

CLIL STATE OF ART REPORT

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CLIL IN EUROPE

Since its adoption in 1994, the proposed definitions of the CLIL concept have been numerous. The complexity of the term and what it involves, has led to the need to agree on a definition that synthesizes the essence of the concept.

The contribution made by Marsh and Langé (2000) was fundamental in its development, being the base from which the current definition was elaborated (Wolff, 2012). According to the provisions of the European Framework, CLIL is described as: “A dual-focused educational approach in which an additional language is used for the learning and teaching of content and language with the objective of promoting both content and language mastery to predefined levels” (Marsh et al., 2010).



The Common European Framework of Reference for Languages (CEFR) was created with the purpose of offering a common base to all European countries for the learning and teaching of foreign languages (Council of Europe, 1992).

To achieve this aim, the Council of Europe has advocated numerous proposals over the years, but it is from 1995 when CLIL began to acquire relevance as an integrating method of language and content. From that moment, the application of the approach begins to expand throughout the countries, so knowing the situation of CLIL in Europe is a point of interest in the educational field.

To achieve this described objective, the Eurydice organism elaborated in 2012 a study called Key data on teaching languages at school in Europe, in which information about the application of this methodology in the educational field of European countries was collected.

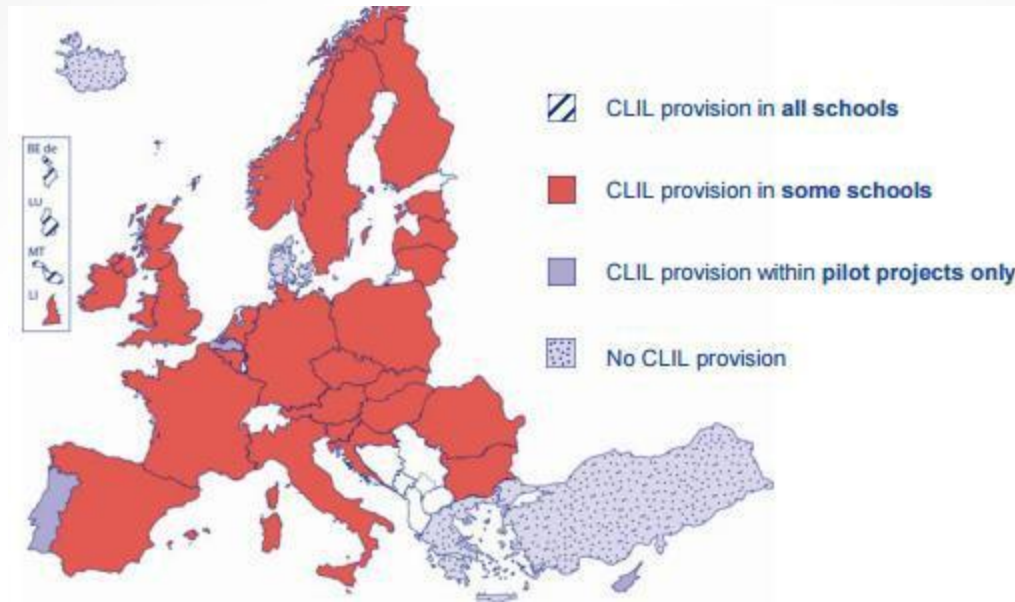


Figure 1. CLIL in Europe: Primary and Secondary Education (Eurydice)

With all this, CLIL is reflected as a methodology with great repercussion and in constant expansion in Europe, so its introduction in the classrooms for the teaching and learning of foreign languages is, increasingly, more significant.

CLIL and ELT

A CLIL lesson is not a language lesson neither a subject lesson transmitted in a foreign language, nevertheless, CLIL includes many aspects of language teaching methodology, and, of course, relies on the communicative language teaching tenet that language should be presented, taught and practiced in a meaningful context. CLIL methodology is based on, resembles and incorporates many aspects of ELT:

- **CLIL and Situational Learning:** Language is presented in real-life contexts in which language acquisition can take place even in a monolingual/non-immersion environment.
- **CLIL and Language Acquisition:** CLIL encourages acquisition over conscious learning. Since language acquisition is a cyclical rather than linear process, the thematic nature of CLIL facilitates the creation of a functional-notional syllabus, adding new language whilst recycling pre-existing knowledge.



