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FACULTY OF EDUCATION, PSYCHOLOGY AND ART
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**MATERIAL DESIGN TO FACILITATE CLIL IN ENGLISH LESSONS
IN TECHNICAL SCHOOL**

**MĀCĪBU MATERIĀLU IZVEIDE INTEGRĒTAI VALODAS UN
SATURA APGUVEI ANĢĻU VALODAS STUNDĀS ARODSKOLĀ**

DIPLOMA PAPER

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**VIDĒJĀS IZGLĪTĪBAS ANĢĻU
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I declare that this study is my own and does not contain any unacknowledged work from any source.

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ABSTRACT

In Europe Content and Language Integrated Learning (CLIL) is becoming widely used in compulsory schools. It is necessary to improve the education process in technical schools in Latvia, and this approach may be like the solution. This is a study of how to examine the criteria of material design to facilitate CLIL in English language lessons in technical school. The study includes designed CLIL materials, which are developed for English and Marketing to use in technical school.

The case study was applied in two groups of students from the technical school. Together twenty- four students were involved. The case study took place during the first semester of the academic year 2015/ 2016. The criteria checklist to evaluate and assess CLIL materials was designed. Also, CLIL materials for Marketing and English lessons were designed and evaluated. During the research, the achievement test to measure students' content knowledge progress was done and the results evaluated in order to understand the influence of implementation of designed CLIL materials. Students filled the questionnaire at the end of the case studies to find out their opinion about their attitude and progress during the CLIL lessons.

After the implementation of the designed CLIL materials, collected data shows that the designed materials were appropriate, they were suitable for the particular class, profession, language level, background knowledge, and students' competencies and also, increase the motivation of students. Quality designed CLIL materials used in CLIL lessons may be the effective way to improve English language acquisition, subject acquisition and to get necessary knowledge, acquire skills according to the curriculum to complete the vocational education. Furthermore, the questionnaire results show the positive impact to students attitude to CLIL materials and approach and also, they agree that the content knowledge is acquired, they are more motivated to study. CLIL approach is suitable for the learning process in technical school and the implementation of CLIL shows mostly positive results.

Key words: Content and Language Integrated Learning (CLIL), CLIL material design, CLIL material evaluation, English Language Teaching (ELT), content knowledge.

ANOTĀCIJA

Integrēta mācību satura un valodas apguve (CLIL) kļūst arvien vairāk izmantota vispārīzglītojošās skolās visā Eiropā. Arodskolās Latvijā ir nepieciešams uzlabot izglītības ieguves procesu un šī metode varētu būt risinājums. Šajā diplomdarbā apskatīts kā izveidot kritērijus materiālu izstrādei, lai sekmētu integrēta mācību satura un valodas apguvi arodskolā. Darbā iekļauti izstrādātie integrēta mācību satura un valodas apguves materiāli, kuri izstrādāti, lai izmantotu angļu valodas un mārketinga mācīšanai arodskolā.

Pētījums notika divās arodskolas grupās. Pavisam kopā tika iesaistīti divdesmit četri studenti. Pētījums notika 2015./2016. mācību gada pirmajā semestrī. Pētījuma laikā tika izstrādāti kritēriji, lai izvērtētu izveidotos integrēta mācību satura un valodas apguves materiālus. Tika arī izstrādāti un izvērtēti integrēta mācību satura un valodas apguves materiāli. Lai noskaidrotu studentu zināšanu līmeņa progresu, pētījuma laikā tika izveidots studentu zināšanu izvērtēšanas tests un arī izvērtēti rezultāti, lai saprastu kāda ietekme ir integrētai mācību satura un valodas apguves materiālu izmantošanai. Pētījuma beigās studenti aizpildīja anketas, lai noskaidrotu viņu viedokli par attieksmi un sasniegumiem integrētā mācību satura un valodas apguves stundās.

Pēc izveidoto integrēta mācību satura un valodas apguves materiālu izmantošanas stundās, iegūtie pētījuma rezultāti parādīja, ka materiāli ir piemēroti konkrētajām grupām, profesijai, valodas zināšanu līmenim, pamatzināšanām un student prasmēm, kā arī paaugstina studentu motivāciju. Kvalitatīvi izstrādāti integrēta mācību satura un valodas apguves materiāli, kuri lietoti šajās stundās var būt efektīvs veids kā uzlabot angļu valodas apguvi, mācību priekšmeta apguvi, prasmju un iemaņu apguvi saskaņā ar programmu, kura paredzēta, lai iegūtu vidējo profesionālo izglītību. Turklāt vēl, anketas rezultāti parāda studentu pozitīvo attieksmi pret integrēta mācību satura un valodas apguves materiāliem un šo mācību metodi, kā arī viņi piekrīt, ka mācību saturs ir apgūts un viņi ir vārāk motivēti. Integrēta mācību satura un valodas apguves metode ir piemērota mācību procesam arodskolā un tās ieviešana uzrāda lielākoties labus rezultātus.

Atslēgvārdi: Integrēta mācību satura un valodas apguve (CLIL), CLIL materiālu izstrāde, CLIL materiālu izvērtēšana, Angļu valodas kā svešvalodas mācīšana (ELT), mācību satura zināšanas

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INTRODUCTION

The number of the English language lessons that is currently included in vocational school curriculum are sixty lessons that make two lessons per week except the time when students are working in laboratories or enterprises according to the curriculum of the school, and not attending academic lessons.

The Vocational Education Law in Latvia states that after the third year of studies in vocational school students have to pass the national English Year 12 exam, which is the same that students take at a comprehensive secondary school or state grammar school. According to the curriculum in the secondary school, the number of the first foreign language lessons is from three to five a week. To compare with vocational school, it is double or, even more, a year. If vocational school teachers could spend more time teaching, English students could have a better opportunity to develop and improve the necessary skills to compete in the international labour market. International magazine Forbes staff Adams (2014) writes about career and job the skills the employers most want when they are recruiting new college graders. According to the author these skills are the ability to work effectively in a team, communicate verbally with people inside and outside an organisation, to create and edit written reports, to obtain and process information, to plan and prioritize, to analyse quantitative data. To conclude, employers want universal skills one learn across academic disciplines and in any subject where one is working with others.

To increase the students 'access to the English language lessons in vocational school could be solved by teaching some subject in English. For example, teaching marketing in a vocational school it is possible to use CLIL (Content Language Integrate Learning) approach to increase the number of language lessons while studying another subject. One more aspect is to provide them information that they are going to use in the enterprise. In this field, the language is very important. To establish the environment, they are going to meet after graduation is a substantial contribution to students' education.

