 percent of the whole curriculum. As scholars Bethany Iyobe and Howard Brown describes CLIL as very adaptable. They add that “This allows for institutions to gradually phase in the CLIL program while testing out how the participants, students and faculty, are responding to it” (Iyobe et. al., 2011). Such flexibility allows the institution to test out various CLIL approaches and choose one approach fitting its community most (Iyobe et. al., 2011).

1.3. CLIL Teachers

As in every methodology so in CLIL every teacher has to know the methodology to work with it. Despite that CLIL’s framework is very flexible for a teacher this methodology can be a challenge as it requires both languages and content knowledge, meaning that e.g. history teacher must know very well historical content as well as the language for instruction. Some institutions overcome this dual knowledge by hiring helping teachers. This means that in the classroom there would be two teachers: one who has the competence of the content and other with the competence on the language of instruction. Nevertheless, it is more opportune for one person to contain both competences. Such teacher would be competitive in the market. First, to determine what kind of training must be accomplished to gain language and content competence (and in every particular case the need of training might be different according to the countries policies and the already acquired competences of the teachers) those exact competences specific and necessary for the CLIL teacher have to be defined. Scholars Liudmila Hurajova and Jana Luprichova state that “becoming a good content [and] language teacher requires being an expert not only in the content are, but also have a deep understanding of the cognitive, sociocultural and psychological elements of foreign language learning, at the same time to be ready to solve all situations at school” (Hurajova et. al., 2013). This statement reflects on the framework of the 4C’s as it puts cognition, communication, culture into the teaching competence demands for teachers that wish to work according to CLIL methodology. Susan Hillyard names such CLIL teacher competences:

- Knowledge of methodology for integrating both language and content.
- Ability to create rich and supportive target-language environments.
- Ability to making input comprehensible.
- Ability to use teacher-talk effectively.
- Ability to promote student comprehensible output.
- Ability to attend to diverse student needs.
- Ability to continuously improve accuracy

(Hillyard, 2011)

To the competences mentioned above Susan Hilliard also adds that it is very important for the teacher to be willing to carry out mentioned competences. That means that that a teacher has to have the willingness to change the traditional into CLIL-like. Being a CLIL teacher pushes the teacher out of the box as he/she has to work closely with colleagues and learners, maybe even their parents, create his/her own materials, as not every country supplies CLIL materials (Hillyard, 2011).

Nevertheless, the competences pointed out by Susan Hilliard, can be adapted to educator of any age group. The target group of this thesis are very young learners, that usually are being instructed through soft CLIL. This is how main competences can be adapted to soft CLIL's environment:

Understanding of CLIL methodology – is important for the teacher to understand the idea and the goal of CLIL methodology.

Competence of language and content – although soft CLIL is language driven, still a teacher has to have the knowledge on kindergartens curriculum and topic covered so he manages to integrate the language classes into the curriculum and of course to do so the teacher has to have very good language skills, especially working with very young learners, as the teacher then becomes a representative of a foreign language and it is better for it to be as correct as possible.

Cooperation with colleagues – because CLIL is a new methodology in Europe and in Lithuania, the scholars suggest for the teacher to collaborate with one another to exchange information and good experience of CLIL classrooms.

Collaboration with learner – collaboration is very important because it supports scaffolding and to help the learner better, learner's needs must be understood.

Classroom management – refers to curriculum adjustment, the managing of learning process and its outcomes. That includes the adjusting the learning surroundings to learner's needs, choosing the additional material needed, encouraging active participation.

Research and evaluation – refers to teacher's ability to acquire knowledge about CLIL by his/herself and conduct research if needed. The teacher has to be able to follow the innovations and news regarding CLIL. The research of the teacher then must be critically evaluated before brought to practice.

Resource search – as there are not many methodological books and other materials (e.g. in Lithuania) the teacher has to have the willingness to look for the materials needed online and pick the ones suiting the curriculum.

All in all it can be said that to become a CLIL teacher is a challenge as he/she has not only to acquire the competence in language and in content, but also have/acquire many other necessary features. The teacher has to have good management skills to be able to manage his/herself and the learners. The teacher has to be cooperative and helpful in order to develop CLIL methodology in educational institution. And above everything the teacher has to understand CLIL's basics, CLIL's frameworks and approaches.

When it comes to taking theory into practice, the tendencies of CLIL teachers are that they are not always referring to the suggested frameworks and carrying out CLIL lessons that are questionable in methodology and quality of instruction. Christiane Dalton-Puffer notices that some CLIL teachers avoid “lecturing” despite that the CLIL teacher is the main speaker, who provides knowledge of both language and content and scaffolds the learners (Dalton-Puffer, 2015). However, if the teacher chooses approach of active question-answer methodology, where the teacher is provoking the student's correct answers through particular questions, then the “lecturing” must not always arise during the lesson (Dalton-Puffer, 2015). In 2014 a research was carried out in Finland that that resulted with the following concerns on CLIL teachers: differentiation of learners, which led to additional work with the less gifted; the lack of material; methodological interpretation of CLIL (Roiha, 2014). However, the biggest issue still would be the poor level of language on instruction. It arises in some cases in some countries, but to re-qualify old teachers or prepare new teachers require time and resources. All in all, this problem of poor foreign language knowledge is being solved Europe-wide. Various trainings are being offered. Online CLIL pages offer a range of resources and free teaching tools to help teachers adapt to CLIL faster.

1.4. CLIL teacher training

Although CLIL is being practiced for about 20 years there is still a lack of competent teachers. The main issue is the language. This is so because earlier multiple competences were not acquired and nowadays CLIL teacher has to be an expert in his field with good knowledge of a foreign language (that according to EU has to be level B2) and a subject (content).

To overcome the language barrier university of Cambridge offers a wide range of teaching knowledge tests (TKT) (See appendix 2). TKT is recognized as an English language teaching qualification by many organizations and institutions around the world (Cambridge English, 2016).

“TKT: CLIL is a test of knowledge of Content and Language Integrated Learning and concepts related to a CLIL approach. It tests knowledge about teaching subjects in

English to speakers of other languages and the learning, thinking and language skills which are developed across different curriculum subjects. TKT: CLIL tests knowledge of how to plan lessons, as well as knowledge of activities and resources used to support a CLIL approach. It also tests knowledge of teaching strategies and how assessment is carried out in CLIL contexts”.

(TKT testimonial - Ma Na, 2017)

So to say TKT is an overall test for non-English speaking teachers, to test their knowledge of CLIL method as well as the language itself. The preparation for the test is not mandatory. The teacher can prepare on his own, with colleagues or take the course suggested by the cambridgeenglish.org website. Once the test is taken the teacher will be evaluated on the 4 – 1 scale: 4 representing extensive knowledge and 1 representing limited knowledge.

Another teacher training method does not require much material input, just the genuine interest in the matter and is approachable for all wishing to acquire knowledge about CLIL and it’s methodology.

This self-training method is collaborative action research (CAR) presented by Anna Halbach. The scholar explains that “engaging trainees in small-scale research projects is a powerful way of meeting [the] requirements of teacher education” (Halbach, 2016). However, she points out that teachers who self-train need to have a critical view on themselves, as the research made would not be checked and that leaves a gap for methodological interpretations and issues that may arise from that.

Susan Hillyard adds to the topic that such kind of transformational trainings do not happen overnight and they do not cost cheaply (Hillyard, 2011). She explains the importance of correct trainings and states that the trainings have to be planned and controlled (Hillyard, 2011). Estefania Almenta states that in most EU countries there is a special course offered by the educational authorities, but training options are very limited in practice (Almenta, 2011). Further on in her study she gives examples of trainings in EU countries (Figure 6):

Country	Provided training
Austria	Classes or a course
Netherlands and UK	Graduate degrees in university.
Northern Ireland	Certificate of bilingual education and immersion for the primary level, though it is not a requirement for the practice of teaching.
Germany	Graduate degrees in university and internships.
France	Additional certificate for teaching non-language areas in a foreign language.
Finland	Teaching the language in which CLIL is the other official language.

Spain	Master degrees of CLIL.
Poland	New legislation introduced in 2004 established the obligation for new teachers to specialize in a second subject. If they choose to specialize in a linguistic area and a foreign language, C2 level (CEFR) is required.
Lithuania, Poland, Bulgaria	Training in collaboration with the embassies or cultural services of foreign countries have been established, such as the British Council (jointly organized courses, teaching practice periods and visits to the country of the CLIL target language).

Figure 6. Types of CLIL trainings provided in EU countries. Almenta, 2011.

In general, the methods of teacher training vary depending on the country, but the tendency is seen in new higher education programs that introduce CLIL to the learners as a new approach through various courses and collaboration with other countries.

1.5. CLIL for kindergartens

Regarding ElliE project and the flexibility of CLIL, a natural thought arises about early language leaning through CLIL. The idea is not new and has been practiced already for some years in European kindergartens.

Taking the example of Spain, the government decided to introduce foreign language to the learners from the age of four in order to improve English proficiency (Esteban, 2015). In Spain in infant education soft CLIL is preferred over hard CLIL. As already mentioned soft CLIL is language driven and is “a type of content and language integrated instruction taught by trained CLIL language teachers to help learners develop the foreign language competency as a primary aim, and their subject/theme/topic knowledge as a secondary aim” (Esteban, 2015). Soraya Garcia Esteban explains how the language learning would be best integrated into the infant curriculum. She states that language learning should be taught by integrating it into daily activities. This approach requires teacher to choose a topic and undergo it with a foreign language being integrated into it. Based on the topic teachers have to plan various activities that would satisfy the framework of 4c’s (Esteban, 2013). Soraya Garcia Esteban also adds that at this early stage of language acquisition it is important to imply a lot of learning by doing.

Another important aspect of infant education is various materials. Materials such as pictures, audio or video, serve few purposes. One of the purposes is that through those materials the

topic / content can be introduced. The other purpose would be scaffolding – the teacher can help the learners to understand and to acquire the needed knowledge with the help of visuals or other tools.

When it comes to the intensity of CLIL and time required the approaches might vary depending on various things. The CLIL class time for infant can vary from 15min. a day to the whole day (immersion programs).

Carl Edlund Anderson and other scholars suggest a CLIL strategy that would benefit young learners most. He states that for the youngest age group (0-2-year-old) it is important that teacher use repetition, imitation. It is also important to “stimulate senses and allow foreplay and manipulation of objects” (Anderson, 2015). Later on, following the young learner group of 2-7-year-old, encouraging questions must be added to the curriculum, as mentioned earlier, the learners have to be provided with simple drawings (visuals), told stories (using a foreign language) (Anderson, 2015). So, to say CLIL language approach does not have a great difference from other methodologies used teaching young learners. Based on the theoretical suggestions such necessities for young learner CLIL education can be distinguished:

- Language driven approach - soft CLIL;
- Respect of CLIL frameworks;
- Scaffolding;
- Learning by doing;
- Visual illustrative tools;
- At least 15 minutes of instructions in foreign language a day.

These mentioned elements should be enough to trigger language learning even in youngest infants. It is not necessary to teach infants in a foreign language all the time – basics regarding the content should be enough at the start. In fact, Carl Edlund Anderson notes that young learner teachers should be extensively fluent in a foreign language as they become the role models of speech for the learners, so in this case the statement “quality over quantity” would perfectly when describing the teachers overall approach for the young learners (Anderson, 2015).

1.5.1. CLIL style activities for young learners

As mentioned earlier the CLIL activities for the young learner should be simple, but at the same time interesting, attractive and motivating. The activities have to include repetition and have

to complete one another, activities have to be organized and support one another. The activities can vary depending on teacher's competence and individual creativity.

Vocabulary – can be introduced through many tools. If the content is unknown to the learners then the activity regarding new language/ vocabulary acquisition should be easy for the learners – according to CLIL matrix low cognitive and linguistic demands. If the topic is familiar the linguistic acquisition can be more challenging. E.g. if the topic weather is unfamiliar the teacher should use visuals to make the linguistics become familiar with the content. Teacher has to introduce some words and their meanings. This can be done using flashcards, videos or drawings as long as they are simple enough for young learners to understand them (See appendix 3).

Language – language acquisition is sometimes more challenging as the learners not always are able to speak even in their mother tongue. However, the tool of repetition comes to aid here. The teacher can introduce from 10 to 20 basic terms for the learners and ask them to repeat the terms. This activity should not be a one-time thing, instead this should be carried out through all the topic (lasting a week or two) integrated into various activities like storytelling, drawing, playing, or any others. The crucial thing is that the same vocabulary would be repeated throughout all of the activities. If the vocabulary is misunderstood or mispronounced this is where the scaffolding takes over.

To conclude the CLIL activities for young learners have to be very simple and understandable. The teacher at this point has to give a lot of effort, as he/she is the role model representing and teaching at the same time a foreign language that might not even be familiar for the learner.

1.6. CLIL in Lithuania

There are only few works regarding CLIL and its methodology in Lithuania that can be briefly presented as follows:

- In Lithuania CLIL is practiced mostly in secondary and higher education;
- The method used is independent CLIL (Laisvasis IDKM modelis);
- CLIL projects;

(Būdvydaitė-Gudienė,2015)

This shows that Lithuania is in a very early stage of CLIL integration. CLIL is being integrated into content conscious environment that might already have the knowledge of a foreign language. There are no formal mentions of CLIL integration into private or state kindergartens, despite that the private kindergartens provide standard English lessons for young learners. The independent CLIL method is a method in which the teacher chooses the length of the classes, the structure and the level of

integration. According to Aina Budvydaitė-Gudienė such method is applicable to every level of general education.

“Although the methodological preference is clear Lithuanian teacher still encounter the same issue that was discussed in the subchapter of teacher trainings. The main issue in Lithuania remains the lack of specialist that are able to work with CLIL method. The university programs that started teaching CLIL appeared not long ago in EU countries – in Lithuania such programs do not exist at all.”

(Būdvydaitė-Gudienė,2015)

Aina Budvydaitė-Gudienė explains that at the moment the studies on CLIL are taking place in order to determine the exact qualifications needed to pursue CLIL. The scholar admits that the biggest issue is the lack of qualified teachers (Būdvydaitė-Gudienė,2015). At the moment CLIL is being carried out by subject teachers that have the competence in a foreign language. However, that does not ensure the quality of instruction.

Lithuania does not yet prepare CLIL teachers and that is why CLIL lessons are being carried out based on the general understanding of CLIL’s methodology (Būdvydaitė-Gudienė,2015).

Another problem in Lithuania regarding CLIL is the lack of methodological material. Aina Budvydaitė-Gudienė notes that usually the materials are being made by the teachers themselves. The publishing of such material would not be profitable because of the narrow range of users (Būdvydaitė-Gudienė,2015).

Despite all that is not yet been done, there are few examples of CLIL’s progress in Lithuania. Firstly, in 2004 Vytautas Magnus University started a project *Synergy of Subject Matter and Foreign Language*. The aim of the project was to:

“[...] develop teachers’ foreign language competences (English, German or French), their knowledge and skills in CLIL methodology, lesson planning, classroom management, language learning strategies, using ICT as a teaching resource, promoting cultural awareness and multilingualism [,] [...] introduce pupils to new ideas and concepts in traditional curriculum subjects, using the foreign language as the medium of communication[.]”.

(uki.vdu.lt, 2017)

The project Vytautas Magnus University was realized in few Lithuanian schools, to learners of secondary education.

Another example is not a project, but an example where CLIL is being adapted into kindergartens curriculum. Private kindergarten “Saulės Gojus” uses one of CLIL’s methods of foreign language teaching, a form of soft CLIL – immersion, where foreign language takes up 100% of time. However, it can be stated that in “Saulės Gojus” foreign language takes 50% of time because in one class there are two educators – one that speaks a foreign language and another that speaks in mother tongue. This method is being practiced since 2004 in the kindergartens and has shown positive results.

To sum up Lithuania encounters the same CLIL problems as others EU countries. The positive thing is that Lithuania is among the countries trying to adapt CLIL into its curriculum.

2. THE THEORETICAL MODEL OF CONDITIONS NECESSARY FOR CLIL INTEGRATION INTO LITHUANIAN KINDERGARTENS

Summing up the theory on CLIL it can be stated that there are many conditions that should be fulfilled for the successful integration of the method and its further use. The conditions can be divided into external and internal. External conditions refer to environment on the state and private level and internal conditions refer to the conditions on the personal level of the teacher.

External conditions are:

- Teacher trainings;
- Learning resources;
- CLIL research.

Teacher trainings are very important for the teachers not only in the process of acquiring the knowledge of CLIL's methodology, but also when raising qualification. The most impact on the teacher trainings has the state because it dictates the norms of knowledge for the teachers and in some cases, provides the trainings for no charge. The state can provide trainings by organizing some constant courses for teachers who already teach or the state can agree on adding CLIL to university curricula, as a topic to be covered during the lessons in particular study programs.

Another way for a teacher to acquire some quality knowledge about CLIL is to buy courses online, or purchase an online course and receive a certificate after finishing the CLIL course. An alternative, perhaps more attractive for the young teachers, would be internships abroad in a school or kindergarten that is already applying CLIL in their curriculum.

Internal conditions are based on individual knowledge and skills and are:

- Language competence;
- Subject competence;
- Understanding of CLIL.

Usually language and subject knowledge in CLIL are equally important. However, when talking about soft CLIL that is suitable for infant's language knowledge is more important. Firstly, this is because soft CLIL is language driven and emphasizes language learning and secondly excellent language skills are necessary for the teacher because the young learner mimics the language of the teacher. Subject competence in soft CLIL does not require any additional knowledge other than what is usually required for the preschool teachers. Difference is that the CLIL preschool teacher has to be able to adapt CLIL to the kindergartens curriculum and the very young age of the learners and also be able to choose the appropriate content of topics covered for the learners.

The key competence of the CLIL teacher would be the absolute understanding of the method because when CLIL's methodology is absolutely understood, the teacher can interpret the method and adapt it to any curriculum or learner.

Most of the scholars mention two things that are essential in CLIL: CLIL frameworks and scaffolding. There are few types of CLIL frameworks. The teacher can choose one or use them as a mix, in every case they have a lot of things in common, but emphasize different approaches. 4C's framework is more subject related and has the aspect of culture and cognition as something that should be taken into account during the lesson. Language triptych is language driven and CLIL matrix is about the flexibility of the method that can be adapted to any need (linguistic or cognitive or both).