- **CLIL and the Natural Approach:** Exploring language in a meaningful context is an element of both natural and communicative language learning. Learners develop fluency by using the language to communicate for a variety of purposes. Fluency precedes grammatical accuracy and errors are a natural part of language learning, thus the concept of 'interlanguage' is encompassed.
- **CLIL and Motivation:** Natural use of language can boost a learner's motivation towards learning languages. In CLIL, language is a means not an end, and when learners are interested in a topic they will be motivated to acquire language to communicate. Language is learnt more successfully when the learner has the opportunity to gain subject knowledge at the same time.
- **CLIL and Current ELT Practice:** CLIL adheres closely to current trends in language teaching. Grammar is secondary to lexis, fluency is the focus rather than accuracy, and language is seen in chunks, as in the lexical approach. Learners are required to communicate content to each other, and skills are integrated with each other and with language input. Learner needs are of primary concern, and learning styles catered for in the variety of task types available.

In many ways, then, the CLIL approach is similar to a modern ELT concept of integrated skill lessons, except that it includes exploration of language, is delivered by a teacher versed in CLIL methodology and is based on material directly related to a content-based subject. Both content and language are explored in a CLIL lesson.

A CLIL 'approach' is not far removed from humanistic, communicative and lexical approaches in ELT, and aims to guide language processing and supports language production in the same way that an EFL/ESL course would by teaching techniques for exploiting reading or listening texts and structures for supporting spoken or written language.



Current State of Knowledge

Investment in an education of young generation and training of teachers in order to achieve better language skills development is essential to boost their growth and competitiveness.

The document *Rethinking Education: Investing in skills for better socio-economic outcomes* (Eur-Lex, 2017) highlights that in a world of international exchanges, the ability to speak foreign languages is a factor for competitiveness. Languages are more and more important to increase levels of employability and mobility of young people, and poor language skills are a major obstacle to free movement.



Moreover, the recommendations outlined in Rethinking Education include new criteria of learning foreign languages that are based on a dual approach with the aim that 15-year-olds should attain the level of the independent users of a first foreign language by the year 2020 and pupils in lower secondary education should study at least two foreign languages. Teaching and learning may be achieved with the help of innovative methods, including Content and Language Integrated Learning (CLIL) where non-language subjects are taught through the medium of a foreign language.

CLIL has been in Europe embed in primary, secondary or vocational schools either as a tool to acquire a foreign language (L2).



For instance in Germany it has been used to learn English language whereby some countries apply CLIL with ethnic minority languages (e.g. Basque in Spain). In accordance with the research carried out over the past two decades, CLIL proves that it is the right means of enhancing multilingualism and, at the same time, providing opportunities to deepen learners' language skills.

After the recommendation released by the European Parliament in March 2014, the British Council published general recommendations involving three basic sections that optimize the potential of CLIL for 21st century competence-directed education.



Section I presents some General Recommendations upon which to articulate good CLIL practices.

Section II considers the implementation of competence-based CLIL practices through the strands of curriculum, assessment and professional development.

Section III includes additional recommendations on coordination, communication and dissemination (2017). The above-mentioned document also seeks case studies from a variety of contexts which could provide insights into conceptual experiences and thus provide data to guide essential decision-making process on implementation and resources.



CLIL IN PORTUGAL

Portugal is one of the few European countries where CLIL has not been implemented in the public-school system. The only pilot experiment in public schools is that of Early Bilingual Education Project (EBP) which was implemented in the 1st cycle of Basic Education in 6 school clusters across Portugal under the supervision of the Portuguese Ministry of Education (ME), through the Directorate General for Education (DGE) and The British Council (BC) as a partner entity, which did the teacher training and the monitoring of the process.



As a follow up of this pilot project (EBP), in July 2016 DGE invited applications from preschools and primary schools to join the new Bilingual Schools Programme (PEBI) which invariably reflects a strong desire on the part of the education authorities to see over the coming years a larger number of schools across the country providing a bilingual curriculum for the pupils, thus enhancing the pupils' learning experience and English language proficiency. More information available at the Portuguese Ministry Education Website:

<http://www.dge.mec.pt/programa-escolas-bilinguesbilingual-schools-programme>

<https://www.britishcouncil.pt/en/programmes/education-society/bilingual-project> (British Council).