Many students have chosen to study at vocational school because they want to make an effort only to acquire profession besides core secondary school subjects. They study tourism service, catering and restaurant service, joiners, car mechanic, logistics, SPA and beauty specialist's

professions . Teaching content through a foreign language can develop students' knowledge at the same time as they develop language skills. CLIL can be used as an educational approach to learning the language and subject content.

The content of marketing studies consists of topics about current trends like social media, for example, how social networks such as Twitter, Facebook and Google work and the basic principles and strategies how to use them for business. Topics are based on selling products, increasing sales to reach more customers, targeting, advertising, and rising, and falling brands.

Met (1994) writes that once language and content objectives have been defined, teachers need to plan activities that are experiential, hands – on, cognitively engaging and cooperative. The challenge for teachers is to meet the cognitive demands of the curriculum by providing context – embedded instructions.

A central concern in CLIL is the question of how content and language learning is integrated and how these open practices can be analysed. This issue has most commonly been pursued from within the framework of Systemic Fractional Linguistics and by researchers exploring how students master subject and genre specific ways of presenting knowledge. This research has helped emphasize that: “as regards language learning in CLIL, a focus on learning subject – specific registers, genres and discourses rather than on language learning as accumulation surface – level forms is of great benefit” (Dalton – Puffer 2010:12).

The aim of Diploma Paper is to examine the criteria of material design to facilitate CLIL in English language lessons in technical school.

In order to reach the aim of Diploma Paper the author has stated **objectives**:

1. to study literature on Content and Language Integrated Learning (CLIL) and material design in technical school;
2. to examine and select the criteria how to evaluate materials and try out in the lessons;
3. to design Content and Language Integrated Learning (CLIL) materials for technical school;
4. to design the test to assess students' content knowledge and analyses the results to evaluate the implementation of CLIL materials lessons.

While studying literature the author is going to answer **research questions**:

1. how to implement CLIL in technical school;
2. how to evaluate and assess CLIL materials;
3. how CLIL lessons impact students' performance.

The chosen **method of research** is a case study that is going to be applied to two groups of students from Technology and Tourism Technical School. Groups consist of sixteen and eight students. Students have two lessons of English a week. The case study will take place from the beginning of October until the end of November.

During the research the **methods of data collections** are going to be:

- a) students' oral and written self- evaluations about their content knowledge progress during the CLIL lessons;
- b) achievement test after CLIL lessons to measure students' progress;
- c) questionnaire to students at the end of the case studies to find out their opinion about their progress during the CLIL lessons;
- d) criteria checklist.

The Diploma Paper consists of two chapters of literature review and one chapter of Case study. The first chapter deals with the theoretical background of CLIL approach in the educational context, give reasons to implement CLIL in the educational process. Also, provides an insight in CLIL 4Cs pedagogic framework and guiding principles like how to deal with vocabulary, checking students' understanding, correcting students' errors, monitoring the class, and the importance of teachers' presentation skills.

The second chapter represents and analyses the planning of CLIL syllabus. Furthermore, there are main steps how to design materials for the lessons. Another important aspect dealt with in this chapter is how to evaluate and assess CLIL materials.

The last chapter describes the procedure of the Case study; it reflects the collected data and analyses the content of the Case study.

1 CLIL in the Educational Context

CLIL started to become the most widely used during the 1990s as “an innovative methodological approach to far broader scope than language teaching. Its advocates stress how it seeks to develop proficiency in both the non-language subject and the language in which this is taught, attaching the same importance to each. Furthermore, achieving this twofold aim calls for the development of a particular approach to teaching in that the non-language subject is not taught *in* a foreign language but *with* and *through* a foreign language. This implies a more integrated approach to both teaching and learning, requiring that teachers should devote special thought not just to how languages should be taught, but to the educational process in general”(Eurydice 2006:7). In the majority of EU countries, CLIL provision is offered at primary and secondary levels. However, depending on the school managers and leaders or authorities which fund them, it possible to use this approach with younger pupils and also this provision varies very widely as it may be available throughout all school years or just some period of the education.

“Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (Coyle, Hood, Marsh 2010:1). According to the authors, in learning, and teaching process two or more subjects are combined. It is emphasized that one subject from these be a foreign language. The first foreign language is widely used, but it may also be a second foreign language used for this approach. The basic idea of CLIL is that it is content based. Language is integrated into the topics and activities, and it is not enforced language learning. Darn (2006) writes, that: “Learning is improved through increased motivation and the study of natural language seen in context. When learners are interested in a topic, they are motivated to acquire language to communicate. So that there is a natural balance between the social and personalized learning environment for the language acquisition.”

The situation in Europe is described in European Union (EU) topic where the *EU's multilingualism policy* has two facets: “striving to protect Europe’s rich linguistic diversity and promoting language learning”. In the context of work labor in Europe, the importance of foreign language increases. One of the EU's multilingualism goals written in this topic

is for every European to speak two foreign languages in addition to the mother tongue. The best way to achieve this would be to introduce children to two foreign languages from an early age. The benefit of knowledge of foreign languages is the scope of people from different countries to work or study abroad, and improve their job prospects, to trade effectively across Europe. Moreover, the European Commission has a clear vision of a multilingual Europe where the businesses need multilingual staff.

Attention needs to be given to in the training process at vocational schools where the main idea is to prepare new employees for work labor. Eurydice shows this idea clearly:

“By means of this kind of educational provision, pupils learn school subject in the curriculum while at the same time exercising and improving their language skills. Subject and languages are combined to offer them a better preparation for life in Europe, in which mobility is becoming increasingly more widespread and should be within reach of everyone”(Eurydice 2006:4).

1.1 Reasons to Implement CLIL in the Educational Process at School

The research presented by Wesche (2002) primarily focused on linguistic development within CLIL, particularly L2 development, although given the integrative nature of the approach either it is also necessary to touch on questions relating to L1, cognition and subject knowledge. This study was carried out with second-year secondary learners and the principles of language immersion provide a clear rationale for linguistic development:

- young humans are naturally equipped to acquire language knowledge incidentally;
- to become fluent, learners need very frequent and varied exposure to the second language for an extended period of time;
- language should not be taught as a system but should be made available to learners (Wesche 2002:358).