Scaffolding is another important term in CLIL. Scaffolding in other words means support. Scaffolding in CLIL is important because there might be a case when a student in a CLIL lesson is not familiar with the foreign language of instruction. Therefore, the teacher has to be able to help the learner to understand the subject as well as the language. This would be the case in kindergartens as many young learners there might not even speak mother tongue yet when being introduced to a foreign language.

Scaffolding is not only important in teacher – learner interaction, but also in teacher – teacher interaction. This type of scaffolding between teachers is important because this is how the knowledge and innovations about CLIL can be passed from one person to another. As the methodology is new and not developed entirely CLIL encourages teacher to share the knowledge between themselves.

To conclude it can be stated that the conditions needed for CLIL integration into kindergartens are theoretically substantiated. The conclusion was made that integration of CLIL is being influenced by the external and internal conditions. External conditions refer to the state or

private teacher trainings, courses, certifications and internship. Internal conditions are personal teacher competences that refer to language competence and acquisition of excellent foreign language skills, subject competence and the ability to integrate CLIL into certain topics, and absolute understanding of CLIL methodology, the importance of frameworks and the necessity of scaffolding. Theoretical model based on the theoretical part is presented in figure 7.

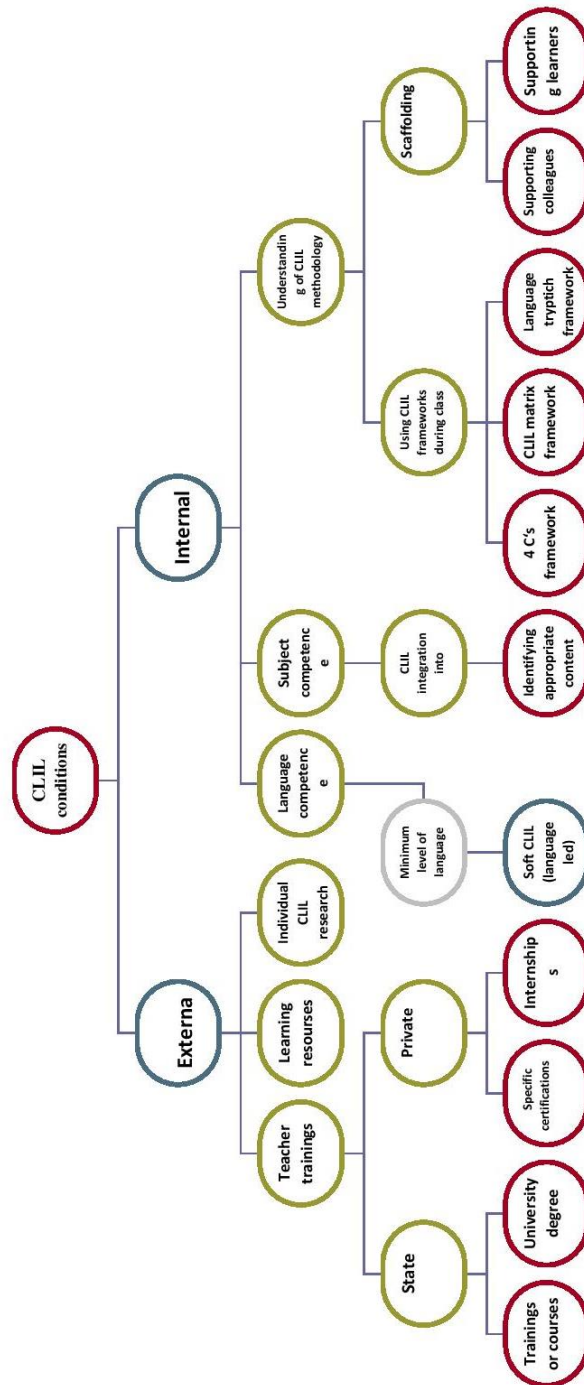


Figure 7. Theoretical model of CLIL conditions generated according to CLIL theory.

3. THE SUBSTANTIATION OF THE RESEARCH ON THE CLIL INTEGRATION POSSIBILITIES IN LITHUANIAN KINDERGARTENS

The third chapter of the thesis substantiates the possibilities of integrating CLIL into Lithuanian kindergartens, the research methodology: objects, aim, goal, sample and selection, demographic characteristics, the context of the research, ethics, methods of the research, instruments and the process of the research.

3.1 The substantiation of CLIL integration possibilities into Lithuanian kindergartens

The research is aimed at CLIL and its integration possibilities into Lithuanian kindergartens and finding out the reasons why the method is not being integrated. Taking into account that the method is not new in the EU and is already being practiced on the level of general education in various forms (projects, new policies, etc.), the research will seek to find out what are the actual possibilities for CLIL to be integrated into Lithuanian kindergartens, what has been already done about the matter and what is yet to be done. The research also aims at the qualification of the educators as the lack of teacher foreign language + subject or just foreign language qualifications are considered by most of the scholars as the main obstacle for CLIL integration.

The necessary CLIL conditions and methodological characteristics are being substantiated according to the analysis of the scientific literature on the content language integrated learning, European language learning policies and the situation regarding the matter in Lithuania.

The summary of necessary conditions, that were described earlier in subchapters 1.2-1.4, can be found in figure 8.

Conditions	Description	Necessary for kindergarten
CLIL oriented framework	CLIL methodology is based on some frameworks: 1) The 4 C's - Culture, Cognition, Content and Communication. 2) Language Tryptich. 3) CLIL matrix	Any approaches mentioned.
Understanding the importance of scaffolding	The teachers support for the learners.	A must.

Teacher competence	CLIL teacher has to have competence in content as well as in a foreign language.	Language competence is a priority as soft CLIL practiced in kindergartens is language-driven.
Teacher training	Teacher training must be provided in any form: 1) EU conferences; 2) State courses; 3) Online courses; 4) Sharing experience with other teachers.	Any of the mentioned, better few.

Figure 8. Necessary CLIL conditions.

To sum up the necessary condition for CLIL to arise are the following CLIL oriented frameworks. Frameworks allow the teacher to be sure that the lessons he is carrying out are based on CLIL methodology. Also, for example the 4 C's framework, allows the teacher to plan detailed lesson plans according to CLIL's ideology that is based not only on language and content. Naturally, to understand the methodology of CLIL the teacher requires trainings. There are various forms of trainings varying from cost less to ones that have price. In any case it is best for trainings to be with a specialist who knows CLIL or online EU legitimate and EU regulated resources. Most of the trainings (especially prepared by EU) are in English. This means the teacher has to have some knowledge of a foreign language even before the course is started. Also, the language competence is very important as in kindergartens content is not so important as the language because the CLIL methodology suggested for kindergartens is soft CLIL that is based on language learning. Another thing that is important although might seem as a minor issue is scaffolding. Scaffolding is mentioned by many scholars and is the milestone for all the progress expected in CLIL lessons, while a lot depends on the right teacher input to push learners into right direction with as few hints as possible.

Pointing out the necessary conditions is essential as it will determine the guidelines for the interview and when analysing the interview, it will help reveal what conditions are being met in Lithuania and which ones are not.

As already mentioned teacher competences are very important in CLIL lessons. The summary of main competences, that were discussed in subchapters 1.3-1.4, are listed in Figure 9.

Competences
Understanding of CLIL methodology
Competence of language and content

Cooperation with colleagues
Collaboration with learner
Adapt CLIL to the curriculum
Classroom management
Research and evaluation
Resource search

Figure 9. Main competences needed for CLIL educators.

The determination of the teacher competences is important for the research because it will allow to set guidelines for the interview questions and later on determine whether the respondent meet the required competences, or these are the competences that are being lacked and became an obstacle for CLIL integration into Lithuanian kindergartens.

3.2. The methodology of research

Object of the research – CLIL integration possibilities into Lithuanian kindergartens.

Research objectives – to find out the argumentation what are the prospectives of CLIL integration at kindergarten in Lithuania

The sample of the research

The research subjects are 1 expert from Vytautas Magnus University and 6 teachers from Saulės Gojus kindergarten. The leading expert of *Synergy of Subject Matter and Foreign Language* project, carried out by Vytautas Magnus University foreign language department is chosen to reflect the expert opinions on CLIL integration possibilities in Lithuanian kindergartens and 6 preschool teachers from “Saulės Gojus” are chosen to reflect the use of the methodology, language led CLIL, in practice, as a one case study. The interview transcript are found in the appendix (see appendix 4). The brief summary of the research sample is found in figure 10.

Sample size	n = 7
Sex	7 women

Different areas of expertise	n = 1 leading expert of <i>Synergy of Subject Matter and Foreign Language</i> project (CLIL expert); n = 6 experts of practical usage of soft CLIL, one case study.
Geographical dispersion	Vytautas Magnus University, Kaunas; Saulės Gojus kindergaten, Vilnius.

Figure 10. Summary of the research sample.

The type of the selection of the respondents. The respondents are chosen by nonprobabilistic, objective type of the respondent selection.

The characteristics of the sample respondents. The sample of the research – comfortable. Its elements fit the criteria of the respondents and are approachable for the researcher.

The criteria on which the respondents were chosen. The respondents chosen for the research either are the specialists in the field and have the theoretical knowledge on the topic, or they use CLIL in practice.

Research methods

To find out the possibilities of CLIL integration into Lithuanian kindergartens the following research methods are chosen:

For the theoretical research the analysis of scientific literature is used. After analyzing the literature, it was determined the EU policy on the methodology of CLIL, it's theoretical and practical framework, CLIL situation in Lithuania.

For the gathering of the empirical research the semi-structured interview is used.

For the empirical analysis of the data the *qualitative content analysis* is used. According to Kimberly A. Neuendorf qualitative content analysis is “the systematic, objective, qualitative analysis of message characteristics” (Neuendorf, 2017). The Qualitative Research Consultants Association (QRCA) adds to the purpose of the qualitative research is “to reveal a target audience’s range of behaviour and the perceptions that drive it with reference to specific topics or issues” (Qualitative Research Consultants Association, 2017). The QRCA explains that this type of research is usually made in small groups using in-depth interviews to support the hypothesis (Qualitative Research Consultants Association, 2017). In other words, this type of research is based on the quality

of the respondent's answers that is why it is not necessary to interview a lot of people, but obtain few strong perspectives on the issue that can be analyzed and compared to other respondents. The research can be carried out in various ways depending on the circumstances. The most common tool for attaining the information from the respondents is the interview.

The instrument of the research

Interview – many scholars define interview simply as asking questions and receiving an answer. Same definition is also offered by the Merriam Webster dictionary, the interview is defined there as “a meeting at which information is obtained (as by a reporter, television commentator, or pollster) from a person” (Merriam-Webster, 2017). However, according to Deborah Cohen and Benjamin Crabtree the interview for the research requires some basic points when being carried out. It has to:

- Focus on the research question;
- Consider what is wanted to know from the person;
- The quantity of time given;
- How much is already known on the issue.

(Cohen et. al., 2006)

In other words, it is needed to understand the topic well to question another person about it. Also, it is important to take time into matter as it is not usually unlimited and use the time to get the information or opinion needed.

In qualitative research the interview can be carried out one-on-one or in a group. It can happen in person, on the telephone, via video conference or via other social media tools.

In this research a semi-structured interview is created and used, where the questions are given on the topic of CLIL integration possibilities in Lithuanian kindergartens, the prospects of CLIL in Lithuania, the qualification of the kindergarten teachers and trainings of the teachers. The interview is made from 5-7 questions.

The questions of the interview

The first questionnaire is meant for the leading expert of *Synergy of Subject Matter and Foreign Language* project. The expert is asked to give his/her opinion on the prospects of CLIL in Lithuanian kindergartens. The questions for the expert and related theoretical model references can be found in figure 11.

Conditions researched based on theory / theoretical model	Question	Reference to theoretical part
External. Teacher trainings: -State; -Private. Individual CLIL research.	<i>How did you come across CLIL?</i>	This question should provide an answer about how did the respondent learn about CLIL. It will also reveal is this method was introduced during studies or during some qualification courses (Theoretical part chapter 1.4; 1.6).
External. Teacher trainings: -State; -Private.	<i>Tell me about the project?</i>	As institute of foreign language dept. of Vytautas Magnus University, has carried out a CLIL project in public schools in Lithuania, this question should reveal how and why they decided to introduce CLIL into Lithuanian schools, was it successful, what were the signs that the institution was ready for changes, on what criteria were project schools chosen. (Additional data to be provided by the respondent).
External / Internal. Teacher trainings: -State; -Private. Language competence: -Language competence B2. Subject competence. Understanding CLIL methodology: -Using CLIL frameworks; -Scaffolding.	<i>What is your opinion about soft CLIL?</i>	This question will reveal about the persons knowledge about soft CLIL in general and express their opinion about it. If the respondent will see soft CLIL as a positive – he is expected to give some positive examples and explain advantages of the method. If the opinion is negative – then the respondent will substantiate on negative aspects of the method (Theoretical part chapter 1.2 subchapter 1.2.5 and chapter 1.5).
External / Internal. Teacher trainings: -State; -Private. Language competence: -Language competence B2. Subject competence.	<i>What do you think needs to be done to integrate CLIL into kindergartens?</i>	Despite negative or positive opinion, as a person who already participated in a CLIL integration process, the respondent should explain are there or are there not conditions in Lithuanian kindergartens that are necessary for CLIL

Understanding CLIL methodology: -Using CLIL frameworks; -Scaffolding.		integration. Why does CLIL functions in other EU countries is not being integrated into Lithuanian kindergartens. Which conditions lack more: external or internal? (Theoretical part chapter 1.2-1.3).
External / Internal. Teacher trainings: -State; -Private. Language competence: -Language competence B2. Subject competence. Understanding CLIL methodology: -Using CLIL frameworks; -Scaffolding.	<i>Based on your practical experience please name the essence of CLIL methodology.</i>	This question should reveal how the respondent understands CLIL methodology. (Theoretical part chapter 1.2).

Figure 11. Questionnaire for the leading expert of Synergy of Subject Matter and Foreign Language project.

The second questionnaire is meant for 6 preschool teachers in private kindergarten “Saulės Gojus” to find out how the methodology of soft CLIL is being carried out in practice and do all of the teachers have the competences required for the CLIL teacher. The questions for the kindergarten teachers and related theoretical model references can be found in figure 12.

Conditions researched based on theory / theoretical model	Question	Reference to theoretical part
External / Internal. Teacher trainings: -State; -Private. Language competence: -Language competence B2.	<i>How did you decide to use this method to teach kids?</i>	This question should reveal whys this method was chosen. Is it because it is new? Does the CLIL has more advantages in comparison with other language learning methods? Was is because the present qualification in language and content? (Additional data to be provided by the respondent).
External. Teacher trainings: -State; -Private. Individual CLIL research.	<i>How did you learn about the method?</i>	The question should give answer on how did the knowledge about CLIL has reached the respondent (school, university, social media,

		trainings) (Theoretical part chapter 1.4; 1.6).
External. Teacher trainings: -State; -Private. Individual CLIL research.	<i>Where do you learnt to work per this method?</i>	The question should answer what kind of theoretical background does the respondent has about CLIL and where did he attained it. (Theoretical part chapter 1.4; 1.6).
External / Internal. Teacher trainings: -State; -Private. Language competence: -Language competence B2. Subject competence. Understanding CLIL methodology: -Using CLIL frameworks; -Scaffolding.	<i>What challenges do you face when working with this method?</i>	This should answer if a CLIL teacher faces some challenges or difficulties working with this method (lack of trainings, lack of materials, no scaffolding with colleagues) (Theoretical part chapter 1.3; 1.4).
External / Internal. Teacher trainings: -State; -Private. Language competence: -Language competence B2. Subject competence. Understanding CLIL methodology: -Using CLIL frameworks; -Scaffolding.	<i>What is most important working per this method?</i>	Here the respondent, based on his own experience and opinion, should name one of CLIL working framework or scaffolding. (Theoretical part chapter 1.2-1.5).
External / Internal. Teacher trainings: -State; -Private. Language competence: -Language competence B2. Subject competence. Understanding CLIL methodology: -Using CLIL frameworks; -Scaffolding.	<i>Tell me about your everyday lesson.</i>	This question should reveal how CLIL theory is being used in practice. How the teacher chooses content and how integrates language into content. Does teacher give support to the learners and to the colleagues and how does the teacher do that. Does the teacher has language or subject competence. Is language of instruction level is appropriate. Is content appropriate (Theoretical part chapter 1.3).

External. Teacher trainings: -State; -Private. Individual CLIL research.	<i>How did you acquire your language and content competences?</i>	This should reveal the levels of competence in a foreign language and content (Theoretical part chapter 1.4; 1.6).
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Figure 12. Questionnaire for teachers of Saulės Gojus kindergarten.

The process of the research is carried out as follows:

Stage one – (December 2016 – January 2017) – the research on the relevance of the topic for the research on the theoretical and practical levels.

Stage two – (February 2017) – the theoretical analysis of scientific literature is made and the theoretical part of the thesis is formed. The research planned out: the population of the research is foreseen, the suitable methods chosen and the instrument is started to be formed.

Stage three – (March 2017 – April 2017) – The instrument of the research is prepared, the data has been gathered and analysed (the situation of CLIL policy in EU is determined, CLIL methodology and frameworks are described, conditions necessary for CLIL integration are being pointed out, CLIL situation in Lithuania is described), conclusions made, suggestions for the future research stated.

Stage four – (May 2017) – The master thesis is complete.

To conclude it can be stated that there are theoretical possibilities for CLIL's integration into Lithuanian kindergartens and they are substantiated in the theoretical part of the thesis. The conditions necessary for CLIL and competences needed for CLIL teacher in the kindergarten were substantiated, according to which the interview was formed to carry out a qualitative research. Also, the research objectives, goals, respondent sample, respondent selection, demographical characteristics and context of the research, ethics, research methodology were substantiated. Also, the process of the research was described.

The ethics of the research

The assurance of research ethics

During the research, no personal rights of the respondents were harmed. The research was carried out according to all principles of research ethics (V. Žydžiūnaitė, 2001):

- All the participants were adults.
- During the interview, no personal question, that might harm the participant, were asked.