Last year, during the Working CLIL Colloquium 2018 - a series of workshops and posters on Content and Language Integrated Learning – it was launch the “Working CLIL” research group/support network at Working CLIL colloquium at Faculdade de Letras, Universidade do Porto:

<http://www.cetaps.com/research-areas/teals-teacher-education-and-applied-language-studies/clil/>.

The Colloquium and the training was attended by the portuguese Hands On CLIL pedagogical team.

CLIL IN OUR SCHOOL

Agrupamento de Escolas de Marco de Canaveses

In July 2016, the Portuguese Ministry of Education (ME), through the Directorate General for Education (DGE) and The British Council (BC), invited applications from preschools and primary schools to join the new Bilingual Schools Program. Our School cluster saw its application approved and had till 2018, kindergarten classes as well as 1st cycle and 2nd cycle classes of Basic Education, along with a pedagogical team of 2 nursery teachers, a primary teacher, 3 subject teachers and 3 English teachers working collaboratively to implement CLIL methodology.



The program followed the ME orientations, as follow:

- Pre-school – 20% of the pre-school curriculum taught in English (5hrs a week)
- 1st Cycle of Basic Education (grades 1 to 4) – 31% to 36% of the Social Studies, Arts, Physical Education and English curriculum taught using CLIL methodology (7-9 hours a week)
- 2nd Cycle of Basic Education (grades 5-6) – 30% to 37% of the History, Geography, Science, Arts, Music, Citizenship, English, ICT and Physical Education curriculum taught using CLIL methodology (11-12 hours a week).

During the PEBI's program implementation, staff from the Ministry of Education (DGE) and the British Council paid monitoring visits to the kindergartens and schools of AE Marco de Canaveses that integrated the National Bilingual Schools Program (PEBI).

During the visit hosted by the pre-school teacher Mrs Julia Soares and the co-English teacher Mrs Susana Soares, for example, they saw how the children carried out their daily routines in English, worked autonomously in the English corner to play some games - The Very Hungry Caterpillar matching puzzle - or developed some arts & crafts to create and then play a Math game - The chicken game - as a result of their work on healthy food habits which included a visit to the very famous story of Jack and the Beanstalk!



Presently we have the Hands On CLIL Erasmus+ KA2 project running in our school cluster since 2017, aiming at pre-school and pupils at primary education ranging from year 1 to year 6.

All project's activities lead to our common aim - to develop CLIL methodology and implement it into schools' curricula.

The project is addressed to teachers who will enhance their teaching techniques in the field of innovative methodology, hoping to have positive impact on pupils learning who will improve foreign language skills while learning different topic content.



CLIL IN SPAIN

The awareness of learning foreign languages has spread enormously throughout Europe in recent decades. With this idea on the horizon and from what was described in the previous section, Spain advocates the introduction of bilingualism in the educational field as a measure to face the demands of the globalized reality in which we find ourselves.

In this sense, it is worth mentioning the MECD / British Council Bilingual Program: a collaboration agreement between both organizations that was born with the aim of imparting an integrated Spanish-British curriculum. Although its appearance dates from 1996, the renewal of the agreement was made in 2013, with the participation of 84 Public



Schools in the area of Primary and Child Education, according to the data provided by the Ministry of Education, Culture and Sport ([http:// www.mecd.gob.es/portada-mecd/](http://www.mecd.gob.es/portada-mecd/)).

In this way, and with the spread of bilingualism, the introduction of the AICLE methodology in the educational field acquires relevance. Although it has been previously pointed out that it is not a country that has integrated the methodology in the whole of its education system, **it can be considered that, from the CLIL approach, Spain is a model to follow in the promotion of foreign language learning (Lasagabaster , Ruiz de Zarobe, 2010).**

Likewise, by introducing the CLIL methodology in the educational field, it is intended to face, in a progressive manner, the deficiencies in foreign languages that the country presents.