An extract of the list of goals formulated in the article by Darn (2015) will demonstrate this - prepare for internationalisation that means students demonstrate a higher level of intercultural

competence and sensitivity. As elaborated in the *National Statement and Plan For Languages Education in Australian Schools 2005-2008* (2005:3), intercultural competence makes a significant contribution to students' overall educational experiences, including skills to better understanding of oneself and others, and to appreciate and use 'diverse ways of knowing, being, and doing': "Such capabilities assist learners to live and work successfully as linguistically and culturally aware citizens of the world". However, this approach develops a wider range of skills. " Because CLIL fuses both content and language learning then it is becoming clear that there is growing potential for providing opportunities involving problem-solving, risk-taking, confidence building, communication skills, extending vocabulary, self- expression and spontaneous talk" (Coyle 2014:7). Although CLIL can increase the students' motivation to learn what the teacher are teaching them. Students may progress more quickly and solidly than they would with deliberately separated subjects. By increasing motivation and possibly attracting more motivated learners, CLIL may also provide better results for learners in tests and exams.

The overall goals of CLIL can be wide-ranging but should include (Dalton-Puffer 2007: 7) to:

- Develop intercultural communication skills;
- Provide opportunities to study content from different perspectives;
- Access subject-specific target language terminology;
- Improve overall target language competence;
- Develop oral communication skills;
- Diversify methods and forms of classroom practice;
- Increase learners' motivation.

European Commission's (2014) detailed studies show the positive impact of CLIL on language competence, too. Students in Germany performed better on all aspects of the assessment encompassing text reconstruction, listening comprehension, reading comprehension, grammatical proficiency, writing, and sociopragmatic competence. The difference in scores ranged from 46 in writing to 74 in listening comprehension. This study concludes that students in CLIL programmes score significantly higher on all aspects of language learning. Particularly listening comprehension, the yearly increase in proficiency is twice that of students in traditional programmes.

Positive impact on student's language competence, when compared to standard foreign language programmes, is also in the Netherlands. The same European Commission's (2014) detailed studies show that students' scores on reading comprehension in final national examinations in English for intermediate general secondary education were 77.2 compared to 55.1. Results demonstrate the increase of 22.1 points that is the very top rate. General oral proficiency were measured from 78.0 vs. 54.6.

1.2 Core features of CLIL 4Cs methodology

Regarding a pedagogic framework for CLIL, there are four building blocks for effective CLIL practice. Coyle (2002) writes about results that teachers, learners, trainers and researchers are collectively exploring the interrelationship between subject matter, the language of and for learning, the thinking integral to high-quality learning, and the globalization. These four elements – content, communication, cognition and culture constitute four Cs. The 4Cs Framework according to Coyle (1999) is integrating learning (content and cognition) and language learning that consists of communication and cultures. The Framework suggests that: "it is through progression in knowledge, skills and understanding of the content, engagement in associated cognitive processing, interaction in the communicative context, developing appropriate language knowledge and skills as well as acquiring a deepening intercultural awareness through the positioning of self and otherness, that effective CLIL takes place" (Coyle 1999:56).

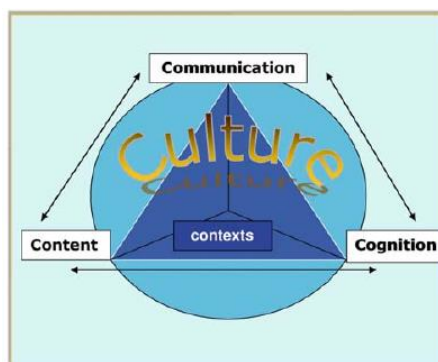


Figure 1. The 4Cs Framework for CLIL (Coyle 2005).

While planning CLIL lesson it is important to remember that every lesson should consist of a set of activities based on each aspect from 4Cs.

The first element is content which refers to the subject aims. The topic or theme is the basis of the program, defined by domain or discipline according to knowledge, concepts, and skills.

Coyle writes: “At the heart of the learning process lies successful content or thematic learning and the related acquisition of new knowledge, skills and understanding. Content is the subject or the CLIL theme. It does not have to be part of a discrete curriculum discipline such as math or history; it can be drawn from alternative approaches to a curriculum involving cross-curricular and integrated studies. It is useful to think of content in terms of the knowledge, skills and understanding we wish our learners to access, rather than simply knowledge acquisition”(2005:53). Teachers should be aware of these are aspects while selecting and designing different teaching materials and aids. In technical school students study Marketing. The subject is suitable for CLIL approach because it allows to make emphasis on communication and interaction. There are many themes where students have to discuss and make notes about the topic and after present their opinion. Of course, the basis for this work is content that students must follow.

To achieve the clear benefits of CLIL one should remember to linking content to culture. Saumel writes that the main goals are:

- build intercultural knowledge and understanding;
- develop intercultural communication skills;
- add opportunities to study content from different perspectives.

Learners are encouraged to think of themselves as part of a larger group in society, community, civilization and to be aware of how others live and learn. Nowadays people are a tiny part of multicultural society where different races, nationalities and religions meet up in one country or even region. Every modern citizen has to widen their horizon and attitude to people around.

The next aspect is communication. Coyle describes communication: “...as learning to use language and using language to learn.” In CLIL lessons teacher have to encourage learners to produce the language of the subject orally as well as in writing. Participate in meaningful interaction. While teaching the subject teacher have to remember to maximize student talking

time and to give students opportunity to communicate as much as possible. However, the teacher needs to react as a guide or in the different situation a facilitator.

The last from 4Cs is cognition. The very positive intention in CLIL methodology is to promote cognitive skills that challenge learners. At the same time, it is necessary to develop concrete thinking skills such as remembering, identifying, comparing, contrasting and defining. Finally, academic, abstract thinking skills are also developed: reasoning, creative thinking and evaluating.

To summarize this unit for CLIL lessons, it is important for students to understand how to make a decision and fix the problems, figure out what happened and what to do next and already see the subject in real life situations or an apprenticeship. In the learning process, students have to learn to prioritize content of the subject and to list things at some point. To summarize, the culture, people, products, strategy and marketing efforts are all connected in this lesson it is not taught separately. Students have to get a greater understanding of everything going on in the organisation to ensure there is an alignment with the messaging workers putting out into the marketplace. CLIL denies one's stereotypical view of foreign language lessons as a series of grammar mechanic drills that students are afraid of. In CLIL lessons, students can concentrate on the content and context that can deliver the best result on a subject. It is also easier to engage more students in language learning process with content texts than with traditional foreign language texts.

2 The syllabus design

“A syllabus is a document which says what will or at least what should be learnt.” (Hutchinson and Waters 1987) Also, Robinson (1991) states syllabus refers to a plan of work to be taught in a particular course. To conclude these two definitions the syllabus is a documents teacher have to follow. Before to star teaching process the teacher has to know what to do in the all teaching process and at the each lesson either. There are different stages before the syllabus reaches the student.