- All the participants agreed to give the interview willingly.
- All the participants were introduced with the research and its objectives.
- All the participants were informed about the research methods.
- All the participants were treated rightfully, with all rights to privacy and confidentiality, with the right to free will, with respect.

During the research, all the meetings were appointed with the participants directly. The information acquired was not linked to the participants personally and directly. The respondents are anonymous.

Empirical research and ethics

The choice of one case study is made reasonably. The author of the thesis could conduct a traditional quantitative analysis led by questionnaire for the teachers according to theoretical model. However, this type of research is thought through carefully: the kindergarten of Saulės Gojus was studied for two years and is chosen due to its longest tradition of CLIL (immersion) lessons. As the kindergarten, in general, is chosen to reflect the practical situation in Lithuania, it could be stated that this kindergarten has the oldest CLIL tradition in Lithuania, meaning that the teachers have the strong and accurate practical understanding of CLIL.

The external facts of the research

External research factors. The interviews are made in the environment familiar to the participants, at the time most suitable for the participant. The interview was taken from one person at a time or in a group without rushing.

Time factor. The participants were introduced with the research topic in advance and were informed of the time approximately needed for the interview. The time of the interview – approximately 30 min. The time for one participant was enough to answer all the questions and think through the answers.

3. CLIL ADAPTATION POSSIBILITIES INTO LITHUANIAN KINDERGARTENS – RESULTS OF EMPYRICAL RESEARCH

Qualitative content analysis of semi-structured interviews

The results of the analysis will be presented in the thesis as follows:

1. The results of the semi-structured interview with the CLIL expert from Vytautas Magnus University will be analyzed according to the theoretical model (later called TM) presented in theoretical part of the thesis.
Then the new TM will be made according to the results from the semi-structured interview with the expert.
2. The results of the semi-structured interview with 6 teachers from Saulės Gojus kindergarten will be analyzed according to the theoretical model (later called TM) presented in theoretical part of the thesis.
The new TM will be made according to the results from the semi-structured interview with the teachers
3. TM made according to the expert and TM made according to the teachers will be compared to the TM made according scholar suggestions in theoretical part of the thesis. This will allow to see which conditions are fulfilled in Lithuania and by what percentage. It will also allow to determine, what conditions are missing, but still are necessary.
4. CLIL expert TM will also be compared to the TM of teachers of Saulės Gojus kindergarten.
5. Lastly conclusion will be made according to the theory of the thesis and actual situation that was concluded trough the analysis of the semi-structured interview, naming the conditions that are met in Lithuanian kindergartens and what should be improved.

Results of the semi- structured interview with the CLIL expert from Vytautas Magnus university

According to the research data, one of the necessary conditions for CLIL are external conditions. Vytautas Magnus University CLIL expert in her interview mentions several external conditions that regard teacher trainings (figure 13).

Category	Subcategory	Sub-subcategory	Theoretical substantiation	Illustrating statements
External	teacher trainings	trainings or courses	<p><i>subchapter 1.4: „Susan Hillyard adds to the topic that such kind of transformational trainings do not happen overnight and they do not cost cheaply (Hillyard, 2011). She explains the importance of correct trainings and states that the trainings have to be planned and controlled (Hillyard, 2011).“</i></p>	"the aim of the project was CLIL teacher competence development"
				"We held a variety of trainings, foreign language, subject language, CLIL didactics, active methods, technology of language integration into teaching subject"
				"we held traditional auditorial meetings and MOODLE trainings"
		specific certifications	<p><i>Chapter 2: „Another way for a teacher to acquire some quality knowledge about CLIL is to buy courses online, or purchase an online course and receive a certificate after finishing the CLIL course.“</i></p>	"Online courses in Europe are the buzzword, but somehow in Lithuania it has a negative connotation"

Figure 13. External conditions mentioned by Vytautas Magnus University CLIL expert.

The project *Synergy of Subject Matter and Foreign Language* was aimed at development of CLIL school teacher competences in Lithuania. To sum up, in Lithuania we do have projects, that provide trainings and development of teacher competences. So far the trainings were aimed at subject teachers - they were developing language competence. As there already are some CLIL teachers in Lithuania, there are also schools with functioning CLIL like Šiauliai Didždvaris gymnasium. The respondent states that online courses are available and suitable, that can provide CLIL teacher certifications, but have a negative connotation in Lithuania. However, there are no projects for kindergarten teachers and no trainings. No subject

trainings for language teachers. No state or town support for existing CLIL teachers. No material support.

The research data also meets another group of conditions named in TM in the theoretical part of the thesis. These conditions are internal and are related to teacher competences (figure 14).

Category	Subcategory	Sub-subcategory	Theoretical substantiation	Illustrating statements
<i>Internal</i>	<i>Language competence</i>	<i>minimum level of language knowledge B2</i>	<i>subchapter 1.4: „This is so because earlier multiple competences were not acquired and nowadays CLIL teacher has to be an expert in his field with good knowledge of a foreign language (that according to EU has to be level B2) and a subject (content).“</i>	<i>"it is often said that C1 linguistic competence is necessary, but it is not. B2 would be fine"</i>
				<i>"Because it is language teacher led, the content is more general, and good English language competence is very important there"</i>
	<i>Subject competence</i>	<i>clil integration into curriculum</i>	<i>subchapter 1.2: „content and language integrated approach has its own regulated methodological guidelines that have to be carried out in order to carry out the method itself“</i> <i>Subchapter 1.3: Subchapter 1.3: “Knowledge of methodology for integrating both language and content [...].(Hillyard, 2011)”</i>	<i>"In sense of methodology application, teachers who have participated in our trainings, felt what methodology works and applied it"</i>

Figure 14. Internal conditions mentioned by Vytautas Magnus University CLIL expert.

For CLIL language competence is very important. However, when talking about soft CLIL foreign language competence is the essence (*Because it is language teacher led, the content is more general, and good English language competence is very important there*). Soft CLIL is language

led therefore it is important to use impeccable language with the learners. The level of foreign language competence varies, but the minimum knowledge needed is B2 (*it is often said that C1 linguistic competence is necessary, but it is not. B2 would be fine*). There are many English teacher in Lithuania that have the necessary foreign language competence. However not all of those teachers have the competence of subject. However soft CLIL is language led and does not require much subject knowledge (*Because it is language teacher led, the content is more general*).

To sum up, language competence is more important for teachers in kindergartens. B2 foreign language level is enough.

The research data reveals another internal condition present in Lithuania. This condition is related to direct CLIL teacher competence (figure 15).

Category	Subcategory	Sub-subcategory	Theoretical substantiation	Illustrating statements
<i>Internal</i>	<i>Understanding of CLIL methodology</i>	<i>Using CLIL frameworks during class</i>	<p><i>subchapter 1.2: As aforementioned CLIL has not been specified to one particular approach or methodology. [...] Three most common CLIL frameworks: 4C's, language triptych and CLIL matrix will be described [.]“</i></p>	<i>“There are general principles, but as CLIL experts could say, CLIL has many forms and the essence is in the goal, why we do it and how we need to adapt it to a particular case, particular class”</i>
				<i>„to teachers who have difficulty with foreign languages, we proposed methods they can adapt so that learning process would still take place“</i>
				<i>“This is not a question of linguistic competency – it is a question of system”</i>

				<p><i>“If the teacher does not feel strongly the lesson can end up being strange. Then children will not understand what has happened to them and it will look ridiculous”</i></p>
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Figure 15. Internal conditions mentioned by Vytautas Magnus University CLIL expert.

It is very important to understand CLIL methodology because if not damage can be made for the learners. CLIL has many forms, depending on the frameworks (*There are general principles, but as CLIL experts could say, CLIL has many forms and the essence is in the goal, why we do it and how we need to adapt it to a particular case, particular class*). The frameworks are created to help the teacher set the goal and achieve it with the help of various methods. The methodology does not depend on language or subject competences or the lack of those competences, as CLIL is suitable for almost all cases (*Teachers who have difficulty with foreign languages, we proposed methods they can adapt so that learning process would still take place*) (*This is not a question of linguistic competency – it is a question of system*). However, the teacher is the one that has to integrate the method. If the teacher has poor knowledge on how to do it will most likely to fail.

To sum up CLIL frameworks are important to achieve goals set by teachers or educational institutions. Teachers who take part in trainings are able to use frameworks in CLIL’s integration.

Visual summary of the results of the semi- structured interview with the CLIL expert from Vytautas Magnus University are presented in figure 16. The figure illustrates the conditions named as present by the expert. Grey boxes signify that the condition is absent.

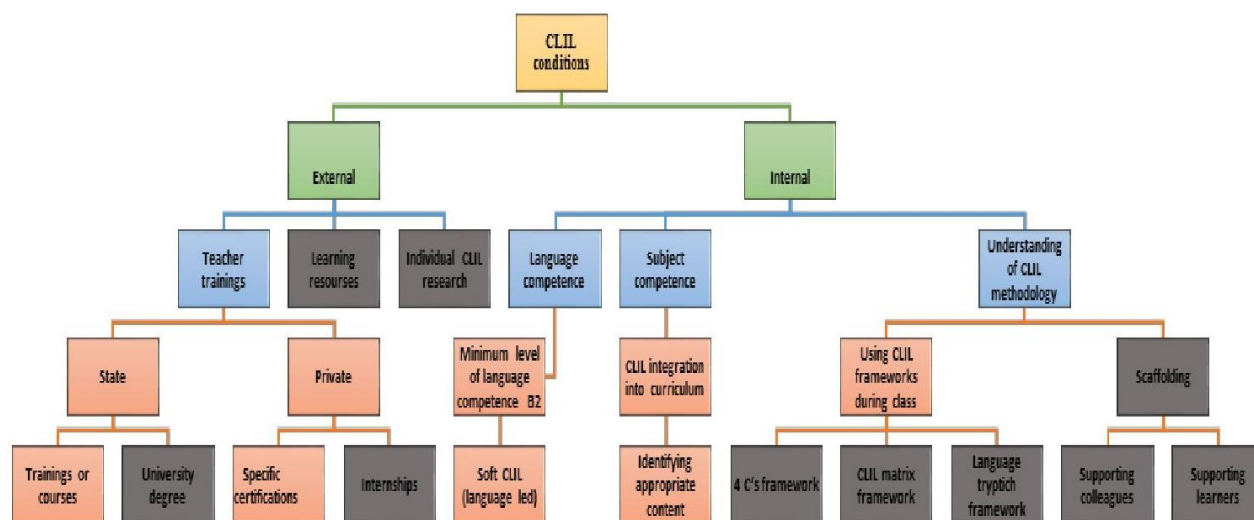


Figure 16. Visual result summary of the semi- structured interview with the CLIL expert.

Results of the semi- structured interview with 6 teachers from Saulès Gojus kindergaten

According to the research data teachers from Saulès Gojus mention several external conditions in the interview regarding learning resources and individual CLIL research (figure 17).

Category	Subcategory	Theoretical substantiation	Illustrating statements
External	individual CLIL research	<i>subchapter 1.4: "This self-training method is collaborative action research (CAR) presented by Anna Halbach. The scholar explains that "engaging trainees in small-scale research projects is a powerful way of meeting [the] requirements of teacher education" (Halbach, 2016)"</i>	<i>„most ideas we search on the Internet“</i>
			<i>„Materials for lessons we find on ineternet, we look for ideas there“</i>

<i>learning resuorces</i>	<i>subchapter 1.3: „Online CLIL pages offer a range of resources and free teaching tools to help teachers adapt to CLIL faster.“</i>	<i>(one (teacher), has just released her book, because she could not find any materials. She published a book with practical tasks. There is a teacher's book and exercise book. She tried to put as much knowledge, materials into the book as she could, so that it would be easy to use for a teacher“</i>
	<i>subchapter 1.4: "CLIL tests knowledge of how to plan lessons, as well as knowledge of activities and resources used to support a CLIL approach."</i>	<i>„most ideas we search on the Internet“</i>
		<i>„Materials for lessons we find on ineternet, we look for ideas there“</i>

Figure 17. External conditions mentioned by teachers from Saulės Gojus.

Although there are not many teaching resources, such as teacher books or activity books, in Lithuania, teachers of Saulės Gojus claim that they do not feel the need to use them (*There is not really a lot literature, but I do not feel the need to use it during the lessons*). The teachers look creatively at this problem. One teacher wrote the methodological book herself (*one (teacher), has just released her book, because she could not find any materials. She published a book with practical tasks. There is a teacher's book and exercise book. She tried to put as much knowledge, materials into the book as she could, so that it would be easy to use for a teacher*). Also, when in need of information or materials teachers search for it online (*Materials for lessons we find on ineternet, we look for ideas there*).

To sum up it could be stated that teachers do not have many methodological resources, but they do not see it as a problem. For methodological information and materials teachers use online resources. They do not feel the discomfort that there is almost none methodological materials in Lithuania, to this matter they regard creatively, by creating their own materials.

Second part of the research data sums up the internal conditions, that were mentioned as present by the teachers of Saulės Gojus Kindergarten. These conditions are related to language competence, subject competence and understanding of CLIL methodology (figure 18).

Category	Subcategory	Sub-subcategory	Theoretical substantiation	Illustrating statements
Internal	language competence	minimum level of language competence B2	subchapter 1.4: „This is so because earlier multiple competences were not acquired and nowadays CLIL teacher has to be an expert in his field with good knowledge of a foreign language (that according to EU has to be level B2) and a subject (content).“	„I studied at and the University had subjects in english. It was in Klaipeda ‘s LCC International , after that I studied in Canada.“
				„I always learnt english good. Later i was involved in many international activities. Later on I had to work with the Brits, where the use of English was inevitable. I did not felt any discomfort communicating in english on a daily basics“
	Subject competence	CLIL integration into curriculum	subchapter 1.2: „content and language integrated approach has its own regulated methodological guidelines that have to be carried out in order to carry out the method itself“	„We base ourselves on our kindergarten program“
				„Everything is very intertwined, because there are two teachers“
			Subchapter 1.3: “Knowledge of methodology for integrating both language and content [...].(Hillyard, 2011)”	

				<p>„Therefore it is necessary to express it in other ways, for example: intonations, emotions and actions. More energy is used in an attempt to say, to explain, to show“.</p>
		<p>Identifying appropriate content</p>	<p>Chapter 2: „CLIL preschool teacher has to be able to adapt CLIL to the kindergartens curriculum and the very young age of the learners and also be able to choose the appropriate content of topics covered for the learners.“</p>	<p>„There are games, and songs in the kindergarten program, that can be used in classes“</p>
				<p>„most ideas we search on the Internet“</p>
<p>Understanding of CLIL methodology</p>	<p>Using CLIL frameworks during class</p>		<p>subchapter 1.2: As aforementioned CLIL has not been specified to one particular approach or methodology. [...] Three most common CLIL frameworks: 4C's, language triptych and CLIL matrix will be described [.]“</p>	<p>"Communication with children“</p>
				<p>„If you read a fairytale before sleep, later you check, in English language, by asking questions. "What was the character's name? Where did he go? "and then you can see who understands and who does not. Then we see what needs to be explained simplified.“</p>
				<p>„If activity takes place, and it is explained in Lithuanian and English languages“</p>

				„mainly we share (ideas) among ourselves“
		Scaffolding: supporting colleagues and learners	Sub-subchapter 1.2.4: „Scaffolding is a jargon term in CLIL and actually stands for support. Scaffolding usually depends on learner level of knowledge. [...] Many scholars agree that scaffolding is a very important part of the CLIL framework“	„There is a „translator“ in every class, who knows a bit more than other peers, then I ask such child to help explain his friends“

Figure 18. Internal conditions mentioned by teachers from Saulės Gojus.

The research reveals that 2 of 6 teachers have the competence of a foreign language. One has acquired it through studies (*I studied it [...] in Klaipėda's LCC International, after that [...] in Canada*) and another through school and practice (*I always learnt English good. Later I was involved in many international activities*). Teachers based on practice and kindergarten program can integrate CLIL methods into their activities. Also the teachers can identify appropriate content needed for the activities (*Materials for lessons we find on internet, we look for ideas there*). Despite the lack of trainings, teachers of Saulės Gojus understand CLIL methodology well. They use a clear framework in the form of kindergarten program (*We base ourselves on our kindergarten program*). The kindergarten has particular rules and guidelines (*I do not talk here Lithuanian, so that children would not have possibility to know, that teacher knows his mother tongue. Also the language can not be simplified. You can not say it easier, more primitive*). Teachers understand that every child's foreign language competence is different and tries to adapt to all of the learner (*Children understand household language, some understand even more, but not all. Everybody's level of understanding is different*). Learners' knowledge level is constantly checked through daily activities (*If you read a fairytale before sleep, later you check, in English language, by asking questions. "What was the character's name? Where did he go?" and then you can see who understands and who does not. Then we see what needs to be explained simplified*).

As the teachers do not have many trainings they usually share the knowledge with one another (*mainly we share (ideas) among ourselves*). Sadly, the kindergarten does not organize any workshops or during-the-day meetings so that teachers could share their experiences in more formal

environment (*Our exchange of experience is informal. There are no planned meetings*). The reason for that is the work load and lack of free time (*There is no time for that*).

The learner are supported in variuos ways, but carefully, trying not help too much (*we do not rush to help. Do not say it in Lithuanian. Then the kids just going to their friends and asks them to help. Or they do not ask friends, but do as everyone does*). The children who know more than other are encouraged to help (*There is a „translator“ in every class, who knows a bit more than other peers, then I ask such child to help explain his friends*).

To sum up, in Saulės Gojus kindergarten scaffolding appears in various forms between colleagues. The teachers also help children acquire foreign language competence by giving as much support as needed, but not more than needed. As CLIL is flexible, it is easy for teachers to understand CLIL frameworks and integrate methods into the program. Subject competence allows teachers to identify appropriate material when searching for learning resources on their own.

Visual summary of the results of the semi- structured interview with the 6 teachers of Saulės Gojus kindergarten are presented if figure 19. The figure illustrates the conditions named as present by the expert. Grey boxes signify that the condition is absent.