Regarding the legislative framework, the Spanish educational system is governed by the Organic Law 8/2013, of December 9, for the improvement of educational quality (LOMCE), published in the Official State Gazette on December 10, 2013. Based on the proposed bases, the autonomous communities regulate their adaptation, which is why the CLIL programs in the national scenery present significant differences according to the region in which they are developed.

Taking into account the above, in Spain you can differentiate between monolingual and bilingual communities, understood as those in which Spanish coexists with a co-official language, as is the case of the Basque Country, Galicia and the Balearic Islands, Cataluña and Valencia. In this way, the implementation of the programs varies according to the two dimensions, taking place according to the characteristics of the context in which it is developed. However, all of them present a common perspective: adapt to the new demands of a globalized society (Lasagabaster, Ruiz de Zarobe, 2010).



CLIL IN THE BALEARIC ISLANDS

They started using programs such as the 'European Sections' or the same Pilot Plan for Multilingual Education based on CLIL, which were also used to develop the new Decree on Integrated Treatment of Languages that began to be implemented progressively from the 2013- 2014 in the Balearic Islands. In fact, all European countries follow this model for the development of their English teaching programs.

That year They started with 39 centers participating this year in the Pilot Plan for Multilingual Education and 159 centers in the Balearic Islands that developed the program 'European Sections'.



174 schools began to use the CLIL methodology for teaching English in the Balearic Islands. This data means that in 2013, 43.39% of the centers in the archipelago already used this methodology in their classrooms.

Teachers are required to have a B2 level of English to teach 'European Sections' program teachers, exactly the same level as now required with the new Decree on Integrated Language Treatment. " In addition, he added, "according to the Order of June 17, 2009, signed by former councilor Bàrbara Galmés, if teachers do not meet this requirement (B2 of English) they are given three years to be trained."

With the TIL we have gone a step further and have limited the provisional degree (B1) of teachers who can temporarily teach their areas in English in order to ensure the quality of education received by our students".



CLIL IN OUR SCHOOL

CEIP Puig d'en Valls

When the English was compulsory in 3rd grade in **1996** Ceip Puig d'en Valls made **a new 'linguistic project'** and decided to introduce the English language teaching from the **6th E.I.** (Kindergarten) **to Primary 6th grade.**

We started the **European Sections project** in **2008/09** with **Eco arts and crafts** in 1st grade.

In 2006/2008 we started with a Comenius project.



In 2015 we took part in the first Erasmus+ ka1 and nowadays we're participating in 3 Erasmus projects 2 Erasmus ka2 and 1 Erasmus ka1.

2010/2011: With the new school board team one of the objectives of the School board project was extended the English language in the school and to enhance the English language of the students.

2011/2012: We applied for a new English teacher with a permanent position.



STRONG FEATURES

Teacher stability and involvement with the projects. Consolidate projects that we started in 2008/09 like European Sections (Arts and Craft in English) and now the ‘Multilingual pilot project’ from 1st to 5th grade.

Kinder garden teachers with a permanent job in Puig d'en Valls have been doing **teacher training in CLIL** and also ‘**English Language training courses**’. This implies that Primary teachers can teach in Kinder garden and Kinder garden teachers can teach in Primary.

We're a Multilingual school since 2016. We are teaching in 3 languages: Catalan, English and Spanish. Our timetable has the same number of lesson in these three languages.



We do workshops once a week: 1st cycle on Fridays and 2nd cycle on Thursdays.

In 2017 – 2018 we started to prepare our 5th and 6th grade students to do some Cambridge exams.

Nowadays, teachers from 3rd to 6th Grade mix ENGLISH with SCIENCE lessons and they call this subject SUPER LEARNERS; while in 1st and 2nd Grades, ENGLISH is mixed with Arts and CRAFTS, called KIDS IN ACTION.



CLIL IN TURKEY

CLIL and Turkish education system has had an on and off relationship since 1970s. The first CLIL implementation in Turkish context started at -what was called then- Anatolian High Schools. With every subject taught through English (foreign language), the system proved to be quite successful at the acquisition of EFL and students from that time including our dearest Derya Bozdoğan remember those days with joy. Unfortunately, CLIL was put aside in primary and secondary education as part of the national education system at 1990s. However, CLIL in higher education kept going at highly prestigious universities like Middle East Technical University and Bosphorus University.