In school teachers are familiar with the document - syllabus developed by National Centre of Education for the Republic of Latvia. There are mentioned the expected outcomes - what students will know of the course and the evaluation. Hutchinson and Waters write that “if the syllabus is framed in terms of grammatical structures, this reflects a view that is knowing a language consists of knowing the constituent structures. It would be impossible to produce an evaluation syllabus without having a view of what language is and how it can be broken down”. In technical schools, there are not handed documents by ministries or other regulating bodies. Teachers have to develop their syllabus according to the State vocational education standard, the profession standard to be ready for the qualification exam for a particular profession.

In the syllabus, there is a list of topics in which it is to be learnt. It is called as the organizational syllabus. An example is the content page of a textbook where the order of topics from the easiest to learn or from more fundamental to more abstract and challenging ones is stated. This syllabus must be used in given order to understand the following topics. There are no guidelines how the results will be achieved.

Another type of syllabus is the materials syllabus. According to Hutchinson and Waters (1987) in writing materials, the context in which the language is showed, the relative weightings of tasks and integrated skills, also the revision of some particular theme, the number and type of exercises where any aspect of language are included, is substantial. As already noted, the author of material is the person who is responsible for syllabus development. Of course, the teacher has to be as good as possible to interpret according to the material.

The teacher usually is the person who transforms the material. The vast majority of students in the world learn language through the mediation of a teacher. The theory calls this the teacher syllabus (Breen, 1984). The teacher is the person who adapts the material according to the class and their proficiency in language and content. Sometimes it is necessary to change some tasks or to use more challenging questions or distracting the attention of the class by using the episodes from real life, current situation in economics or politics in the world and country. Stevick (1984) narrates how an inexperienced teacher would finish in two minutes an activity that he would spend twenty minutes on.

Furthermore, some classes cannot finish the task in time according to the previous plan, and teacher has to reorganise the activity and sometimes change the content at all. This syllabus is called as a classroom syllabus.

“A lesson is a communicative event, which is created by the interaction of some forces. We might use the analogy of a journey again to illustrate this point. The lesson plan is like planned route, but like a planned route it can be affected by all sorts of conditions along the way – the unexpected traffic jam, the slow-moving vehicle that you get stuck behind, the diversion because of road works, the new one-way system that you get lost in. However, the journey might also be helped along by the new stretch of motorway, the company of travelling companions, fine weather. (Hutchinson and Waters 1987)”.

The environment, distraction from mates, severe climatic conditions may affect the attention of the class. Every student or other activity around affect the possibility to study. As Breen (1984) writes: “the classroom is not simply a neutral channel for the passage of information from teacher to learner. It is a dynamic, interactive environment, which affects the nature both of what is taught and what is learnt. The classroom thus generates its own syllabus”.

The last type of syllabus is learner syllabus. All the above mentioned syllabuses were external syllabuses, but this is the internal syllabus. According to Breen (1984), it is the network of knowledge that develops in the learner’s brain and which enables that learner to comprehend and store the later knowledge. Also, Candlin (1984) indicates this syllabus differ. The author writes that it is a retrospective record of what has been learnt rather than a prospective plan of what will be learnt. “The importance of the learner syllabus lies in the fact that it is through the filter of this syllabus that the learner views the other syllabuses. What is in that learner syllabus, in other words, will have a crucial influence on whether and how future knowledge is learnt. It

is for this reason that the learners must be taken into account on a continuing basis through every stage of the course design process”.

To summarise, there are several syllabus and teaching process involves all of them. Not always there is an interaction between syllabuses. “There is no direct relationship between the starting point of the evaluation syllabus and the end point of the learner syllabus (Allwright 1984). After all teacher have to know what is written in the syllabus and teach it, but the student has to learn the content of it.

There are various reasons for having a syllabus, and each teacher may answer why it is necessary. Hutchinson and Waters (1987) state following reasons:

- A language is a complex unit. It cannot be learnt in one lesson or below one title. We have to divide this multiple units into smaller, manageable units. Then the syllabus, in defining the constituent parts of language knowledge, thus provides the teacher with a practical basis for the assessment, textbooks and learning time.
- A syllabus also, gives moral support to teacher and learner, in that it makes the language learning task appear manageable.
- As a reassurance for given course to show what is planned.
- As a statement of projected routes, so that teacher and learner not only have an idea of where they are going, but they might get there.
- If we take a skills basis, we are saying that skills are the most important aspect of studying and a syllabus tells the teacher and student what is to be learnt and emphasize why it is to be learnt.
- Shows a set of criteria for materials selection and/ or writing. It defines the kind of texts to look for or produce, the items to focus on in exercises and other materials.
- It is one way in which standardisation is achieved.
- A syllabus provides a visible basis for testing.

If the audience is adults, then it may be to answer questions about the teacher’s expectations, the role in the course, and students’ responsibilities they have to do while studying and have been assessed. Also, Fink (2012) writes about different valuable functions of syllabus serves. It differs on who is using it. While there are some similarities in use, overall students, faculty, administrators, and accreditation personnel all use the document for different purposes.

Syllabus design is one of the most important, but most often overlooked, aspects of conducting a course (Ishiyama and Rodriguez 2015). Further they write that there are several important purposes, the most fundamental is to communicate the instructor’s course design (e.g. goals, organization, policies, expectations and requirements) to the students in the class. Also, the syllabus can be used to convey the instructor’s enthusiasm for the topic and the expectations for the course, as well as to establish a ‘contract’ with students by publicly stating policies, requirements and procedures. Also, may relay information about resources, to be as a communicator to colleagues.

Hutchinson and Waters (1987) list the different content criteria that can be used to design a syllabus: topic, structural/situational, functional/notional, skills, functional/task-based, discourse/skills and competencies and strategies syllabus. Each of the syllabuses represents a legitimate attempt to break down the mass of a particular area of knowledge into manageable units. Each certain assumptions about the nature of language and learning. There are some assumptions what may influence the ordering of the syllabus. For example, from easier to learn or according to usefulness but more important is to emphasize that ‘any teaching material must, in reality, operate several syllabuses at the same time’ (ibid.89). The most popular what is given in textbooks is a topic syllabus, because texts must be about something. The syllabus that the teacher can see is only a statement of the criteria used to organize the mass of language use into a linear progression.