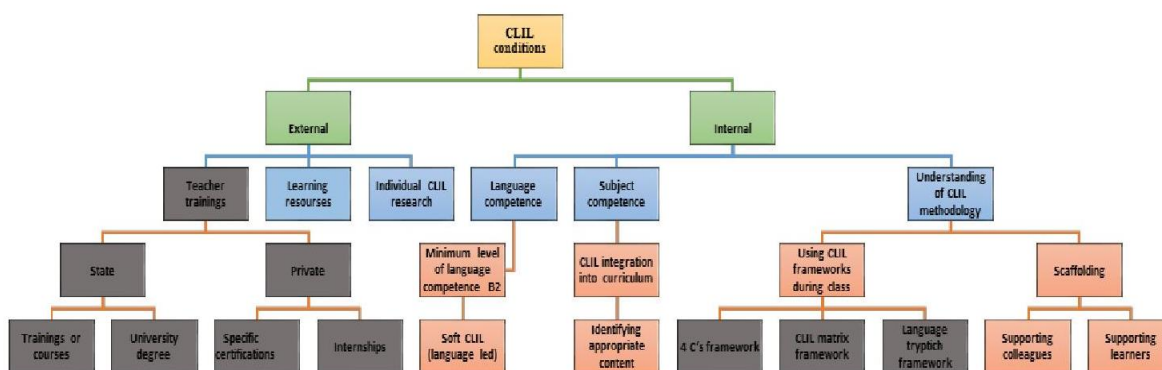


Figure 19. Visual result summary of the semi- structured interview with kindergarten teachers.

Comparisson of theoretical model to research results of semi-structured interview with CLIL expert of Vytautas Magnus University

After evaluating research results, some of the conditions were found present, while others were missing.

From the external conditions, only teacher trainings were found in practice. However, the trainings arise in Lithuania on state level via projects that are followed by various subject teacher training courses.

State condition that is absent is CLIL-type university degrees. In Lithuania, we do not have higher education programs regarding CLIL. Also, teacher trainings on personal level do not arise in Lithuania. Specific CLIL certification that can be achieved by completing other EU country organized qualification courses are set aside. Online courses are not very popular in Lithuania and have a negative connotation. There were no cases of CLIL internships, as there are no CLIL studies in Lithuania.

Learning resources and individual CLIL research were not mentioned by the respondent.

Internal CLIL conditions fall under such order. Language competence fully meets CLIL teacher expectations, as there are many foreign language teachers in Lithuania. The respondent stated that the teachers who undergo trainings are able to integrate CLIL into educational institution. Also, trainings provide them with understanding of CLIL methodology. As practical proof the respondent names Šiauliai Didžvaris gymnasium where CLIL functions successfully. However, respondent does not say anything about scaffolding, which, according to scholars is very important.

So, considering that theoretical model in the theoretical part of the thesis is 100 percent, based on the formula where

24 conditions -100%

13 conditions – x%

24 being all the conditions listed below the *external* and *internal* blocks in the theoretical model according to the theory of CLIL and 13 being all the conditions listed below the *external* and *internal* blocks in the theoretical model according to the CLIL expert of Vytautas Magnus University, it means that $x = 54,1$ percent, meaning that according to the CLIL expert 54,1 percent of the conditions are being met in Lithuanian for successful integration of CLIL.

Comparisson of theoretical model to research results of semi-structured interview with CLIL 6 teacher from Saulės Gojus kindergarten

After evaluating research results, some of the conditions were found present, while others were missing.

The conditions that were found in Saulės Gojus kindergarten are two external conditions and three internal. Individual CLIL research and learning resources were named by the teachers of

the kindergarten as present. Teacher trainings were absent. There are no trainings conducted for pre-school teachers in Lithuania.

Saulės Gojus meets all of the internal conditions. Some of them fully, some -partially. The pre-schools teachers in Lithuania have the necessary foreign language competence. The teachers in Saulės Gojus are able to identify appropriate learning content and integrate it into their curriculum. The teachers of Saulės Gojus do not use any of commonly known CLIL frameworks, but use their kindergarten program as one. Scaffolding meet the conditions fully.

So considering that theoretical model in the theoretical part of the thesis is 100 percent, based on the formula where

24 conditions -100%

13 conditions – x%

24 being all the conditions listed below the *external* and *internal* blocks in the theoretical model according to the theory of CLIL and 13 being present conditions listed below the *external* and *internal* blocks in the theoretical model according to the CLIL teachers of Saulės Gojus kindergarten, it means that $x = 54,1$ percent, meaning that according to teachers of Saulės Gojus kindergarten 54,1 percent of the conditions are being met in Saulės Gojus kindergarten for successful integration of CLIL.

Research result comparison of CLIL expert opinion and opinion of Saulės Gojus kindergarten teachers

Comparing the research results of expert and practitioners sides following statements can be made.

Teacher trainings are mentioned as present and active condition in Lithuania by CLIL expert of Vytautas Magunas University, while in practice, that was described by the teachers of Saulės Gojus, there is a lack of trainings of any kind. Both sides agree that there is no higher education program for CLIL teachers in Lithuania, specific certifications, on the other hand, are present in Lithuania (online courses), but are not being widely used. Because of the lack of teacher trainings, practitioners depict learning resources and individual CLIL research as present and active condition. Expert and practitioners of Saulės Gojus kindergarten both agree on the presence of internal condition of language competence and agree that teachers in Lithuania have the necessary foreign language level. Subject competence is also mentioned as present and active by both sides. When it comes to understanding of CLIL methodology condition expert and practitioners agree that general CLIL

frameworks are being used during class, but neither of sides mentions none of the particular CLIL frameworks. Scaffolding, although described as very important condition by the scholars in the theoretical part, is mentioned only by the practitioners and is clearly present and active. Expert does not mention scaffolding at all.

To sum up both sides agree only on the presence of language and subject competence and understanding of CLIL methodology and names these conditions present in Lithuania.

CONCLUSIONS

Results of 1st objective

After the theoretical research, a theoretical model was made that determined the conditions necessary to integrate CLIL into Lithuanian kindergartens. According to theoretical model two types of conditions were distinguished.

One – external conditions that stand as an “umbrella” term for: Teacher training, learning resources and individual CLIL research. Teacher trainings were separated into state-organized, such as possible CLIL teacher degrees or professional trainings and private – various CLIL certifications that can be accomplished online or internships, that follow CLIL higher education degrees.

Two – internal conditions that stand for: language competence, subject competence and understanding of CLIL methodology. Language competence of CLIL teachers should be level B2. Subject competence is important as it helps to determine appropriate content for class and integrate it. Understanding of CLIL methodology is distinguished into CLIL framework usage, that can be 4C's, CLIL matrix, Language triptych or any other, and scaffolding. Scaffolding is a tool of colleague and learner support used by CLIL teachers.

Results of 2nd objective

To substantiate empirical research methodology of the implementation of CLIL integration into Lithuanian kindergarten curriculum a semi structured interviews were made. One was taken from Vytautas Magnus University leading expert of *Synergy of Subject Matter and Foreign Language* project. This respondent was chosen because due to its methodological knowledge and practical knowledge of CLIL integration. Another interview was taken from 6 teachers of Saulės Gojus kindergarten, that were meant to represent CLIL practitioners. This kindergarten was taken as a one case study as it is the only kindergarten in Lithuania that uses CLIL lessons for a long period of time now and has an old methodological tradition

Results of 3rd objective

According to the research results 54,1 percent of conditions named by the Vytautas Magnus University expert are present in Lithuania. According to teachers of Saulės Gojus also 54,1 percent of conditions are being met in practice.

Although the percentages of expert and practitioners are the same the conditions differ. Expert was leaning towards external conditions that require more theory than practice while practitioners named internal conditions, that are related to practical experience.

Additional important conditions named by the CLIL expert of Vytautas Magnus University were:

- Financial state support;
- Community's support;
- “wholes school policy” integration as a base for CLIL.
- CLIL concept creation in Lithuania

Financial support is very important as it allows for educational institutions to organize teacher training and raise their qualification. As mentioned by the scollars teacher trainings are very important. Therefore they should be ensured on state level. The quality of the trainings should also be taken into account.

The support of community is meant not only on the level of educational institution but also on a broader scale. As mentioned by the CLIL expert, for CLIL to be successful “one school policy” is needed, that would provide the whole CLIL system for the school and it's development.

Also the district or town in which educational institution should be aware of CLIL and it's benefits and support the educational institution.

The most important thing mentioned by the expert, was that there is no CLIL concept in Lithuania. As concept of the methodology is a base, without it CLIL cannot function as a method, because there are no regulated guidelines. So first of all Lithuanian Ministry of Education and Sciences should decide on the project that would result in clear Lithuanian CLIL concept, as that would be the starting point for CLIL development in Lithuania in general.

To conclude, if the experts and practitioners in Lithuania would work together, there would be all (100 percent) conditions necessary for CLIL integration into Lithuanian kindergartens.

RECOMENDATIONS

For Lithuanian Ministry of Science and Education

When developing a project, it would be rational to start at the beginning by creating a methodological concept, that could be followed by other projects regarding CLIL. Also it is important to motivate teachers. Two-teacher-class is being practiced, but cost a lot to the school and state at the same time. One teacher that would have double competence, would be cheaper, but that doesn't mean that such teachers should not be motivated financially.

Communities should be aware and take part in its educational institution changes and innovations.

For kindergarten Saulės Gojus

To maintain highly qualified personnel, teacher trainings should be a must. The form of the trainings is not as much important as everchanging theory and methodic that is being updated yearly, various innovations are being introduced. Teachers must be aware of such changes to improve the quality of the lessons and activities. Also regular meetings should be considered.

For further research

Regarding CLIL further researchers can be made on the quality of CLIL that is being already used in some educational institutions, as it is known that CLIL is a flexible method,

although the theoretical basics and frameworks still must be followed. As mentioned by Aina Budvydaitė-Gudienė some educational institutions use free-form CLIL, that can actually be just some foreign language learning just “under” the term CLIL.

Also, Vytautas Magnus university CLIL expert mentioned (not in the interview, but during informal discussion), that CLIL for kindergartens should be transformed into ALIL – activity language integrated learning, as in the kindertens curriculum there is no actual content and therefore the term CLIL can be confusing in context of a kindergarten.

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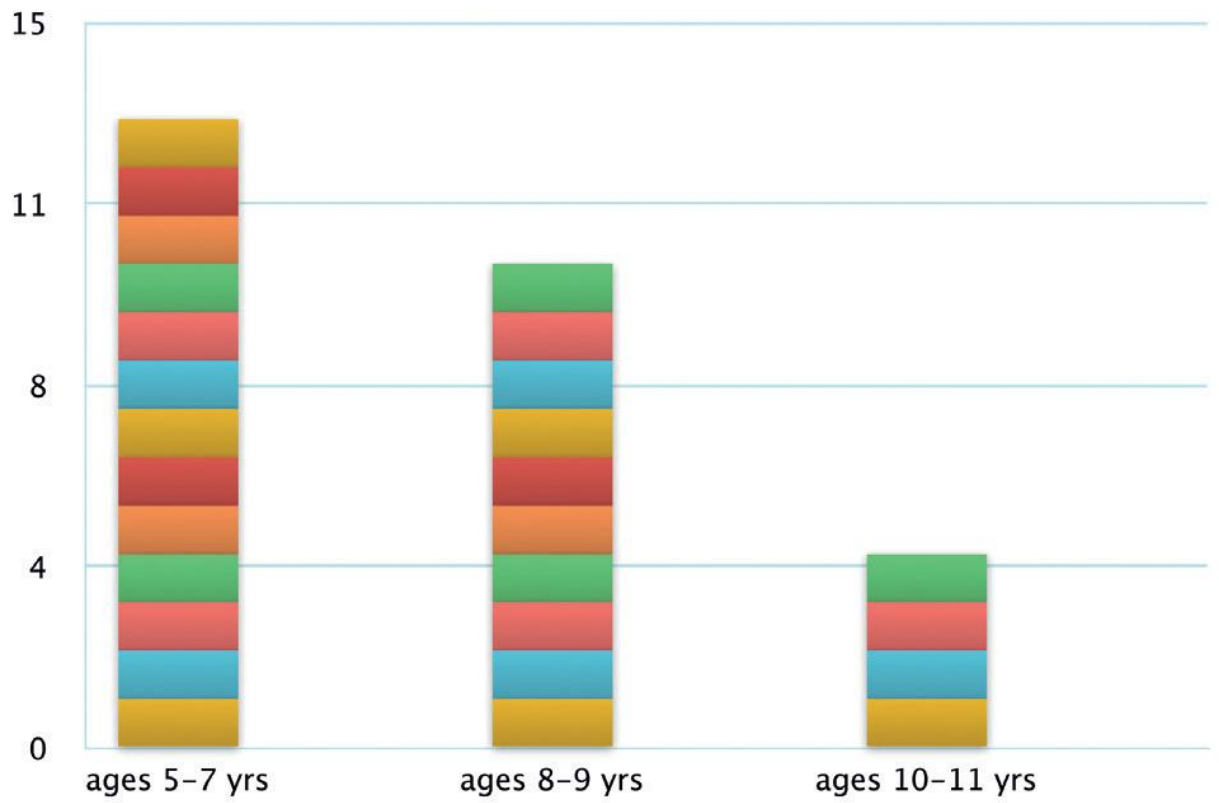
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APPENDIXES

1. Starting age of foreign language learning.
2. Example of Cambridge English TKT test.
3. CLIL style materials for young learners.
4. Interview transcripts

Appendix 1. EU foreign language learning starting age



Appendix 2. Example of Cambridge English TKT test

For questions 1 – 7, match the classroom activities with the main learning objectives listed A – D.
Mark the correct letter (A – D) on your answer sheet.

Main learning objectives

A to focus on content vocabulary

B to develop communication skills

C to develop cognitive skills

D to raise awareness of culture

Classroom activities

- 1 Learners find out about attitudes to keeping fit in different societies.
- 2 Learners put the names of different habitats in the spaces on the world map.
- 3 Learners observe the effect that different weights have on the length of a steel spring, and consider why this happens.
- 4 Learners find out how their classmates gathered information for their marketing projects.
- 5 Learners label a diagram of the digestive system.
- 6 Learners research how musical instruments are used to celebrate different national days.
- 7 Learners rank the factors leading to the unification of Italy in order of importance.

For questions 8 – 14, look at the tasks and the three features of language (A, B and C).
Choose the feature of language which matches the task.
Mark the correct letter (A, B or C) on your answer sheet.

- 8 Describing how a fridge works and writing an essay about the history of the first motor cars
 - A passive forms
 - B negative imperatives
 - C modal verbs for expressing obligation
- 9 Interviewing another student about the sports they like/dislike and describing a landscape
 - A sequencing words
 - B present tenses
 - C adverbs of frequency
- 10 Producing a leaflet about saving energy in the home and writing instructions for using a computer game
 - A the past tense
 - B positive imperatives
 - C modal verbs for inviting
- 11 Writing a maths problem and designing a class survey about transport
 - A modal verbs for giving advice
 - B superlatives
 - C question forms
- 12 Predicting the results of a science experiment and planning who does what for the next group history project
 - A future forms
 - B prepositions of place
 - C technical vocabulary
- 13 Writing recommendations about services offered by local banks and doing a group project about three countries
 - A prepositions of time
 - B comparatives
 - C reported speech
- 14 Labelling a poster about the sections of an orchestra and talking with a partner about daily eating habits
 - A vocabulary for expressing feelings
 - B conditionals
 - C singular and plural forms of nouns

For questions 15 – 19, look at the communicative functions and the three ways of expressing them, listed A, B and C.

Two of the ways are appropriate for each function. One of the ways is **NOT**. Mark the way (A, B or C) which does **NOT** express the function on your answer sheet.

15 Clarifying what you want to say

- A 'What I mean is that the economy is likely to improve next year.'
- B 'I think the main point is that employers should increase wages.'
- C 'To give an example, I believe employees need to co-operate with employers.'

16 Presenting solutions

- A 'One thing we could do is measure the amounts shown in the charts.'
- B 'Solving the equation is really important for working out the answers.'
- C 'The best way of dealing with the data is to present it in a line graph.'

17 Disagreeing

- A 'That might be the reason for using Excel. I think, however, we need to check the data first.'
- B 'I see what you're saying. On the other hand, word processing is quicker.'
- C 'Actually, it's not a bad idea. I believe trying different search engines will help us.'

18 Inviting others' opinions

- A 'Have you got any suggestions about what his motives might be?'
- B 'Could you just think about his motives for a few minutes?'
- C 'Can you tell us what you think about his motives?'

19 Asking for clarification

- A 'Did you understand it?'
- B 'Do you mean that it's wrong?'
- C 'That's what you're trying to say, isn't it?'

For questions 20 – 25, look at the activities and the three cognitive skills listed A, B and C. Choose the cognitive skill which matches each activity.

Mark the correct letter (A, B or C) on your answer sheet.

20 Read your partner's description of a rainforest ecosystem, and then suggest four improvements to the description.

- A planning
- B evaluating
- C categorising

21 Look at the four musical instruments in the picture, and discuss why they are used in different musical contexts.

- A analysing
- B ranking
- C predicting

22 Look at the three descriptions of fish that live in caves. Write down the similarities, and say why you think these fish have all evolved in these ways.

- A imagining
- B contrasting
- C reasoning

23 In your groups, design a diagram to go on a poster about wasting water.

- A calculating
- B composing
- C distinguishing

24 Change the percentage for the amount of tax each person pays, and see if their income is what you calculated.

- A classifying
- B defining a problem
- C testing a hypothesis

25 Look at these rules for how eye colour is inherited, and work out how likely the children are to have brown eyes.

- A deducing from data
- B comparing information
- C recognising a hypothesis

Answer key

1	D	21	A	41	C	61	B
2	A	22	C	42	B	62	C
3	C	23	B	43	C	63	D
4	B	24	C	44	A	64	D
5	A	25	A	45	A	65	B
6	D	26	E	46	F	66	C
7	C	27	F	47	C	67	F
8	A	28	D	48	B	68	E
9	B	29	C	49	D	69	G
10	B	30	B	50	A	70	A
11	C	31	A	51	B	71	B
12	A	32	E	52	A	72	A
13	B	33	A	53	C	73	E
14	C	34	H	54	A	74	C
15	B	35	D	55	C	75	D
16	B	36	B	56	C	76	C
17	C	37	C	57	C	77	F
18	B	38	G	58	A	78	E
19	A	39	B	59	E	79	D
20	B	40	A	60	E	80	A

Sample answer sheet



Do not write in this box

Candidate Name
If not already printed, write name
in CAPITALS and complete the
Candidate No. grid (in pencil).