Today, CLIL is happily on the rise in Turkey. Besides being implemented in higher education, many private schools from primary and secondary education have adopted CLIL in various subjects.

There are lots of workshops and webinars on CLIL for Turkish teachers and the academic work on CLIL mounts up day by day. It is plausible to foresee that the adoption of CLIL at all levels of education will get more common in the upcoming years.



Figure 1. CLIL in Turkey

CLIL may be a way forward for language learning in Turkey, where English has been the pivotal subject in the curriculum for some time. There is already a history of content based teaching and learning of mathematics and science in private high schools, while English medium universities currently proliferate.

CLIL offers the opportunity to address the lack of vocationally oriented teaching in higher education, and the possibility of shifting more content learning into university foundation courses, which are currently almost exclusively language based. Learner motivation is a constant problem in a system in which students arrive at university having already studied English for several years and are faced with the prospect of yet more general English and EAP courses lacking a specific subject focus.

While Turkey remains committed to membership of the EU, it may be well to remember that the demand for a mobile labor force may be largely confined to language competent skilled labor rather than the academically adept.



CLIL CLASSROOM IN TURKEY

Classroom principles

Some of the basic principles of CLIL are that in the CLIL classroom:

- Language is used to learn as well as to communicate
- It is the subject matter which determines the language needed to learn.

A CLIL lesson is therefore not a language lesson neither a subject lesson transmitted in a foreign language.



According to the 4Cs curriculum (Coyle 1999), a successful CLIL lesson should combine elements of the following:

- **Content** - Progression in knowledge, skills and understanding related to specific elements of a defined curriculum.
- **Communication** - Using language to learn whilst learning to use language.
- **Cognition** - Developing thinking skills which link concept formation (abstract and concrete), understanding and language.
- **Culture** - Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.



In a CLIL lesson, all four language skills should be combined. The skills are seen thus:

- **Listening** is a normal input activity, vital for language learning.
- **Reading**, using meaningful material, is the major source of input.
- **Speaking** focuses on fluency. Accuracy is seen as subordinate.
- **Writing** is a series of lexical activities through which grammar is recycled.



For teachers from an ELT background, CLIL lessons exhibit the following characteristics:

- Integrate language and skills, and receptive and productive skills.
- Lessons are often based on reading or listening texts/passages.
- The language focus in a lesson does not consider structural grading.
- Language is functional and dictated by the context of the subject.
- Language is approached lexically rather than grammatically.
- Learner styles are taken into account in task types.

CLIL IN SLOVAKIA

CLIL methodology has been known and applied in Slovak schools for nearly 15 years.

The **CLIL method**, which covers all forms of teaching academic, artistic, technical and vocational subjects through the medium of a foreign language, which is not the mother tongue for most pupils and is not used as an official language in the country the learners are living in, has been seen as “an accessible compromise between traditional monolingual education (when content subjects are taught exclusively in a mother language and foreign languages are taught exclusively as individual academic subjects) and bilingual education (when, according to the Slovak legislation, at least three content subjects from the curriculum are taught exclusively in a foreign language)” (Pokrivčáková, 2015, p. 24).



The **current state** of the matter CLIL as a method of bilingual education combines instruction in two languages.

In Slovakia is typically applied in monolingual classes with a non-native teacher for whom, as well as for learners, the working language is a foreign language. Most Slovak schools apply CLIL integrate teaching in Slovak as a mother language and English as a foreign language.

The second most frequent foreign language used within CLIL in Slovakia is German. Only a few schools apply CLIL in Spanish and French (which are taught alternatively with Russian and Italian as second foreign languages).

So far no report or other type of evidence claiming that CLIL is also used to integrate the learning of content subjects and the learning of other languages (Hungarian, Ukrainian or Romany) has been published (c.f. Pokrivčáková, 2013c).



The initiative to start CLIL mostly comes from “below”, i.e. school managements or individual teachers.

Many schools have started it through various school projects. The decision is generally appreciated and well supported by parents, who “believe that any form of bilingual education (...) will result in early and a high quality communicative competence of their children in a foreign language” (Pokrivčáková, 2013c, p. 17).