In language teaching a language- centred approach is widely used. Hutchinson and Waters (1987) show the role of the syllabus in figure 2:

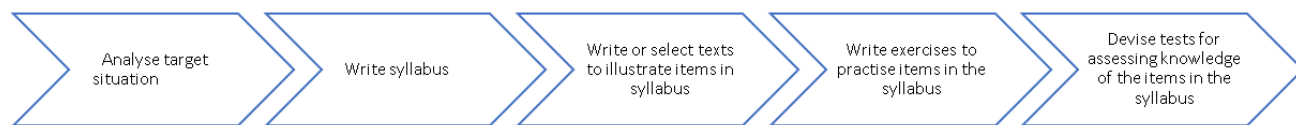


Figure 2. The Role of the Syllabus in a Language- Centred Approach

Another approach is a skills- centred approach. “The aim is to provide opportunities for learners to employ and evaluate the skills and strategies considered necessary in the target

situation.” (Hutchinson and Waters 1987:91). In this approach the use of the syllabus is provided by Holmes (1981):

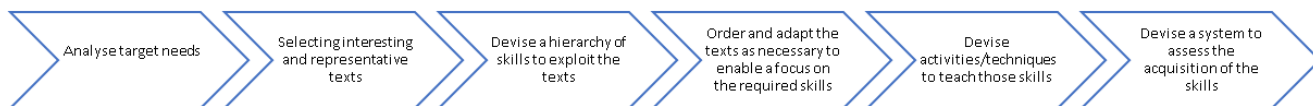


Figure 3. The Role of the Syllabus in a Skills – Centred Approach

In this approach interaction between texts and skills is more dominant. Using authentic texts is possible. According to the current situation in the world trade or some specific situations it allows to take videos, YouTube materials or articles from newspapers, magazines, other possible sources. Adapting for teaching aids is necessary. Also, using this approach it is not very important what exercises and teaching task the teacher uses. Prabhu (1983) writes that as meaningful is the content as meaningful also is the way have it is delivered to the students.

Another approach is a learning-centred approach where the methodology of teaching has very essential importance. Hutchinson and Waters agree that “the syllabus must be used in a more dynamic way in order to enable methodological consideration, such as interest, enjoyment, learning involvement, to influence the content of the entire course design”(Hutchinson and Waters,1987:92). That is the way they divide the syllabus design process into two levels.

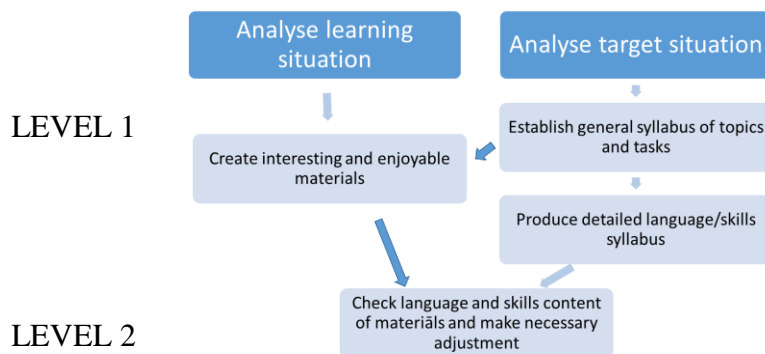


Figure 4. The Role of the Syllabus in a Learning – Centred Approach

At the beginning of syllabus design process, it is necessary to set a main points or topics for it. “After this general syllabus can be used as the basis for the initial selection of texts and writing of exercises/ activities: it has enough detail to guide the materials writer, but not so much as to stifle creativity”(Hutchinson and Waters 1987:92-93). In the teaching process, this approach allows the teacher to choose the materials according to the learning situation and the material provide the language syllabus. Thus, the materials and the syllabus are created together and at the same time, it is possible to adapt it to target needs. The syllabus is used as the main direction where to go. When the conventional materials are explored, collected it is possible to add them and show the exact way where to go.

The last approach is called the post hoc approach. It is a chaotic way to work without any goals before the teaching. Of course, it is not the best option to choose. Hutchinson and Waters give this figure:

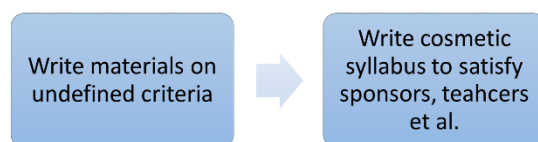


Figure 5. The Role of the Syllabus in a Post Hoc Approach

To conclude, there are several syllabus, and not always they are related, but the teacher has to know what is written there to follow this prospective plan. Also, to teach the students according to it to reach the aims and objectives of the subject. The next question to answer is how to plan and monitor the CLIL syllabus.

2.1 Planning and monitoring of CLIL syllabus

Coyle is writing about of the planning of CLIL syllabus. "Successful Content and Language Integrated Learning requires teachers to engage in alternative ways of planning their teaching for effective learning. CLIL is not language teaching enhanced by a wider range of content. Neither is it content teaching translated in a different language (code) from the mother tongue. However, in adopting a CLIL approach, there will be elements of both language and subject teaching and learning that are specific to the CLIL classroom as well as emerging CLIL methodologies."(Coyle 2005) It is not only translation job to take already designed syllabus of Marketing in Latvian, translate it and to provide for CLIL teaching approach.

There are many reasons which can affect the syllabus. According to the author, CLIL is flexible, and many different models depend on a range of contextual factors. According to the model chosen there may list such examples:

- Subject topic/syllabus - to explore the subject from a different perspective while improving foreign language skills. Teach the subject marketing and either developing specific English language skills;
- Cross-curricular project that involves subject teacher and language teacher and they are working in tandem with different aspects;
- Language teacher designs a more content type approach to theme and carrying out a comparative study between distribution channels in Latvia and the USA;
- Re-conceptualise the curriculum in an integrated way. If the topic is 'money' include in the syllabus and investigate it from different perspectives such as current situation in monetary policy, history, pocket money, art, music try to link wherever possible language to space and place;
- A global project such as e-twinning where one and the same topics are chosen and studied by students and afterwards the results compared.

Coyle (2005) writes: "There is no single model for CLIL. Different models all share the common founding principle that in some way the content and the language learning are integrated."

Firstly, before to start planning the syllabus, it is necessary to know which model for CLIL a teacher or team of teachers are going to use. What will be the teachers' context? Furthermore, there should be the clear answer that is involved in the teaching and the learning process and if they are responsible for the planning, too. It is, of course, necessary to understand what the desired learning outcomes are and how can teacher account for the quality of the learning experience.

2.2 CLIL topic planning

In Chapter 1 there is written that the main elements are integrated language and content. How to link them in one lesson and how to start the planning of the lesson is the next question to answer.

Coyle writes that the first step is to define teaching aims, objectives and learning outcomes. "Teaching aims and objectives are what the teacher intends to do – the knowledge, skills and understanding which are intended to be taught and developed" (Coyle 2014:4).