Centre No.

Examination Title

Candidate No.

Centre

**Examination
Details**

Supervisor:

If the candidate is ABSENT or has WITHDRAWN shade here

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Use a pencil.

Mark ONE letter for each question.

For example, if you think F is the right answer to the question, mark your answer sheet like this:



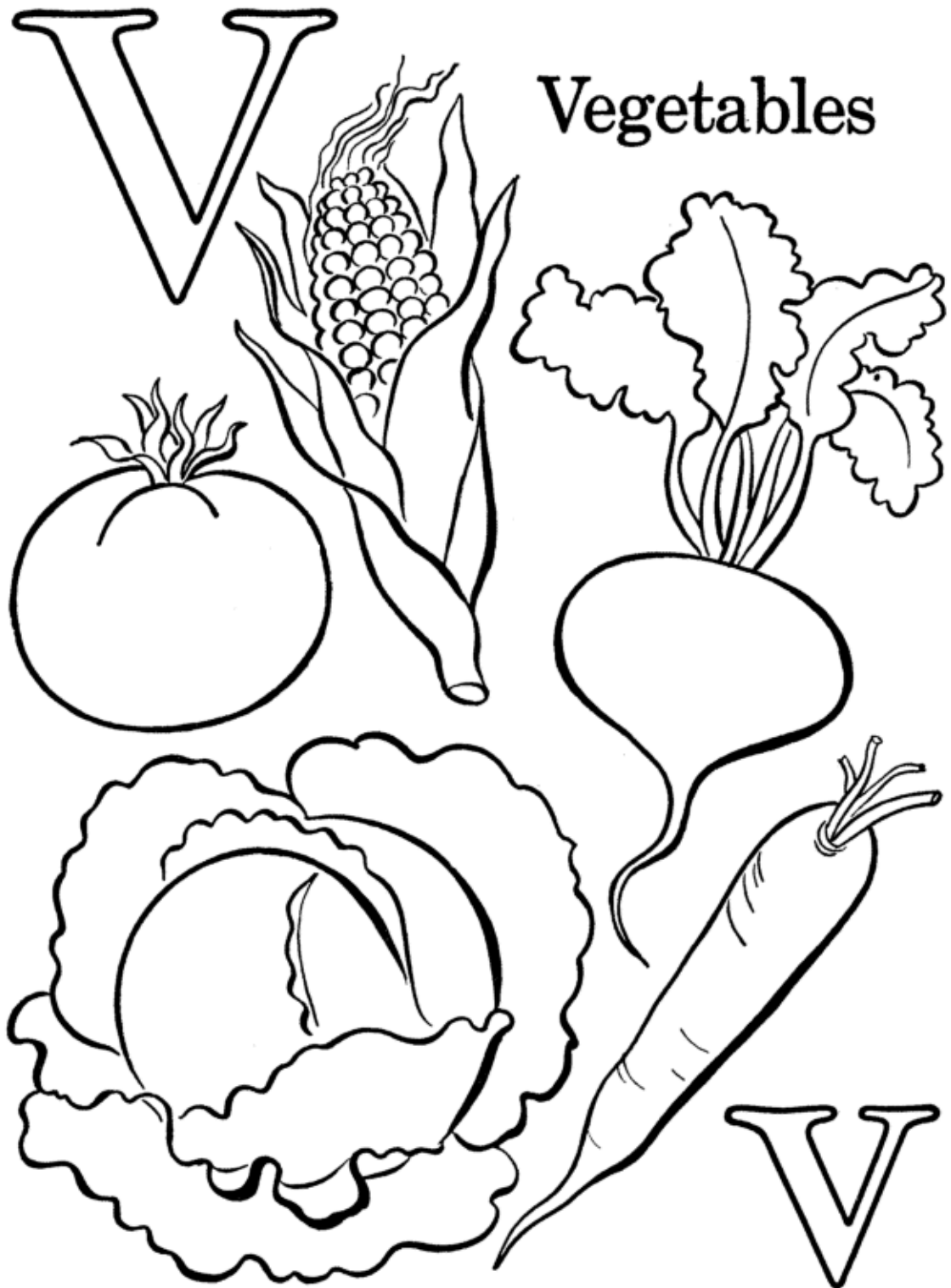
Rub out any answer you wish to change with an eraser.

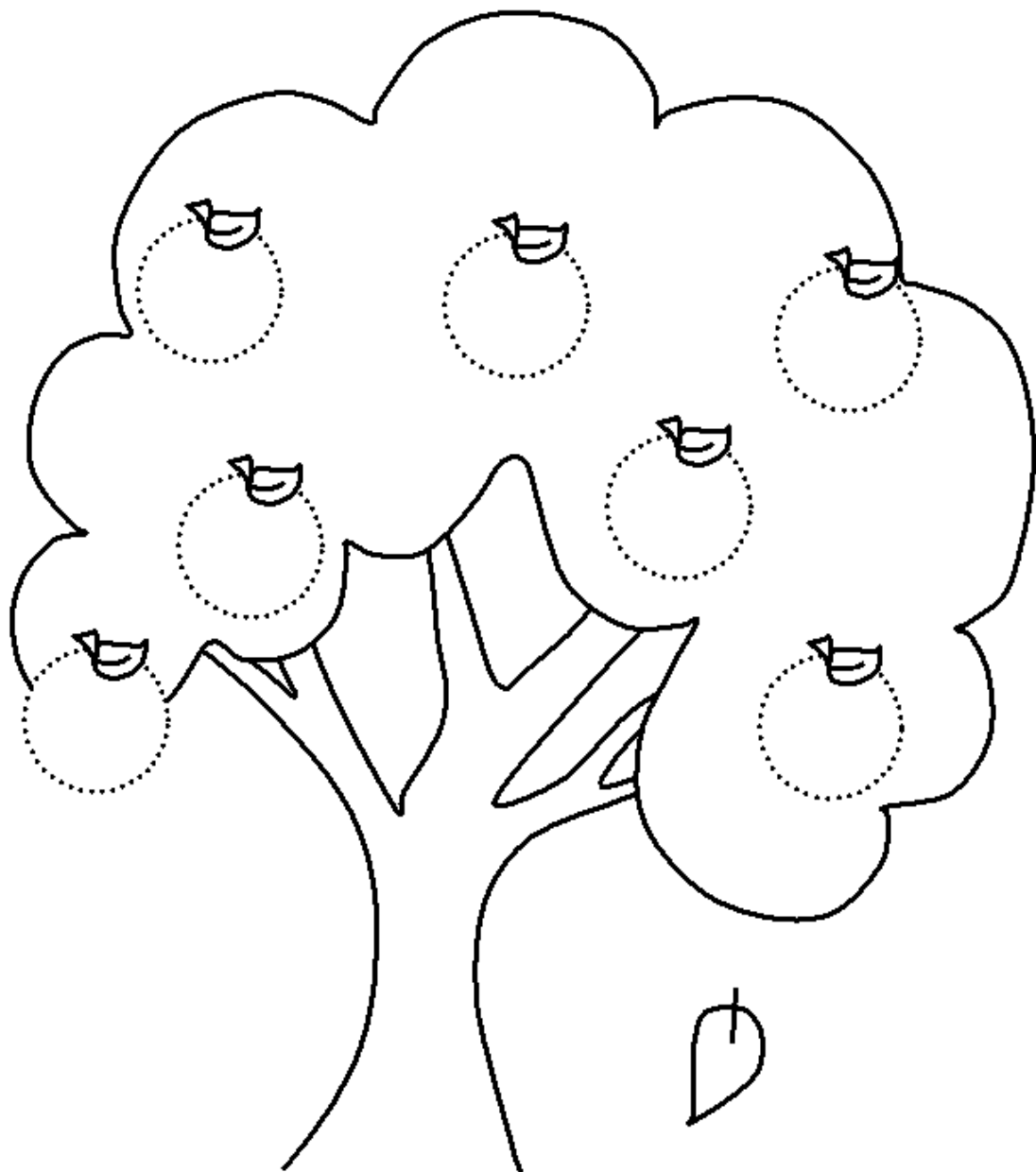
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- 2 A B C D E F G H I
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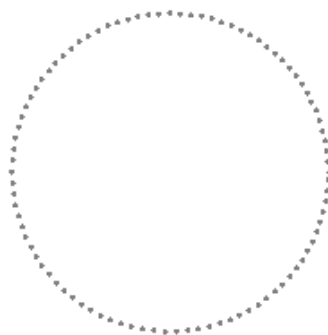
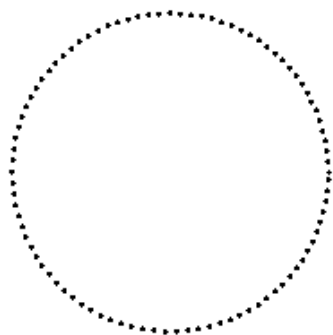
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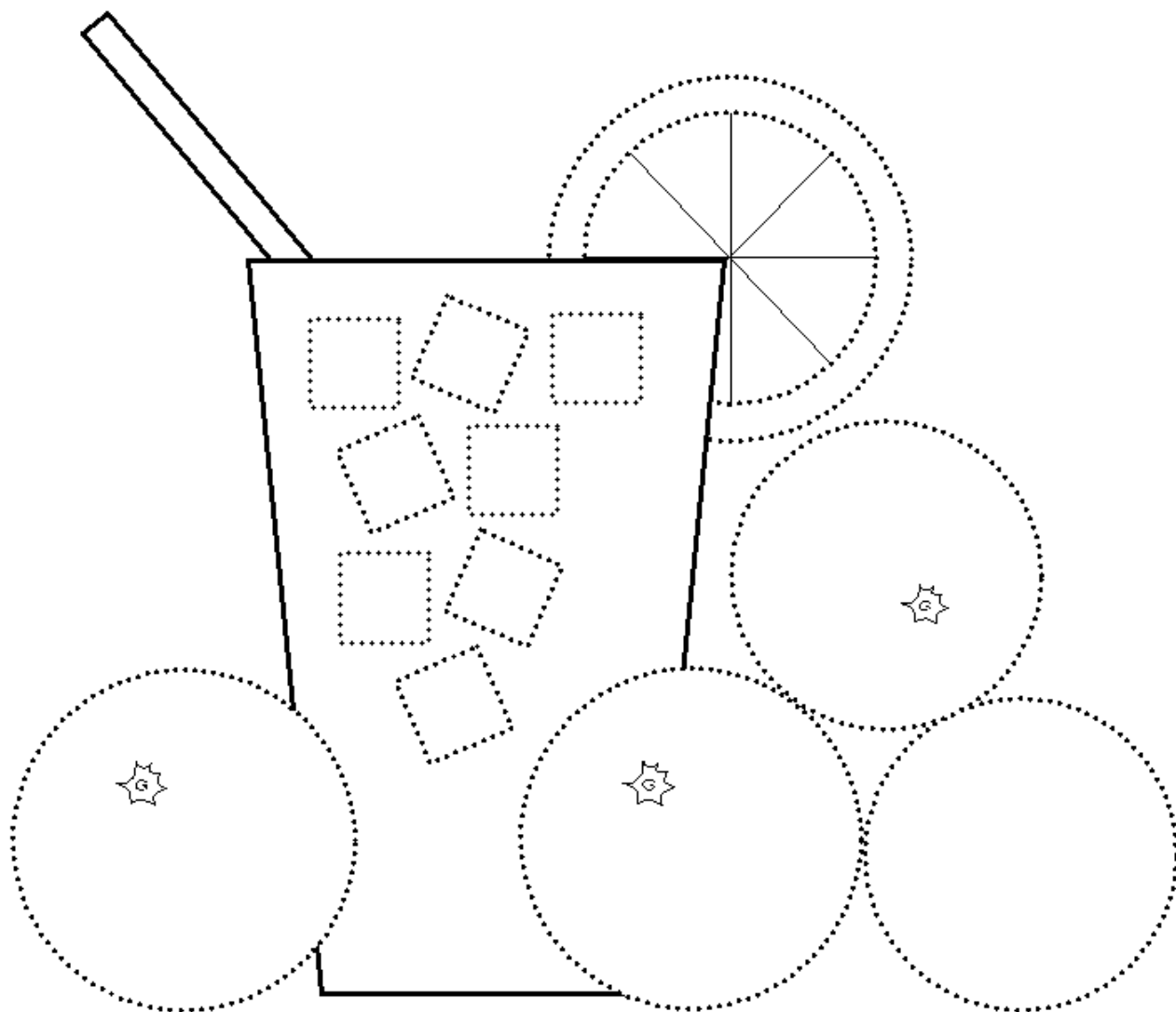
3.CLIL style materials for young learners





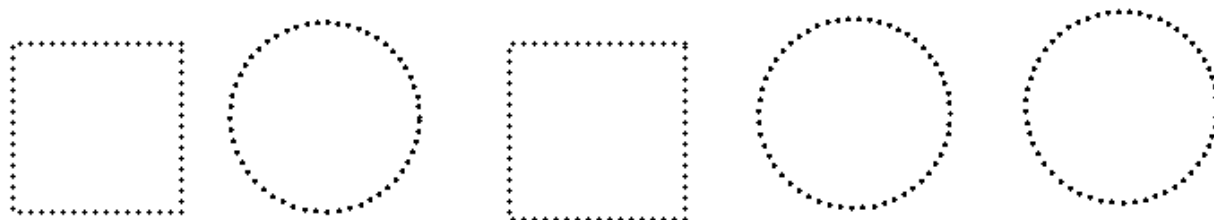
Shapes and Colors Practice: Trace the circles  and color them **red**.





Shapes and Colors: Trace the circles  and color them **orange**.

Trace the squares  and color them **blue**.



4. Interview transcripts

a) English interview transcript with Vytautas Magnus university CLIL expert

Q: How did you come across CLIL?

A: Interesting question. When I was in high school the term CLIL did not exist. I studied, in the old days, the so-called specialized English language school, where we had more subjects in English than a normal high school Lithuania. Later, when confronted with CLIL, I realized that what we were doing [in school] was something similar [to CLIL], because some subjects, for example literature, were taught in English. We read English literature. In English we had geography, which was associated with Great Britain. History was also in English language - it was connected with the history of the British Isles. It can be said that it was some form of CLIL, although that year [when I went to school] CLIL, as a term was not yet created, because term CLIL appeared in 1994, which means that there was no concept of CLIL either. More with CLIL I encountered here, working at the University. In 2011-2013 we had a project that was called " *Synergy of Subject Matter and Foreign Language* " and it was a project for CLIL development in Lithuania. This is how I encountered CLIL from the professional side.

K: Tell me about the project?

A: The idea, perhaps, is not quite ours. It was the idea of Lithuanian Ministry of Education and Science - not ours, but we certainly were happy to join the development of this idea, because we see the purpose in this. The project had a specific description and according to the description we had to implement it. So we could not afford to expand in activities as well as we would like, because the aim of the project was CLIL teacher competence development - and that's what we did. We tried to implement the project description as productive as possible, developing competences of CLIL subject teachers, to conduct their subject according to CLIL, integrating language and subject matter. The idea was not ours - ours was the realization, the most meaningful as we saw it and we believe it has justified. We had 121 subject teacher, quite significant number. We held a variety of trainings, foreign language, subject language, CLIL didactics, active methods, technology of language integration into teaching subject. The originality of the project was the realization of the process itself according to the established guidelines.

Q: What was most important in the project description?

A: Teacher development – it was the essence. The project and its activities were focused on the development of teacher competences - we have not been able to expand. Before the project, we had a lot of discussions, since 2009, ideas have been developing on how CLIL project could take place in Lithuania. After Lithuanian Ministry of Education has generated this project idea there were even more discussion: it was discussed that not only the development of teacher competences would be needed, but also to create CLIL concept that would allow systematicall CLIL implementation in Lithuania, and it seems to me that if such a project would have been approved, CLIL in Lithuania would have brought many benefits. Current project description narrowed the possibilities for the project executors to the development of competences and did not touch the concept, that is why, I think, we do not have widely developed CLIL in Lithuania.

Q: How did the trainings take place?

A: In various forms. In VDU we have a very good base for remote learning. If speaking about the form we held traditional auditorial meetings and MOODLE trainings, all participating teachers network development. The teachers were from various regions, they came to Kaunas for training. It was useful in the sense that teachers from different schools and regions participated in training together, shared their experiences. In other cases, our professors went to teacher regions. There was not only the direct teaching process in the project plane, also we had discussions with the school community, we talked to parents, teachers, administration and students. One such event took place in Šiauliai Didždvaris gymnasium. We see this high school as CLIL avant-garde in Lithuania. Now this school has extensive CLIL system and Baccalaureate, when subjects in 11-12 grade are taught completely in English. In that high school we did a one-day extended discussion, during which we had a discussion with teachers, conducted surveys, talked to students, administration. This is a school which implements CLIL using "whole school policy". It is a clear system within the school, what follows what, which subjects are integrated in which class, purposefully going toward the baccalaureate - this is the flagship CLIL school in Lithuania. Project training activities were very different, besides the already mentioned, we also created a network of teachers, conducted various discussions.

Q: Were there teachers that found it hard to understand CLIL? Was it difficult for them to adapt it in school?

A: It is difficult to answer simply because CLIL has many forms. CLIL installation depends on students as well as teachers preparation, this is CLIL axiom, when the teacher has to adapt to the students' language proficiency level and apply CLIL form suitably (perhaps the only the reading of authentic texts, maybe it is possible to make presentations, maybe students can prepare slides, if their competence is good enough), if the teacher's competence is worse, again, there are some CLIL methods for such cases. Teachers who have difficulty with foreign languages, we proposed methods they can adapt so that learning process would still take place. For students that have weaker competence, for example German or French language skills are often at a lower level, because it is the second foreign language, there are also particular methodology. In sense of methodology application, teachers who have participated in our trainings, felt what methodology works and applied it. The biggest problem is what does not depend on teachers, and that is this lack of "whole school policy". I.e. if the teacher is participating in our training, but in his school there is no system for CLIL integration. There are examples when CLIL has not been successfully applied because CLIL requires consistency, clear system, that students understand why the lesson is in a foreign language. If it is not clear for student, if the teacher does not feel that his lessons are being conducted correctly, if he feels that lessons are "off topic", then it is wrong, it does not bring any results. This is not a question of linguistic competency – it is a question of system. The sad thing is that we trained teachers, they really got the skills and most of them after the project were able to go and teach using CLIL methods, but in many cases they got caught at the dead end, because their school did not have the system. If there is no system, consistency and the definition of continuity CLIL will simply "drown".