In general, it can be said that the additive type of CLIL is applied at Slovak schools in which learning a foreign language does not suppress the learning of a mother language in any way. The foreign language education stands as a supplement to the mother language (primary) education.



Other types of CLIL, especially the evasive/subtractive one, when a foreign language instantly or gradually replaces the learners' mother language, contradict the objectives of the Slovak national curriculum according to which a mother tongue of learners (Slovak, Hungarian or Ukrainian) must be developed systematically and cannot be "erased" by any other language.

Schools in Slovakia are generally recommended to use a mother language of learners as a medium of education in at least 50% of teaching time a week. Such measure is believed to allow learners to develop their academic literacy sufficiently in both the mother and foreign languages without endangering the level and quality of mother tongue literacy.



Types and levels of schools CLIL classes are provided by both mainstream and bilingual schools. At bilingual schools, CLIL activities are integrated into content subject lessons (e.g. mathematics, biology, geography, arts etc.) which are usually taught exclusively in a foreign language and by teachers qualified to teach content subjects (and only exceptionally to teach a target language).

A foreign language is taught at the same time as an independent curricular subject (alongside the other subjects) for min. 3 lessons a week. At mainstream schools, CLIL activities are incorporated only into some lessons, both foreign language or content subject lessons, when only an individual topic or tasks are mediated in a foreign language.

The topic, type of activities, and their duration usually depend solely on the teacher's choice.



CLIL is seen as a “more friendly” type of bilingual education – it is better manageable (CLIL does not require bilingual teachers with excellent proficiency in a foreign language) and better approachable by learners (“traditional” bilingual education with instruction given only in a foreign language requires learners with above-average communicative competences and is too demanding, and, thus, also demotivating for weaker learners or learners with special educational needs).

As for the **level of schools**, the primary CLIL in which learners learn some topic/units of content subjects in a target foreign language (not rarely along with learning its basics) is the most popular and wide-spread in Slovakia (c.f. Menzlová, 2012; Pokrivčáková, 2013d, Sepešiová, 2012a, 2012b), which quite contradicts the situation in other countries described in some research studies (c.f. Dalton-Puffer, 2011, p. 183-184).



Although there is no official statistical data indicating exact **numbers of primary and secondary** schools applying CLIL, based on the number of school projects and published works it can be assumed that the number of primary schools applying CLIL is much higher than the number of CLIL secondary schools.

Within secondary schools, CLIL is applied mostly at grammar schools, business academies and healthcare secondary schools (c.f. Škodová, 2011). CLIL at secondary vocational schools is very rare and the reasons behind such a situation are yet to be studied and analyzed.



School projects most often start CLIL as part of various school projects. Especially international projects (e.g. Erasmus+, previously Comenius and Lingua) are seen as extremely helpful means in promoting CLIL since they include sharing real teaching experience and good practice examples from various educational environments.

CLIL projects have been undertaken by both primary (e.g. SZŠ Oravská in Žilina, ESŠ in Martin, ZŠ Obrancov mieru in Detva, ZŠ Nábrežie mládeže Nitra, ZŠ Škultétyho Nitra, ZŠ Hradná, Nové Zámky, ZŠ Kriváň ZŠ Komenského in Stará Ľubovňa, ZŠ Hrnčiarska Zvolen) and secondary schools (SPŠ in Myjava, SOŠA in Košice, SOŠOS in Komárno, PSS in Prievidza, Spojená škola Námestovo, business academies in Hlohovec, Topoľčany, Trnava, Košice, secondary health-care schools in Lučenec, Nitra, Košice, Nové Zámky, grammar schools in Giraltovce, Prešov, Šurany, Malacky, Vráble, and many others.

Project and school websites are good sources of both information and inspiration. Many schools have even published their lesson plans and other teaching materials there, which can be of great help to the beginning CLIL teachers.



SOURCE OF INFORMATION

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Project number: 2015-1-IT02-KA201-015017, available at
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<http://lernen.bildung.hessen.de/bilingual/aktuelles/news/1058200637>
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Classrooms <<http://www.euroclic.net/>>
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