Coyle (2005) defines the obvious first step to do: "the content is the starting point of the planning process". Also, relevant is to think of the topic in two ways that mean what are the teaching aims and objectives and the learning outcomes, too. Teaching goals and outcomes are written for the teacher to follow but skills, understanding are intended to be taught and developed. The learning outcomes teacher plans according to intention what learners to be able to do or understand after studying the topic. There is given an example what is taken from the unit Strategic Brand Management in vocational school. There are listed outcomes what the student should be able to do at the end of the course:

1. Define branding and terminology related to branding (differentiate terms such as brand equity, trademark, brand image, brand loyalty, brand consideration).
2. Evaluate and describe brand values and differentiate a great brand from other brands.
3. Apply the brand positioning framework to:

- a. Develop a brand.
 - b. Develop long-term, sustainable brand strategies and position a product.
 - c. Expand/introduce a brand internationally.
 - d. Develop a brand portfolio.
4. Describe the role of social media in shaping a brand.
 5. Explain the role of outside agencies in branding (develop criteria and a process to select an agency).

The second step is to create a topic planning framework upon 4Cs curriculum. 4Cs according to Coyle (2015) include:

1. Content – improvement of knowledge, skills and understanding where content is the subject or the project theme;
2. Communication – ‘learning to use language and using language to learn’. Language is necessary to study the content, for interaction. Also, to take notice that communication follows the grammar system;
3. Cognition – encourage students to think and review as well understand. Bloom creates useful taxonomy to define lower and higher thinking skills;
4. Culture – self and other awareness/ citizenship, fostering international understanding.

However, the content shows the language learning necessities what to teach. If there is a topic about the history of marketing that requires using past tenses and students have not studied this or they have a lack of knowledge, the teacher may include the grammar topic of formation the past tenses. ‘The emphasis is always on the accessibility of language in order to learn’ (Coyle 2005:6).

The 4Cs planning guide is provided by Coyle (2005). In the first section are questions about defining the content. What the teacher will teach? What students will learn? Although, what are the teaching aims and objectives? What are the learning outcomes the teacher wants to anticipate? The next section to answer is how to link the content with communication. To clarify the language students need to work with the content, specialized vocabulary according to the subject, the language of tasks, grammar issues related to the topic, necessary knowledge for

discussion and debate. The following section is the development of thinking skills according to previous decisions. It is important to provide students with that kind of questions that ask to go beyond ‘display’. Logical thinking skills must be developed. Which tasks the teacher will develop to encourage higher order thinking- what are the language (communication) as well as the content implications? Also, the thinking skills the teacher will concentrate on and which are appropriate for the content? Finally, the last section is culture. There are necessary to answer what are the cultural implications of the topic, and how it relate to all four ‘C’s, what additional values is possible to add the topic to study the subjects more integrated.

The author asks the teacher to create such a table and fills it to analyze the relations between each of the four ‘C’s. See Appendix No.1. To use efficient materials developed and design according to the framework of four ‘C’s is the core element of successful CLIL teaching in the school. It is worth to do this checklist to understand the adequacy of the material.

2.3. CLIL Lesson planning

For detailed lesson planning Coyle (2005) suggests using the 3As tool that slightly differs from 4Cs. It is used with specific content and operates in 3 stages.

Stage 1:	Analyse content for the language of learning
Stage 2:	Add to content language for learning
Stage 3:	Apply to content language through learning

Figure 6. The 3As lesson planning tool (Coyle 2005)

In Figure 6 is presented an analytical framework for language in CLIL. This is also called as a triptych where communication is divided into three types of language which should be the foci of preparation for the linguistic element of CLIL lessons.

In stage 1 a short series of lessons from the whole content needs to be defined. According to the content can be language necessary to be analysed to find out and identify the ‘keywords (including specialised contextualised vocabulary) phrases, grammatical functions for concept formation and comprehension’ (Coyle 2005). The teacher has to answer what the priorities for language needs are. To conclude at this stage, the main idea is to think about the imperative language of learning.

In stage 2 the main focus is on the learner. To understand and operate with difficult texts are required the skill how to read them – the strategy. ‘This includes meta-cognitive or learner strategies, classroom talk, discussion, task demands. [...] also the teacher in considering ways in which the learning will be scaffolded, e.g., through the use of language frames to help and support’ (Coyle 2005). The second stage is the most crucial stage where the language and content are in the close connection they are fully integrated. To summarise, this is the language the teacher uses for learning.

The final third stage is the application stage where: “the language which emerges through the learning context is built on to assure that there is cognitive and cultural capital” (Coyle 2015: 7). In this stage, the tasks and opportunities for the students are chosen. While the planning, it is important to remember and plan them that they may be in conformity with the cognitive skills and cultural awareness. It is asked to explore how all above mentioned skills and knowledge corporates. “Since language and thinking are explicitly related, this stage is also necessary to assure that a translated transmission model of learning will not evolve. This is language through learning” (ibid:8). The teacher has to emphasize the importance of this process to assure the progression of students.

To summarise the main idea of the first stage is to think about the imperative language of learning. Then the next phase what language teacher uses for the studies and finally the last stage the language through the subject is learnt. To emphasise the importance of the CLIL lesson planning, these are the stages teacher should start working on the material design process.

2.4. CLIL material design, evaluation and assessment

CLIL teaching materials may include almost everything. Internet pages, books, worksheets, Youtube clips, leaflets, ads, all sources what may be used as materials in CLIL lessons. Designing CLIL teaching materials is a challenging task because the content learning should systematically merge with foreign language learning. Vollmer (2008: 243) writes “ the question of CLIL materials development and evaluation is such a great challenge because demanding, systematic content learning and foreign language learning come together simultaneously, because both are correlated with the selection of information and text choice and their

methodological design from the beginning and need to be integrated.”

Tomlinson (1998:7) express that quality materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement. The material should consist of many different types of tasks to meet the objective of the CLIL lesson.

Furthermore, Mehisto (2012:17) states that: “quality learning materials help students build a sense of security in experimenting with language, content, and the management of their own learning. In addition, quality CLIL materials are highly integrative and multilayered and they help increase the likelihood that both content and language learning will be meaningful.”

There are some criteria to follow while designing materials. The first one according to Hutchinson and Waters (1987) is defining objectives. Some principles are pointed out to guide the teacher in the material writing process. Material has to be as a:

- a) Stimulus to learn. It may contain interesting texts, enjoyable, engaging activities, possibility to use existing knowledge and skills;
- b) Study aid to help organize the teaching- learning process, logical unit what can lead through the process of planning lessons and encourage students to achievements. It “must be clear and systematic, but flexible enough to allow for creativity and variety” (Hutchinson and Waters 1987: 107).
- c) Model of correct and appropriate language to learn.