Q: Should every school adapt CLIL individually?

A: Yes. This should be the "whole school policy". CLIL should be integrated in general school plan: where, when and how it will be, in what subject, how many hours. The teacher is responsible for integration forms, but if the teacher will be left alone it will have no effect, if the teacher feels strongly enough, it will only lead to varied lessons, which is also good. If the teacher does not feel strongly the lesson can end up being strange. Then children will not understand what has happened to them and it will look ridiculous. Consistency should be, the process must be explained to children and even parents. I had a meeting with a scholar from France and heard some interesting ideas, that not only school has to have its policies and training plan, but even the community in

which the school is located. Town hall must also have their role in the process of CLIL integration. Parents should be introduced with CLIL during meetings and what it is for, what are the benefits. Town hall, if they want for the school to have a better ranking or name, offer a better quality of education for the community, should also be interested and should "push" the process forward. These are a few things needed for CLIL to be effective.

Q: How do you ensure that the teachers use the methodological knowledge correctly?

A: Within project, during two years time, there was such thing. At the end of the training, lessons were carried out and we collected statistics, data and feedback - how did it go, what was good, what was bad. There was a partial monitoring. After the project we stayed in touch with some schools. We did voluntary teacher interviews in those schools. I emphasize that we are in touch with schools, because CLIL can only be there, where whole school community is involved in its development. To initiate CLIL for one teacher it would be too difficult. In terms of financial support, there is no such thing in Lithuania. Another minus, why CLIL in Lithuania does not push forward, is that there no defined CLIL teacher competences anywhere in documents. They are defined on a global scale, but not in Lithuania. CLIL teacher certification is also not defined and how it is useful in terms of teachers' salaries.

Q: Is lack of financial support an obstacle for CLIL integration?

A: I think so. There are cases where schools that want CLIL, had lessons with two teachers - subject and a foreign language, but it is expensive, because school pays both teachers for one lesson. It would be cheaper to train subject teachers the linguistic competence, so there would be no need for assisting teacher. For example in Germany there are no such cases, because they think that the teacher is able to learn both subject and language, there teacher comes to the school completed a double qualification, language and subject – in Lithuania there is no such thing. There are teachers who after they graduate from subject studies retrain, then they have both language and subject – we have such cases in Lithuania. For double qualification teachers do not receive any stimulus in Lithuania, I have not heard, that for this the teacher would get additional or higher salary, maybe there are schools that encourage teachers at their own expenses, but there is no such system in Lithuania.

Q: What is your opinion about online courses?

A: Online courses in Europe are the buzzword, but somehow in Lithuania it has a negative connotation.

Q: Can these courses be wrongly interpreted and bring more harm than good?

A: It is hard to say. I often participate in schools, present CLIL method, concept, basics, of how it works and I have heard from teachers, who doubt that they understand and they seek additional advice and explanations. It seems that teachers are trying to take interest in it, but they are not sure if they are going in the right direction. Online courses are usually made by trained professionals. I do not think that it would be bad. Any methodology seminars are useful. Of course one of the seminar would not be enough, you need to work purposefully. There are general principles, but as CLIL experts could say, CLIL has many forms and the essence is in the goal, why we do it and how we need to adapt it to a particular case, particular class. These are two important things in CLIL integration. Because damage can be done if CLIL is not adapted and applied according teachers and students language capabilities and when it is done without purpose. In many cases the objective is improvement of the linguistic competencies. Those who are familiar with CLIL know that CLIL classes improve not only language skills, but also cognitive skills. Better content mastering. Those who do not understand these things take CLIL skeptical – think that by not understanding the language you can not understand subject, that mothertongue will be forgotten. We had

communicated with lituanists from CLIL schools. Statements that children are bad at their mother tongue has nothing to do with CLIL. CLIL does not necessarily has to be integrated as immersion, which is applicable in bakalaurete, that is why teacher must ensure that the terminology of the subject is learned in both languages. Nobody says that mother tongue should be abolished, good CLIL teacher should be able to find middle ground. So you can always wander aside, but the seminars really would not hurt, just the quantity may not be enough.

Q: Are the CLIL forums and organizations in Lithuania?

A: English Language Teachers Association, I think has the communication space. It is hard to say whether CLIL teachers in Lithuania have a network. A couple of years ago, when we finished the project, French Teachers Association has put much effort in french shools development in Lithuania, where besides of all activities figured CLIL application. French language teachers are connected by French Institute in Vilnius, they had a clear CLIL. With other languages it is not clear. There are a lot of english teachers, but there is no network, I think.

Q: What is your opinion on soft CLIL?

A: I think that it is good, I think that CLIL at any stage of development makes sense. I was skeptical of CLIL in higher education, but now I think, there is also has a point. Why soft CLIL? Because it is langue teacher led, the content is more general, and good English language competence is very important there. In primary education teacher should provide a very good basis for the corect pronunciation, and this is precisely the moment where children can misslead. In any case, there is meaning.

Q: Can CLIL do harm to learner's mothertongue?

A: [...] It is art. Linguistic first language competence of multilingual speakers is poorer than of monolinguals. There are studies that prove it. [...] There are many cases and each situation should be assessed individually. But after all kindergarten CLIL would not be content and language integration, because what is the content, there are no subjects just simple communication, in most cases we have immersion, where a part of life in kindergarten is happening in different language. If children get writing in foreign language tasks in kindergatens such tasks, even when they are generally not able to write at all, it is not good. Immersion, game form, I think, is fine. It is probably important to spatially separate foreign language activities, if we play some kind of game in English or have music in foreign language. I think it is useful for children and the Lithuanian language should not be pushed to the side, or think that the children will not learn it. Again here we return to the same educators' competence, if their Lithuanian language competence is high, classes in a foreign language, I do not think, that they will not allow children to develop their mother tongue competence appropriate to their age. Again everywhere must be a system and meaning. And especially for children. Chaos is bad here.

Q:What needs to be done to integrate CLIL into Lithuanian kindergartens?

A: Kindergartens do not necessarily need a particular system, because kindergarten do not have educational content. You can do everything systematically depending on what is to be. The system is expected to start only in school [...]. Abroad CLIL appearance in school is a quality mark, for some reason in Lithuania it is not. In kindergarten joint initiative and plan creation by administration together with teachers would be enough. Like I said, there are many assumptions, game forms, young children learn foreign language naturally. I'm not strong in methodology, but for young children, according to child's learning psychology, activity and language learning areas should be clearly distinguished.

K: Based on your practical experience please name the essence of CLIL methodology?

A: Goal. We need to have a goal. Why do we do this? Then the awareness of all stakeholders, self-awareness, why it is needed? Both the teachers, children, parents, school administration and the community in a broader sense. They should all be informed and know how it will be carried out, this is how CLIL has a chance to be successful. And then of course linguistic competence. It is often said that C1 linguistic competence is necessary, but it is not. B2 would be fine, methodological approach is more important. The teacher whose linguistic competence is weak, should think how he releases active role to learners, does not take an active role by himself, stays passive. It is practiced, therefore, primary teacher can not give the active role to kids and has to stay in active role himself as the language competence in early learning is more important. Linguistic competence does not necessarily has to be high on both sides, but must be clearly thought through what you can do with the competence you have. To evaluate linguistic competence of both parties and determine what CLIL approach is suitable, because CLIL has many forms. To give children read the texts in a foreign language, and then lead the discussion in Lithuanian already is CLIL - the use of authentic sources. CLIL can be from 5 percent of foreign language up to 100 percent - immersion. Selection of correct percentage integration is art and the key to success.

b) Lithuanian interview transcript with Vytautas Magnus university CLIL expert

K: Kaip sužinojote apie CLIL?

A: Įdomus klausimas. Kai pati mokiausi vidurinėje mokykloje CLIL pavadinimo dar nebuvo. Aš mokiausi, senais laikais, vadinamoje specializuotoje anglų kalbos mokykloje, kur anglų kalba turėjome daugiau dalykų, negu įprastoje vidurinėje mokykloje Lietuvoje. Vėliau, kai susidūriau su CLIL, supratau, kad tai ką mes darėme [mokykloje] buvo kažkas panašaus [į CLIL], nes kai kurie dalykai, pvz. literatūra, buvo dėstomi anglų kalba. Skaitėme anglišką literatūrą. Anglų kalba turėjome ir geografiją, kuri siejosi su Didžiąja Britanija. Buvo ir istorija anglų kalba – ji siejosi su Britų salų istorija. Galima teigti, kad tai buvo tam tikra CLIL forma, nors tais metais [kai mokiausi] CLIL, kaip termino dar nebuvo, nes CLIL pavadinimas atsirado 1994 metais, reiškia ir CLIL sampratos dar taip pat nebuvo. Plačiau su CLIL susidūriau čia, dirbdama universitete. 2011-2013 metais turėjome projektą, kuris vadinosi „Užsienio kalbos ir dalyko sinergija“ ir būtent tai buvo projektas skirtas CLIL plėtrai Lietuvoje. Taip su CLIL susidūriau iš profesionalios pusės.

K: Papasakokite plačiau apie projektą ir kaip kilo idėja diegti projektą Lietuvos mokyklose?

A: Idėja, galbūt, ne visai mūsų. Tai buvo Lietuvos mokslo ir švietimo ministerijos, mintis - ne mūsų, bet mes tikrai mielai prisijungėme prie tos idėjos plėtojimo, todėl, kad matome prasmę. Projektas turėjo tam tikrą konkretų aprašą ir pagal tą aprašą mes turėjome jį įgyvendinti. Taigi mes nelabai galėjome sau leisti išsiplėsti veiklose taip, kaip mes norėtume, nes projekto tikslas buvo CLIL mokytojų kompetencijų plėtojimas - mes to ir ėmėmės. Bandėme tą projekto aprašą įgyvendinti kaip įmanoma produktyviau, plėtojant CLIL mokytojų dalykininkų kompetencijas, vesti savo dalyką CLIL metodu, integruojant kalbą ir dalyką. Idėja buvo ne mūsų – mūsų buvo realizavimas, toks, kokį mes matėme patį prasmingiausią ir, manome, jis pasiteisino. Turėjome 121 mokytoją dalykininką, pakankamai nemažas skaičius. Rengėme įvairius mokymus, užsienio kalbos, dalykinės kalbos, CLIL didaktikos, aktyvių metodų, kalbos integravimo į dalyko dėstymą technologijų. Originalumas projekte buvo pats realizavimo procesas pagal nustatytas gaires.

K: Kas svarbiausia buvo nustatytame CLIL apraše?

A: Mokytojų kompetencijų tobulinimas – buvo pati esmė. Projektas ir jo veiklos buvo nukreiptos į mokytojų kompetencijų plėtojimą - išsiplėsti nelabai galėjome. Prieš projektą, turėjome daug diskusijų, nuo 2009 metų, buvo plėtojamose idėjos, kaip CLIL projektas Lietuvoje galėtų vykti. Lietuvos švietimo ir mokslo ministerijai sugeneravus projekto idėją diskusijų būta dar daugiau: buvo diskutuojama, kad reikėtų ne tik plėtoti mokytojų kompetencijas, bet tuo pačiu sukurti CLIL koncepciją, kad atsirastų galimybė CLIL Lietuvoje įgyvendinti sistemiškai ir, man atrodo, kad jeigu toks projektas būtų patvirtintas, Lietuvos CLIL tau būtų atnešę daug naudos. Dabartinis projekto aprašas susiaurino projekto vykdytojų galimybes iki kompetencijų plėtojimo, o pačios koncepcijos nepalietė, būtent dėl to, manyčiau, plačiai išvystyto CLIL Lietuvoje ir neturime.

K: Kaip vyko mokymai pedagogams, jų kompetencijų tobulinimas?

A: Įvairiomis formomis. VDU turime labai gerą bazę nuotoliniam mokymui. Formos prasme vyko tradiciniai auditoriniai susitikimai ir mokymai MOODLE platformoje, visų dalyvių mokytojų tinklo kūrimas. Mokytojai buvo iš įvairių regionų, mokymams jie atvykdavo į Kauną. Tai buvo naudinga ta prasme, kad įvairių mokyklų ir įvairių regionų mokytojai dalyvavo mokymuose kartu, dalinosi savo patirtimi. Kitais atvejais mūsų dėstytojai vyko į regionus pas mokytojus. Projekto plotmėje buvo ne tik tiesioginis mokymo procesas, taip pat vykdėme diskusijas su mokyklų bendruomene, kalbinome tėvus, mokytojus, administraciją ir moksleivius. Vienas toks renginys vyko Šiaulių „Didždvario“ gimnazijoje. Mes šią gimnaziją matome kaip CLIL avangardą Lietuvoje. Dabar ši mokykla turi plačią CLIL sistemą ir bakalaureatą, t.y. kai 11-12 klasėse dalykai pilnai mokomi anglų kalba. Toje gimnazijoje darėme vienos dienos išplėstą diskusiją, kurios metu bendravome su mokytojais, vykdėme apklausas, bendravome su moksleiviais, administracija. Tai yra mokykla kuri CLIL įgyvendina taikant „whole school policy“. Tai yra aiški sistema mokyklos viduje, kas po ko seka, kokie dalykai integruojami kokioje klasėje, tikslingai einant link bakalaureato - tai yra pavyzdinė CLIL mokykla Lietuvoje. Projekto mokomosios veiklos buvo labai įvairios, be jau išvardintų, dar kūrėme tam tikrą mokytojų tinklą, vykdėme įvairias diskusijas.

K: Ar buvo mokytojų, kuriems buvo sunku įsisavinti CLIL koncepciją? Ar sunku buvo mokytojams CLIL pritaikyti savo mokykloje, pamokose?

A: Sunku atsakyti vien dėl to, kad CLIL yra visoks. CLIL diegimas labai priklauso tiek nuo moksleivių tiek nuo mokytojo pasirengimo, tai yra CLIL aksiomos, kai mokytojas turi taikytis prie moksleivių kalbos mokėjimo lygio ir atitinkamai taikyti tam tikrą CLIL formą, (galbūt tik autentiškų tekstų skaitymo, o gal jau galima talikti prezentacijas, gal moksleiviai jau gali ruošti pateiktis, jeigu geresnė jų kompetencija,) jeigu mokytojo kompetencija prastesnė, vėlgi, yra tam tikri metodai, kaip CLIL diegti tokiu atveju. Mokytojams, kuriems užsienio kalbos sunkiau sekasi, pasiūlėme, kaip pritaikyti metodiką, kad procesas vis tiek vyktų. Kurių moksleivių prastesnė kompetencija, pvz. vokiečių ar prancūzų kalbos žinios dažnai būna žemesnio lygio, nes tai yra antra užsienio kalba, taikoma tam tikra metodika. Metodikos pritaikymo prasme, mokytojai kurie dalyvavo mūsų mokymuose, pajuto kas tinka ir atitinkamai taikė tą metodiką. Didžiausia problema yra tai kas nepriklauso nuo mokytojų, o tai yra tos „whole school policy“ trūkumas. T.y. jei mokytojas dalyvauja mūsų mokymuose, bet jo mokykloje nėra sistemos kaip CLIL joje integruojamas. Yra pavyzdžių, kai CLIL nebuvo sėkmingai taikomas, dėl to, kad CLIL reikia nuoseklumo, aiškios sistemos, kad moksleiviai suprastų, kodėl pamoka vyksta užsienio kalba. Jei mokiniui tai nėra aišku, jeigu mokytojas nesijaučia, kad veda pamokas teisingai, jei jaučiasi pamokas vedamas „ne į temą“, tada yra negerai, tai neduoda jokių vaisių. Tai ne kalbinių kompetencijų klausimas - tai sistemos klausimas. Liūdniausia, kad apmokėme mokytojus, jie gavo kompetencijas ir tikrai dauguma jų po projekto galėjo eiti ir mokyti naudodami CLIL metodą, bet daug kur atsimušdavo į sieną, nes jų mokykloje nebuvo sistemos. Jei nėra sistemos, nuoseklumo ir tęstinumo apibrėžimo CLIL tiesiog „paskęsta“.

K: Ar CLIL sistemą turėtų diegtis kiekviena mokykla individualiai?

A: Taip. Tai turėtų būti ta „whole school policy“. Bendrame mokyklos plane turėtų būti integruotas CLIL: kur, kada ir kaip jis bus, kokiame dalyke, kiek valandų. Už integravimo formas yra atsakingas mokytojas, bet jei mokytojas bus paliktas vienas tai nebus jokio efekto, jei mokytojas jaučiasi pakankamai stipriai, tik bus pajvairintos pamokos, kas irgi yra gerai. Jei mokytojas nesijaučia stipriai pamoka gali gautis keista. Tada vaikai nesupras kas įvyko ir jiems tai atrodys juokinga. Nuoseklumas turėtų būti, procesas turi būti paaiškintas vaikams ir net tėvams. Teko dalyvauti susitikime su mokslininku iš Prancūzijos ir išgirsti įdomių minčių, kad ne tik mokykla turi turėti savo politiką ir mokymo planą, bet netgi bendruomenė kurioje ta mokykla yra. Savivaldybė taip pat turi turėti savo rolę CLIL integravimo procese. Tėvai turi būti supažindinami susirinkimų metu su CLIL ir kam jis reikalingas, kokią naudą duoda. Savivaldybė, jei nori kad mokykla turėtų geresnį reitingą ar vardą, galėtų pasiūlyti geresnės kokybės ugdymą bendruomenei, taip pat turėtų domėtis ir „stumti“ procesą į priekį, tai yra keli dalykai kurių reikia kad CLIL būtų efektyvus.

K: Kaip užtikrinte, kad teorija, perteikta mokytojams, bus taisyklingai taikoma jų pamokose?

A: Projekto ribose, dviejų metų, laikotarpyje buvo vykdoma tokia veikla. Pasibaigus mokymams, buvo vykdomos pamokos ir mes rinkome statistiką, duomenis ir grįžtamąjį ryšį – kaip sekėsi, kas buvo gerai, kas buvo blogai. Vyko monitoringas iš dalies. Projektui pasibaigus su kai kuriomis mokyklomis mes bendraujame iki šiol. Jose darėme savanoriškas mokytojų apklausas. Pabrėžiu, kad bendraujame su mokyklomis, nes CLIL yra tik ten, kur į jo vystymą įsitraukia visa mokyklos bendruomenė. Vienam mokytojui inicijuoti CLIL būtų per sunku. Kalbant apie palaikymą ir net ne apie finansinį, kurio Lietuvoje tikrai nėra. Dar vienas minusas, kodėl CLIL Lietuvoje nesiskina kelio, kad nėra niekur dokumentuose apibrėžtų, CLIL mokytojų kompetencijų. Jos yra apibrėžtos pasauliniu mastu, bet ne Lietuvos. Taip pat nėra apibrėžtas CLIL mokytojų sertifikavimas ir kuo tai naudinga mokytojui atlyginimo prasme.

K: Ar finansavimo nebuvimas yra kliūtis CLIL vystymui?

A: Manau taip. Yra atvejų, kai mokyklos kurios nori, kad CLIL vyktų, turėjo pamokas kuriose dirbo du mokytojai - dalyko ir užsienio kalbos, bet tai yra brangu, nes už pamoką mokama abiem mokytojams. Pigiau būtų apmokyti dalyko mokytojus kalbinių kompetencijų, kad pagalbinio mokytojo nereikėtų. Pvz. Vokietijoje tokių atvejų nėra, nes traktuojama kad pats mokytojas geba užsienio kalbą ir dalyką, ten mokytojas ateina į mokyklą baigęs dvigubą kvalifikaciją, kalbos ir dalyko, Lietuvoje to nėra. Yra mokytojų, kurie baigę dalyko studijas paskui persikvalifikuoja, tada pastarieji turi ir kalbą ir dalyką - tokių atvejų Lietuvoje turime. Lietuvoje už dvigubą kvalifikaciją mokytojams neskiriama jokia paskata, nesu girdėjusi atvejų, kad už tai mokytojas gautų papildomą ar didesnę atlyginimą, gal yra mokyklų kurios skatina mokytojus savo lėšomis, bet sistemos tam Lietuvoje nėra.

K: Kokia jūsų nuomonė apie virtualius kursus?

A: Online kursai Europoje yra *buzz word*, tik kažkodėl Lietuvoje tai turi neigiamą konotaciją.

K: Ar kursai gali lemti teorines interpretacijas, kurios taikomos netinkamai atneštų daugiau žalos nei naudos?

A: Sunku pasakyti. Dažnai tenka dalyvauti mokyklose, pristatyti metodą, CLIL sampratą, pagrindus, kaip tai veikia ir teko išgirsti iš mokytojų, kurie abejoja, kad supranta ir prašo papildomai patarimų, paaiškinimų. Atrodo, kad mokytojai bando domėtis, bet nėra įsitikinę ar teisinga linkme eina. Online kursai dažniausiai yra rengiami specialistų. Nemanau kad tai būtų blogai. Bet kokie metodikos seminarai yra naudingi. Žinoma vieno seminaro neužtektų, reikia dirbti

kryptingai. Yra bendrieji principai, bet, kaip ir CLIL specialistai galėtų pasakyti, CLIL yra labai daug formų ir esmė yra tikslė, ko mes siekiame, kam mes tai darome ir kaip mes turime pritaikyti konkrečiam atvejui, konkrečiai klasei. Tai yra du dalykai svarbūs norint integruoti CLIL. Nes žalos galima padaryti tada kai CLIL nėra adaptuojamas ir pritaikomas pagal mokytojo ir moksleivių kalbines galimybes ir kai tai yra daroma be tikslo. Daugeliu atveju tikslas būtų kalbinių kompetencijų ugdymas, gerinimas. Tie kurie susipažinę su CLIL žino, kad CLIL pamokų metu gerėja ne tik kalbinės, bet ir kognityvinės kompetencijos. Geresnis turinio įsisavinimas. Tie kurie šių dalykų nesupranta atsižvelgia į CLIL skeptiškai - mano kad nesuprasdamas kalbos nesupras ir dalyko arba, kad bus pamiršta gimtoji kalba. Teko bendrauti su lituanistais iš mokyklų kur taikomas CLIL. Teiginiai, kad vaikai nemoka gimtosios kalbos nieko bendro su CLIL neturi. CLIL nebūtinai turi būti integruojamas kaip imersija iš karto, kuri taikoma bakalaurete, todėl mokytojas turi užtikrinti, kad dalyko terminologija būtų išmokta abiem kalbom. Niekas neteigia, kad gimtoji kalba turi būti panaikinta, geras CLIL mokytojas turėtų sugebėti rasti viduriuką. Taigi į šoną visada galima nuklysti, bet seminarai tikrai nepakenktų, tiesiog jų kiekis gali būti nepakankamas.

K: Ar yra Lietuvoje CLIL mokytojų organizacijos, forumai?

A: Anglų kalbos mokytojų asociacija, manau, tikrai turi tokią bendravimo erdvę. Sunku pasakyti ar Lietuvoje yra CLIL mokytojų tinklas. Prieš porą metų, kai baigėme projektą, buvo labai didelis prancūzų mokytojų asociacijos indėlis į prancūziškų mokyklų tinklo kūrimą, kur prie visų jų veiklų figuravo ir CLIL taikymas. Prancūzų kalbos mokytojai apjungti prancūzų kalbos instituto Vilniuje, jie turėjo savo aiškų CLIL. Dėl kitų kalbų nėra aiškų. Anglų mokytojų žinoma yra labai daug, bet tinklo, mano manymu tokio nėra.

K: Ką manote apie soft CLIL taikomą ikimokykliniame ugdyme?

A: Manau kad tai yra gerai, manau, kad CLIL bet kuriam ugdymo etape turi prasmę. Buvau skeptiška dėl CLIL aukštajame moksle, bet dabar manau, kad ir čia yra prasmė. Kodėl soft CLIL? Nes tuo užsiema užsienio kalbos mokytojai, turinys yra bendresnio pobūdžio ir ten yra labai svarbu gera anglų kalbos kompetencija. Pradiniame ugdyme mokytojas turėtų duoti labai gerus tarimo pagrindus ir tai būtent yra tas momentas, kur vaikus galima „numokyti“. Bet kuriuo atveju prasmė yra.

K: Ar taikant CLIL darželyje nenukentėtų gimtoji kalba?

A: [...] Čia menas. Daugiakalbių kalbinė pirmosios kalbos kompetencija skurdesnė, negu vienakalbių. Yra atliktų tyrimų, kurie tai pripažįsta. [...] Būna įvairių atvejų ir kiekvieną situaciją reikėtų vertinti individualiai. Bet darželyje juk CLIL nebūtų dalyko ir kalbos integravimas, nes klausimas kas yra dalykas, mokslo dalyko ten tai nėra, tiesiog bendravimas, daugumoje atveju mes turime imersiją, kur dalis gyvenimo darželyje vyksta kita kalba. Jei darželyje teikiamos vaikams užduotys pvz. rašymo užsienio kalba, kai jie dar apskritai rašyti nesugeba, tai nėra gerai. Imersija, žaidimo forma, manau, kad yra gerai. Vaikams turbūt svarbu užsiemimus atskirti erdviškai, veiklų prasme, kada mes vartojame užsienio kalbą, ir jei kažkokį žaidimą žaidžiame angliškai ar tam tikru metu vyksta muzika užsienio kalba. Manau, kad tai vaikams naudinga, o lietuvių kalbos nereikėtų nustumti į šoną, nei galvoti, kad vaikai jos neišmoks. Vėlgi čia grįžtame prie tos pačios ugdytojų kompetencijos, jei jų lietuvių kalbos kompetencija yra aukšta, užsiemimai užsienio kalba, tikrai nemanau, kad neleis vaikams išsiugdyti gimtosios kalbos kompetencijos tinkamos jų amžiui. Vėlgi visur turi būti sistema ir prasmė. O vaikams ypač. Chaotiškumas yra negerai.

K:Kaip manote ko reikia, kad Lietuvoje atsiratų galimybė diegti CLIL darželiuose?

A: Darželiuose nebūtinai reikalinga konkreti sistema, nes darželiuose nėra mokomojo turinio. Galima viską sistemiškai daryti atsižvelgiant į tai kas turi būti. Sistema turėtų prasidėti tik mokykloje [...]. Užsienyje CLIL atsiradimas mokykloje yra kokybės ženklas, Lietuvoje kažkodėl

taip nėra. Darželyje užtektų darželio administracijos kartu su ugdytojais bendros iniciatyvos, plano sukūrimo. Kaip ir sakiau, prielaidų yra daug, žaidimo forma, ikimokyklinio amžiaus vaikai užsienio kalbą mokosi natūraliai. Nesu stipri metodikoje, bet mažiems vaikams, atsižvelgiant į vaiko mokymosi psichologiją, reikėtų aiškiai išskirti erdves ar veiklas, kur toks mokymas vyktų.

K: Kas jūsų nuomone CLIL'e yra svarbiausia?

A: Tikslas. Turime turėti tikslą. Kodėl mes tai darome? Tada visų suinteresuotų šalių žinomumas, supratimas (awareness), susivokimas, kam to reikia? Tiek mokytojai, tiek vaikai, tiek tėvai, tiek mokyklos administracija, tiek bendruomenė plačiąja prasme. Jei visi informuoti ir žino, kas bus vykdoma tai CLIL turi šansą būti sėkmingas. Ir tada aišku kalbinė kompetencija. Dažnai sakoma kad reikia C1 kalbinės kompetencijos, bet tai nėra būtina užtektų ir B2, svarbiau metodikos klausimas. Mokytojas kurio kalbinė kompetencija silpna, turėtų galvoti, kaip jis atiduoda aktyvią rolę moksleivimas, pats aktyvios rolės nesiima, būna pasyvus, tai yra praktikuoja, todėl pradinėse klasėse negalima vaikams atiduoti aktyvios rolės, kad jie dirbtų daugiau savarankiškai, todėl kalbinė kompetencija ten yra svarbesnė. Kalbinė kompetencija nebūtinai turi būti aukšta abiejų pusių, bet turi būti aiškiai galvojama, ką galima su turima kalbine kompetencija nuveikti. Įvertinti kokia yra kalbinė kompetencija abiejų šalių ir koks CLIL yra tinkamas, nes CLIL formų yra įvairiausių. Duoti vaikams skaityti tekstus užsienio kalba, o po to vesti diskusiją lietuviškai jau yra CLIL - autentiškų šaltinių panaudojimas. Procentaliai CLIL yra nuo 5 proc. iki pat imersijos 100 proc. Integravimo procento parinkimas yra menas ir yra didžiausias sėkmės rodiklis.

c) English interview transcript with 6 teachers from Saulės Gojus Kindergarten

Q: How did you learnt about immersion (type of soft CLIL)?

A1: Here (the kindergaten). First I started to bring my children here. Although I think that at home we also have immersion. I speak one language, husband -another. This method was important, I did not know that it is immersion, but in this kindergarten I realized that this (at home) was immersion.

A2: I heard that this method or something similar is applied in other schools and kindergatens, but personally I came across it here in practice (in kindergarten). As far as I know, Karalienės Mortos school applies something like this. So I have heard.

A3: There (Karalienės Mortos school) English teachers speak with children only in English.

A4: I have learned about it here. I noticed it in practice, then I read about the Saulės Gojus, that here this method is used. Being here, director pointed out that children can not hear you (the teacher) speaking a different language. My kindergarten language is English. I do not talk here Lithuanian, so that children would not have possibility to know, that teacher knows his mother tongue. Also the language can not be simplified. You can not say it easier, more primitive – so explained the principal.

Q: How did you started working per this method?

A1: It was direct immersion. When I came to work it was told that you can only speak English and thats it – they let me to work. Here immersion is both for teacher - and child.

A2: In fact, it is quite difficult in the beginning, because the level of children (foreign language knowledge) is very different, that is why sometimes you feel helpless. The knowledge, that it is not

possible to say something in any other way than to in foreign language, burdens. Sometimes it would be easier to say in mother tongue. Later you think of you own ways and methods to express yourself so that children would understand.

K: Where did you learn to work per this method?

A1: Here.

A2: Everybody came to work here in different time. We have slides prepared by the principal herself about bilingualism and Gardner. It gives you some ideas. We did not have any particular trainings.

A3: We learn from practice.

A4: Each year, we update our knowledge, we remember, what we forget during the year and then just work. I am Lithuanian-speaking teacher. Last year we had an American girl in kindergarten. At first, the children do not accept other languages and go to teachers who speak a language the child understands.

A5: Materials for lessons we find on internet, we look for ideas there.

A6: We share ideas among ourselves.

A1: There was a seminar. One, about bilingualism, foreign language learning at an early age.

A2: We base ourselves on our kindergarten program.

A3: There are games, and songs in the kindergarten program, that can be used in classes. Anyway mainly we share (ideas) among ourselves.

K: Do you have meetings or workshops for sharing information?

A1: There is no time for that.

A2: There was such initiative, where teachers had exchanged between classes and each used her own methods in the class.

A3: Our exchange of experience is informal. There are no planned meetings.

K: Do you feel any discomfort, that in Lithuania it is difficult to find methodological material?

A1: Maybe there is some...

A2: One (teacher), has just released her book, because she could not find any materials. She published a book with practical tasks. There is a teacher's book and exercise book. She tried to put as much knowledge, materials into the book as she could, so that it would be easy to use for a teacher.

A3: There is not really a lot literature, but I do not feel the need to use it during the lessons, still most ideas we search on the Internet. Maybe this is more necessary for Schools when you need to give specific tasks.

A4: We have a lot of freedom.

K: What challenges do you face when working per this method?

A1: As for Lithuanian speaking teacher there are no difficulties.

A2: Most problems arise when it comes to disciplining children, when something goes wrong. Children see the emotion, that I am angry, that something is wrong, but still I would like to say more. Children understand household language, some understand even more, but not all. Everybodys level of understanding is different

. Sometimes I want to say more in Lithuanian, but you can not. Therefore, it seems that disciplinning process does not happen so quickly, it takes longer. It is very exhausting.

A3: Because not all children understand, they search for more comfortable zone, seems like they listen more to their mother tongue. Therefore it is necessary to express it in other ways, for example: intonations, emotions and actions. More energy is used in an attempt to say, to explain, to show. I have to use other means of communication, which consume more energy than plain speaking. It is also difficult to communicate with parents that have poor foreign language skills, so parents begin to avoid foreign language speaking teachers. Sometimes there are sensitive topics that should be discussed with parents, but the parents do not understand the foreign language. You can not speak lithuanian in front of the children, then you consider very carefully how to express yourself, what vocabulary to use. The same situation with the kindergarten's supporting staff. Sometimes you need to ask for a pot from the kitchen, explain somehow, what you need and why you need it- again you have to look for ways to say it. Parents - because of the language barrier often turn to the Lithuanian-speaking colleague.

A4: But if there are english teachers in class - parents have no choice.

A5: Therefore they often avoid to ask, because they fear that they will not understand.

A6: When I started to let my children go here, I knew that my english is not bad, just not use for many years, so often I looked another colleagues support. But after some time I broke through and realized that parents do not need, after all, to speak a foreign language, it is enough for them to understand. Perhaps it should be told to the parents that they can speak Lithuanian.

K: Are there sceptical parents, who would not understand immersion (as method)?

A1: I think if they bring their children here, they understand. Afterall it is a very specific kindergarten.

A2: There are cases wherb children are brought to us from another kindergartens and parents do so with purpose, thy think before they choose a place.

A3: Before joining our kindergaten parents are introduced to its activities and methods. Sometimes there is too much English. If the Lithuanian-speaking teacher gets sick, substitute teacher is usually a foreign language speaking teacher. This means that there is no Lithuanian language in class. Sometimes this causes dissatisfaction from the parents side. In general, we wish to make this kindergarten 70 percent of foreign languages and 30 percent of Lithuanian. Such language arrangement does not seem attractive to all parents.

K: What is most important for you working per this method??

A1: Some kind of understanding. Communication with children. As is known, some children can only collect information, but do not say anything in a foreign language. For me most important that dialogue would take place, that from the childs side a response of any kind would be made, that common language would be found. I see by myself that this method works. No matter how hard it gets sometimes, but it works and the children are able to express their thoughts and opinions, and sometimes surprise even with the non-household terms, this makes me happy. We heard feedback from teachers that when children come to school they already have a decent foreign language luggage.

A2: A difference is felt when a child not from Saulės Gojus comes to class (school). Our children's linguistic competence is certainly higher.

A3: I support my colleagues. I had an English speaking girl in class and it was very nice when she responded to the Lithuanian language. For the first half of the year she gave answers in English, later she began to speak Lithuanian words. With Lithuanian language she felt safe and comfortable. Girl's mother was glad that during some event, her daughter spoke with the guests in Lithuanian.

Q: Would it be helpful if CLIL (immersion) trainings would be organized at state level?

A1: It might be helpful, but there is no time.

A2: We are limited in time. There is no one that might replace us. We are happy with seminars that we get here.

Q: If the seminars would take place on weekends?

A1: During the weekend it is necessary to break away from work.

A2: If we could be let out from work, I guess, any seminar is fine. Even sharing of experience.

Q: Tell me about your everyday lesson?

A1: The day begins with morning circle. One day it is led in Lithuanian and other day in English. On the third day the morning circle is led in both languages. If the topic is about spring, we give children an interactive task that all day would not be static.

K: How themed activities take place?

A1: Everything is very intertwined, because there are two teachers. Two languages throughout the day. If activity takes place, and it is explained in Lithuanian and English languages.

A2: Music is one time in Lithuanian, next time in English.

A3: We have an activity, when we sing English songs, it is different because there is more showing. Even during the morning circle, I try to show more and speak less. We highlight the words. We talked about plants – we highlighted for children where are the seeds where the sprout and etc. - a clear demonstration of what is what. More showing.