The model of material design consists of four elements.

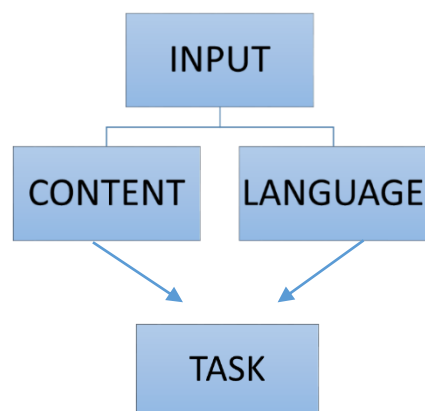


Figure 7. Material Design Model (Hutchinson and Waters 1987: 109)

Input in this model may be the text, video- recording, table, or any data available. The content must be meaningful according to the related subjects. The authors explain that in the language

focus material has to provide opportunities for analysis and synthesis – to understand the system of the language, how to divide it into small pieces and afterward to put it back. “Materials should be designed, therefore, to lead towards a communicative task in which learners use the content and language knowledge they have built up through the unit”(Hutchinson and Waters 1987: 109). The main element of this model is the task, but the model illustrates what the learner needs to study.

The next step in material design is the stages the material itself consists of. The first is the starter. It plays a significant role. This step creates a context of knowledge and understanding of real life. It is also an activator for students to start thinking about the topic, arouses the interest, and also reveals the existing knowledge. Gathering information is the next section. It anticipates using the information from input and process to the new content and wider the knowledge. Then, focus on language is the prediction of what language elements is needed for the task such as function, sentence structure, tenses, word building, and other elements. It is useful to use all essential language learning skills speaking, writing, reading and listening skills. Problem – solving method is an additional one to use. A further step is a generation of all previous elements. It is asked to students to solve the issues, look for a solution, analyse, apply and evaluate.

Mehisto (2012) expresses that while designing CLIL materials, it is necessary to remember that they have to support the language learning environment and either they have to both content and language. Also, quality CLIL material has to be cognitively highly demanding for students who have to study the subject in English. While creating materials, it is useful to remember that “... the excessive cognitive load can be avoided by incorporating enhanced scaffolding and other learner support mechanisms to help students reach well beyond what they could do on their own.” (Mehisto 2012:17)

In summary, in the material design process it is very important part of the establishing the CLIL approach in the technical school. While planning and designing the materials it is necessary to follow all mentioned elements – input, content and language, task and at the same time do not forget about four ‘C’s what is important in the implementation process of CLIL and affects the success of the lesson.

When the teacher evaluates the learning material, it is used to emphasize the interaction between cognitive skills like making choices, understanding, react appropriately in different social situations, and thinking skills. While evaluating materials, it is necessary to highlight the relationship between the cognitive demands and linguistic demands and analyse them as complex elements what have to be established together. Cummins (2000) provides the quadrant with different levels of context and cognitive demand to indicate how content promote the language acquisition and how it facilitates comprehension and production.

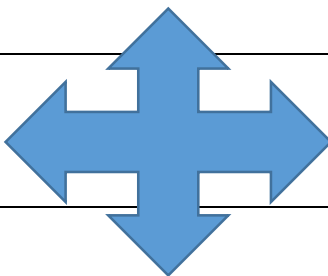
Quadrant I (easiest) High context Low cognitive demand	Low Cognitive Demand	Quadrant II (harder) Low context Low cognitive demand
High Context		Low Context
<u>Quadrant III (harder)</u> <u>High context</u> <u>High cognitive demand</u>	High Cognitive Demand	Quadrant IV (hardest) Low context High cognitive demand

Figure 8. Cummins' Quadrant

The most valuable for CLIL acquisition is quadrant III with high context and high cognitive demand. According to Cummins the teacher has to know the students cognitive and linguistic level in order to design the materials at an appropriate level what is also included in quadrant three for particular group or class of students. The tasks what have been designed for one class can be absolutely inappropriate for the other because do not concurrence with other groups cognitive and linguistic level.

Also, Coyle (2005) has been adapted Cummins' quadrant to develop the matrix for audit the CLIL materials. (See Figure 9) The author suggests to use all quadrants but also adds that after a while it is useful to reach the third and fourth quadrants to have more valuable materials and CLIL lessons.

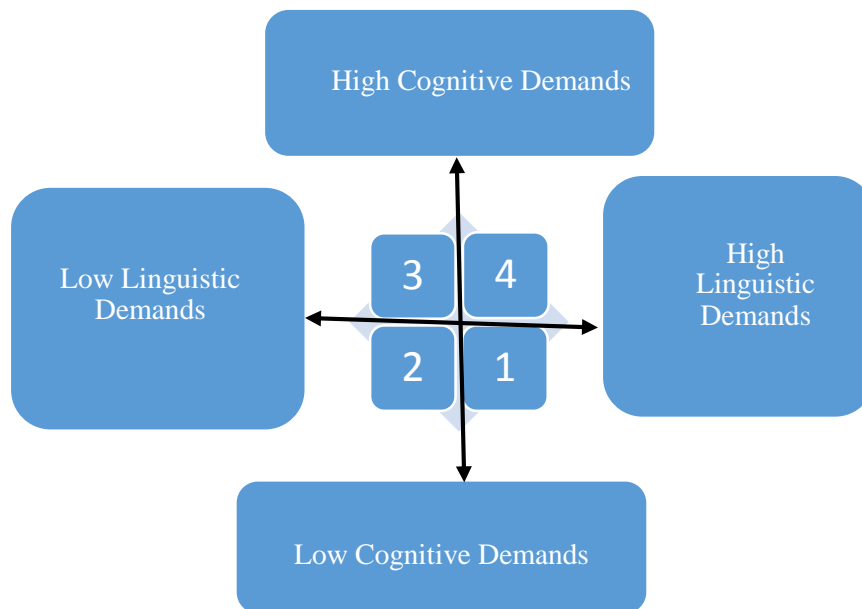


Figure 9. The Matrix of Task and Material Evaluation (Coyle 2005)

“Cognitively demanding materials are fundamental to learning. The greatest challenge for CLIL teachers is to develop materials and tasks which are linguistically accessible whilst being cognitively demanding” (Coyle 2005:9). At the beginning of the period of teaching CLIL lessons, the demands may be from quadrants one or two but over a period propose to increase to quadrants three to four. The idea is to start with the easiest ones and then continue to most challenging tasks.