A4: If you read a fairytale before sleep, later you check, in English language, by asking questions. "What was the character's name? Where did he go?" and then you can see who understands and who does not. Then we see what needs to be explained simplified.

A5: Probably the second half of the year is easier. Children who come from outside Saulės Gojus do not understand anything. We do not rush to help. Do not say it in Lithuanian. Then the kids just going to their friends and asks them to help. Or they do not ask friends, but do as everyone does.

A6: If they go to wash hands or just go to eat eating, the kids just follow their friends and so orientate themselves.

A7: There is a „translator“ in every class, who knows a bit more than other peers, then I ask such child to help explain his friends.

Q: Is there some categorical cases from children side?

A1: In the beginning often.

K: How do you motivate the child then?

A1: Leave him alone to calm down. Then he returns by himself and joins the activities

A2: The teachers try not to give up to provocations.

K: Would CLIL (immersion) application republic-wide would bring more benefits or harm?

A1: I think it is difficult to find teachers.

A2: I have worked in the public kindergarten and there were teacher whom found it difficult to get use to the computer.

A3: The system would have to change, such as it is now, it would be too big of a challenge for teachers and maybe even children. Even here (in Saulės Gojus) we have difficulties.

A4: Undoubtedly a challenge for the kindergarten. We have kindergarten transportation, which brings the children. If the child is accompanied by his grandmother, or she is taking him home, and wants to say something, it arises difficulties. Discomfort. It would hardly be acceptable for parents in a state kindergarten.

K: What if it would not be a 100 percent immersion, but 5-20 percent. CLIL?

A1 / A2 / A3 / A4: It would be useful.

Q: How did you acquire language competence?

A1: I have have learnt it the same method (immersion) and then I studied it. The school where I studied at and the University had subjects in English. It was in Klaipėda's LCC International, after that I studied in Canada.

A2: In school, I had a good English teacher. During classes we used something similar as immersion. English lesson happened completely in English. I always learnt English good. Later I was involved in many international activities. Later on I had to work with the Brits, where the use of English was inevitable. I did not feel any discomfort communicating in English on a daily basis.

K: And Lithuanian-speaking teachers where did they get their pedagogical degree?

A1: I graduated from university, pre-school education.

A2: I graduated from Lithuanian philology. I did not acquire teacher qualification there, but two years in a row I went to pedagogy classes. A course on pedagogy I also listened in this kindergarten, I have a license. Most of the knowledge I got working in kindergarten.

A3: I graduated from Lithuanian philology and pedagogy studies. For two years I was an intern in school with school graduates.

A4: My education and pedagogy or language has nothing in common. I learned through practice working in kindergartens. I was a volunteer at a private schools in Austria. Now I work here. With no diploma. With no higher education education.

d) Lithuanian interview transcript with 6 teachers from Saulės Gojus Kindergarten

K: Iš kur sužinojote apie imersiją (soft CLIL rūšis)?

A1: Aš čia (darželyje). Pirma pradėjau vaikus leisti. Nors manau, kad ir namie pas mus vyko imersija. Aš kalbu viena kalba, vyras -kita. Buvo svarbu tas metodas, nežinojau, kad tai yra imesija, bet šiame darželyje supratau, kad būtent tai yra imersijos metodas.

A2: Aš buvau girdėjusi, kad kituose darželiuose, ar mokyklose yra taikoma, kažkas panašaus, bet konkrečiai praktiškai susidūriau čia (darželyje). Kiek žinau, Karalienės Mortos mokykloje vyksta kažkas panašaus. Teko girdėti.

A3: Ten (Karalienės Mortos mokykloje) anglų kalbos mokytojai su vaikais kalba tiktai angliškai.

A4: Aš sužinojau būdama čia. Tai pastebėjau praktiškai, vėliau paskaičiau apie Saulės Gojų, kad čia naudojamas toks metodas. Būnant čia direktorė pabrėžė, kad vaikai negali tavęs (pedagogo) girdėti kalbant kita kalba. Mano kalba darželyje yra anglų. Lietuvių kalba čia nekalbu, kad vaikas neturėtų net galimybės žinoti, kad pedagogas moka jo gimtąją kalbą. Taip pat negalima kalbos supaprastinti, negalima sakyti paprasčiau, primityvinti – tai paaikškino direktorė.

K: Kokia buvo darbo pradžia šiuo metodu?

A1: Buvo tiesioginė imersija. Atėjus dirbt pasakė, jog galima kalbėti tik angliškai ir viskas - paleido dirbti. Čia imersija yra tiek mokytojui – tiek vaikui.

A2: Iš tikro, pradžioje gana sunku, nes vaikų lygis labai skirtingas, dėl to kartais jautiesi bejėgis. Apsunkina žinojimas, jog nėra galimybės pasakyti kitaip, negu, kad užsienio kalba. Kartais paprasčiau būtų pasakyti gimtąją kalbą. Vėliau sugalvoji savo būdus ir metodus, kaip išsireikšti, kad vaikams būtų suprantama.

K: Kur mokėtės dirbti šiuo metodu?

A1: Čia.

A2: Visos atėjo skirtingu metu. Turim pačios direktorės paruoštas skaidres apie dvikalbystę apie Gardner'į. Mesteli idėjų. Konkretaus mokymo nebuvo.

A3: Mokymas yra tiesiog praktinis.

A4: Kiekvienais metais žinios atnaujinamos, prisimename, ką pamirštame per metus ir tiesiog dirbame. Aš lietuviškai kalbanti auklėtoja. Pernai buvo darželyje mergaitė amerikietė. Iš pradžių vaikai nepriima kitų kalbų ir eina prie mokytojo kuris šneka vaikui suprantama kalba.

A5: Medžiagos pamokoms ieškome internete, ieškome ten idėjų.

A6: Pačios tarpusavyje dalinamės idėjomis.

A1: Buvo ir seminaras. Vienas, apie dvikalbystę, užsienio kalbos mokymą ankstyvajame amžiuje.

A2: Remiamės savo darželio programa.

A3: Darželio programoje yra ir žaidimai, ir dainelės, kurias galima naudoti užsiemimuose. Šiaip daugiausia dalinamės tarpusavyje.

K: Ar informacijos dalijimuisi vyksta susirinkimai ar kūrybinės dirbtuvės?

A1: Tam nėra laiko.

A2: Buvo tokia iniciatyva, kaip tarp grupių apsikeitėme mokytojais ir kiekviena taikė skirtingose grupėse savus metodus.

A3: Mūsų keitimasis patirtimi neformalus. Nebūna jokių planuotų susirinkimų.

K: Ar neįsijaučiate diskomforto, kad Lietuvoje sunku rasti metodinės medžiagos?

A1: Gal yra...

A2: Raminta (auklėtoja), ką tik išleido savo knygelę, nes nerasdavo medžiagos. Išleido knygelę su praktinėm užduotim. Yra mokytojo knyga ir pratybų knyga. Į knygą ji stengėsi sudėti kuo daugiau žinių, medžiagos, kad būtų labai paprasta naudotis mokytojui.

A3: Kaip ir nėra tos literatūros, bet aš kaip ir neįsijaučiu poreikio naudotis ja užsiemimų metu, vis tiek daugiausia idėjų ieškome internete. Gal tai aktualiau mokykloje, kai reikia pateikti konkrečias užduotis.

A4: Mes turime daug laisvės.

K: Kas jums sunkiausia dirbant šiuo metodu?

A1: Kaip lietuviškai kalbančiai pedagogai sunkumų nekyla.

A2: Daugiausia problemų kyla, kai reikia vaikus sudrausminti, kai vyksta kažkas ne taip. Vaikai mato emociją, kad esu supykusi, kad kažkas negerai vyksta, bet vis tiek norėtūsi pasakyti daugiau. Buitine kalba vaikai supranta, kai kurie supranta ir daugiau, bet ne visi. Visų supratimo lygis yra skirtingas. Kartais norisi daugiau pasakyti lietuviškai, bet negali. Todėl atrodo, kad sudrausminimo procesas nevyksta taip greitai, užtrunka ilgiau. Tai labai išvargina.

A3: Kadangi ne visi vaikai supranta, jie ieško komfortablesnės zonos, atrodo, lyg labiau klauso gimtosios kalbos. Todėl išsireikšti reikia kitais būdais, pvz. intonacija, emocija ir veiksmais. Tam išieikvojama daugiau energijos, bandant pasakyti, paaiškinti, parodyti. Tenka pasitelkti kitus komunikacijos būdus, kurie sunaudoja daugiau energijos, negu paprastas kalbėjimas. Taip pat sudėtinga komunikacija su tėvais, kurių užsienio kalbos žinios menkos, todėl tėvai pradeda vengti užsienio kalba šnekančių pedagogų. Kartais būna jautrių temų, kurias būtina aptarti su tėvais, o tėvai nesupranta užsienio kalbos. Lietuviškai prie vaikų kalbėti negalima, tuomet reikia labai gerai apgalvoti, kaip save išsireikšti, kokį žodyną naudoti. Ta pati situacija su darželio pagalbinio personalu. Kartais reikia paprašyti iš virtuvėlės kokio puodo, kažkaip paaiškinti, kam jo reikia ir ko reikia – tam vėlgi reikia ieškoti būdų, kaip pasakyti. Tėvai – dėl kalbos barjero, dažnai kreipiasi į lietuviškai šnekančią kolegą.

A4: Bet jei grupėje dirba tik anglistas – tėvai pasirinkimo neturi.

A5: Todėl ir vengia dažnai paklaust, nes bijo, kad nesupras.

A6: Pati kai pradėjau čia leisti savo vaikus žinojau, kad na mano anglų kalba nėra bloga, bet daug metų nevertota, tai dažnai ieškodavau kolegės pagalbos. Bet po kiek laiko pati persilaužiau ir suvokiau, kad tėvams nebūtina, juk, kalbėti užsienio kalba, jiems užtenka suprasti. Galbūt tėvams reikėtų pasakyti, kad jie gali kalbėti ir lietuviškai.

K: Ar pasitaiko tėvų skeptikų, kurie nesuprastų kam reikia imersijos?

A1: Manau jei jie jau leidžia savo vaikus čia, jie viską supranta. Kaip bebūtų tai labai specifinis darželis.

A2: Būna atveju, kai vaikus iš kito darželio atveda pas mus ir tai tėvai daro tikslingai, jie apgalvoja prieš pasirinkdami vietą.

A3: Prieš ateidami, tėvai yra supažindinami su darželio veikla ir metodais. Kartais anglų kalbos būna per daug. Jei lietuviškai kalbantis mokytojas susergera, jį dažniausiai pavaduoja užsienio kalba kalbantis pedagogas. Tai reiškia, kad grupėje nelieka lietuvių kalbos. Kartais dėl to kyla nepasitenkinimas iš tėvų pusės. Apskritai šį darželį siekima padaryti 70 proc. užsienio ir 30 proc. lietuvių kalbos. Toks kalbų išsidėstymas ne visiems tėvams yra patrauklus.

K: Kas jusma asmeniškai svarbiausia dirbant šiuo metodu?

A1: Kad vyktų bent kažkoks susikalbėjimas. Bendravimas. Komunikacija. Su vaikais. Kaip žinia, kai kurie vaikai gali tikrai kaupti informaciją, bet nieko nesakyti užsienio kalba. Man svarbiausia, kad vyktų dialogas, kad iš vaiko pusės būtų bet kokios formos atsakas, kad būtų atrasta bendra kalba. Pati matau, kad šitas metodas veikia. Kad ir kaip sunku būtų kartasi, bet jis veikia ir vaikai sugeba išreikšti savo mintis ir nuomones, kartais nustebina net ir ne buitinėmis frazėmis, tada labai pasidžiaugiu. Girdėjome atsiliepimų ir iš mokytojų, kad kai vaikai ateina į mokyklą jie jau turi neblogą bagažą.

A2: Jaučiasi skirtumas kai į tą pačią klasę ateina vaikai ne iš Saulės Gojaus. Mūsų vaikų kalbinė kompetencija tikrai aukštesnė.

A3: Pritarsiu kolegėms. Turėjau grupėje angliakalbę mergaitę ir buvo labai smagu, kai ji reaguodavo į lietuvių kalbą. Pirmą pusmetį ji atsakinėdavo angliškai, o vėliau pradėjo sakyti ir lietuviškus žodžius. Su lietuvių kalba ji jautėsi saugiai ir komfortabiliai. Mergaitės mama džiaugėsi, kad būnant renginyje, jos dukra su svečiais kalbėjosi lietuviškai.

K: Ar būtų naudinga, jei valstybiniu mastu būtų organizuojami CLIL (imersijos) mokymai?

A1: Tai gal ir būtų naudinga, bet laiko tam nėra.

A2: Mus riboja laikas. Nėra kas galėtų mus pavaduoti. Džiaugiamės ir tais seminarais kuriuos gauname čia.

K: Jei seminarai vyktų savaitgaliais?

A1: Savaitgalį būtina atitrūkti nuo darbo.

A2: Jei darbo metu mus išleistų, manau bet koks seminaras yra gerai. Kad ir pasidalinimas patirtimi.

K: Papasakokite kaip vyksta jūsų užsiėmimai?

A1: Diena prasideda ryto ratų. Viena diena jis vedamas lietuvių, o kita diena anglų kalba. Trečią dieną ryto ratas vyksta abejomis kalbomis. Jei tai tema apie pavasarį, tai duodame vaikams interaktyvią užduotį, kad nebūtų visa diena statiška.

K: Kaiip vyksta teminės veiklos?

A1: Viskas yra labai persipynę, nes yra dvi mokytojos. Visą dieną dvi kalbos. Jei vyksta veikla, ji būna paaiškinama ir lietuvių ir anglų kalba.

A2: Muzika būna viena kartą lietuviškai, kitą kartą angliškai.

A3: Turime veiklą, kai dainuojame angliškas daineles, tai skiriasi tuo, kad veiklos metu būna daugiau rodymų, daugiau vaizdo. Net ryto rato metu, stngiuosi daugiau rodyti ir mažiau klabėti.

Akcentuojame žodžius. Kalbėjome apie augalus – akcentavome vaikams kur yra sėkla, kur daigas ir t.t. – aiškus parodymas kas čia yra. Daugiau vaizdo.

A4: Jei prieš pietų miegą skaitai pasaką, vėliau pasitikrini, anglų kalba užduodi klausimą pvz. „koks buvo to veikėjo vardas? Kur jis nuėjo?“ ir tuomet matosi, kas supranta, o kas – ne. Žiūrim tada ką reikėtų paaiškinti paprasčiau.

A5: Turbūt antrą pusmetį yra lengviau. Vaikai kurie ateina ne iš Saulės Gojaus nieko nesupranta. Mes padėti neskubam. Lietuviškai nepasakom. Tada vaikai tiesiog eina prie draugų ir pagalbos prašo pas juos. Arba draugų neklausia, bet daro taip kaip daro visi.

A6: Jei eina plautis rankų ar valgyti, vaikai tiesiog seka draugus ir taip susiorientuoja.

A7: Dar kiekvienoje grupėje yra „vertėjas“, kuris žino kiek daugiau, nei kiti bendraamžiai, tuomet prašau tokio vaiko, kad padėtų draugams, kad jiems paaiškintų.

K: Ar būna iš vaikų pusės kategoriškų atvejų?

A1: Pradžioje dažnai būna.

K: Kaip tada motyvuojate vaiką?

A1: Palikdavau, kad nurimtų. Tada grįžta pats ir įsilieja į veiklą.

A2: Pedagogai stengiasi nepasiduoti ir nesileisti į provokacijas.

K: Ar imersijos (CLIL) metodo taikymas respublikiniu mastu atneštu daugiau naudos ar žalos?

A1: Manau sunku rasti pedagogų.

A2: Pati esu dirbusi valstybiniame darželyje ir ten pedagogams buvo sunku priprasti net prie kompiuterio.

A3: Turėtų keistis sistema, nes tokia kokia ji yra dabar, tai būtų per didelis iššūkis patiems pedagogams ir gal net vaikams. Ir čia mums kyla sunkumų.

A4: Iššūkis, beabejo, įstaigai. Turime darželio transportą, kuris atveža vaikus. Jei vaiką palydi, jo močiutė, ar jį pasiema, ir nori kažką pasakyti, jai kyla sunkumų. Diskomfortas. Kažin ar būtų priimtina tėvams valstybiniame darželyje.

K: Jei tai nebūtų 100 proc. imersija, o kitokia 5-20 proc. užsienio kalbai skirianti CLIL forma?

A1 / A2 / A3 / A4: Būtų naudinga.

K: Kaip jūs įgijote kalbos kompetenciją?

A1: Aš pati tokiu metodu ir mokiausi. Mokykloje kurioje mokiausi ir universitete buvo mokomasi anglų kalba. Tai buvo Klaipėdos LCC Intenational, po to mokiausi Kanadoje.

A2: Mokykloje turėjau gerus anglų kalbos mokytojus. Pamokose dirbdavom panašiu į imersiją metodu. Anglų pamoka vykdavo pilnai anglų kalba. Anglų kalbą visada mokinausi gerai. Vėliau daug įsitraukiau į tarptautines veiklas. O dar vėliau teko dirbti su britais, kur anglų kalbos vartojimas buvo neišvengiamas. Nejaučiau diskomforto kasdien bendraudama anglų kalba.

K: O lietuviškai kalbančios pedagogės kur įgijo pedagoginį išsilavinimą?

A1: Baigiau universitetą, ikimokyklinį ugdymą.

A2: Universitete baigiau lietuvių filologiją. Ten pedagogo kvalifikacijos neįgijau, bet du metus iš eilės buvo kursas apie pedagogiką. Šiame darželyje išklausiau pedagogikos kursą, turiu pažymėjimą. Daugiausia žinių gavau dirbdama darželyje.

A3: Baigiau lietuvių filologiją ir pedagogikos studijas. 2 metus atlikau praktiką mokykloje su abiturientais.

A4: Mano išsilavinimas su pedagogika ir kalbomis nieko bendro neturi. Mokiausi per praktiką dirbdama darželiuose. Savanoriavau Austrijos privačioje mokykloje. Dabar dirbu čia. Be diplomo. Be išsilavinimo.