For the CLIL teacher, it is necessary to design some evaluation form to understand the appropriacy of some particular material or recourse available, they should be evaluated. “Evaluation is basically a matching process: matching needs to available solutions. If this matching is done as objectively as possible, it is the best look at the needs and solutions separately. In the final analysis, any choice will be made on subjective grounds” (Hutchinson and Waters 1987: 97). The subjective factors are the danger while the teacher is choosing the material and do not allow to evaluate the possible alternatives that may be a better solution for students. If the teacher has some prejudices against the material it does not mean that students have, it may suit perfectly to the needs of students.

According to Hutchinson and Waters (1987) evaluating process is divided into four major steps.

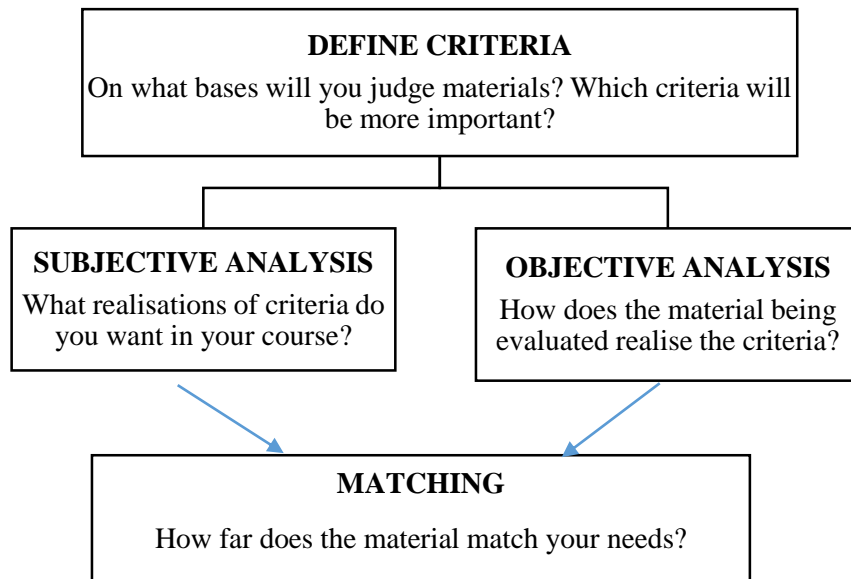


Figure 10. The Materials Evaluation Process (Hutchinson and Waters 1987)

It is very useful to have some rank order. Also, it is the most common problem, that one material might provide excellent content but another appropriate methodology and the question is how to make a choice. Probably the answer could be what is easier to adopt?

Hutchinson and Waters (1987) provide the list of criteria how to evaluate the material (see Appendix No.2). In this checklist are given questions to answer. Firstly it is necessary to respond the A questions to identify the teacher's requirements. Then analyse the materials selected by answering the B questions. Afterwards compare the both lists of answers. Authors suggest: 'this can be done impressionistically or by awarding points:

o = does not match the desired feature

1 = partly matches the desired feature

2 = closely matches the desired feature' (Hutchinson and Waters, 1987).

After counting the points, it is necessary to analyse the results. The most suitable material not always these which indicate the highest number of points. It is necessary to conclude and analyse

the areas where the most important questions for the particular class are answered. Then make the choice and use the findings to prepare the conclusion.

Mehisto gives some different approach to evaluating CLIL materials. The author defines ten criteria for the quality CLL materials. The first one is to make the learning intentions and process visible to students. It is important to write down and include content, language and learning skills for each material and include it either in long term plan that there is a connection between short term planning and long term planning. The second is systematically foster academic language proficiency. The everyday language differs from the academic language and students have to see the contrast of differences, also use it for social discourse and CLIL materials can make it visible.

“Scientific language is drawn to the attention of students by identifying its various component parts in the learning material or by asking students to identify within the materials: its characteristics (tone, unemotional and factual, evidence-based vs personal opinion); its functions (separating and explaining causes and consequences); connectors for comparing and contrasting (however, but, on the other hand, in contrast, in the same way, conversely, on the contrary); subject-specific vocabulary (sternum vs breastbone); words with different meanings (omnivore vs animal that eats all kinds of food); and other subject-specific vocabulary and discourse patterns. In addition, key structures, terminology, phrases and sets of phrases can be highlighted.”(Mehisto 2012:18)

The third criterion is to foster learning skill development and learner autonomy. The aim of this criterion is to involve as many aspects of language and learning skills related to the material as possible. The exam strategies, reading skills – post-reading, while reading and after reading tasks is very necessary to study to be ready for self-studies and exam.

The assessment is the fourth criteria that include self, peer and other types of assessment also reflection or feedback. An integral part of the lesson is an evaluation of the work what have been done, what is necessary to improve and also what else is required to do after the lesson. It is important to evaluate the own work and also to say the opinion about other students or to suggest how to improve them performance.

“Quality CLIL-content materials at various points include reflection on and assessment of the following: achievement of content and language goals (planned outcomes); achievement of learning skills goals; use of language for various purposes (i.e., academic, social, business registers); ability to work with authentic materials, as well as with native and non-native speakers of the CLIL language; willingness to experiment with content and language; ongoing growth of language (avoiding ‘plateauing’).”(Mehisto 2012:20)

The effective learning process can be done if the teacher can see the reflection of the studied material and to understand the gaps of necessary knowledge and skills that is required to improve.

The Very high risk in the modern society is a safe learning environment. In a general lesson teacher use many materials from the internet and other sources, what can bring in the inappropriate class materials that are cognitively challenging. A teacher is a person who has to ask questions to understand the necessities of student and help them to understand the main idea of the material and work without overload.

The sixth criteria are that material has to foster cooperative learning. “In a CLIL context, learning material would provide some of the language needed for doing peer cooperative work such as terminology and sets of phrases required to manage group work, to foster critical thinking and to test and analyse group work results.”(Mehisto 2012:21) Teamwork and analysis of it are the skill that the employers are asking for the technical school teachers to teach the students. It is the most valuable skills the teacher have to show and teach for the next employee. The analyses of the tasks provided are a very necessary skill that is important while evaluating the results of the jobs in the working place or apprenticeship.

To seek ways of incorporating authentic language and authentic language use is the seventh criteria Mehisto gives. For teachers and students, there are many sources appropriate on the internet. The articles, web pages, home pages of enterprises, Youtube clips even free download programmes to work. The main problem for teachers and students is to investigate if these sources are reliable. It is the way to see he language in use in everyday speech, business, articles, documents and notes. Nowadays usual homework for students is to investigate some question about a particular topic using Google or similar search engine. Authentic materials can encourage students’ interest, in particular, topic or theme. Using film clips may be as a motivation. For the activities using authentic materials scaffolding is required.

To foster critical thinking is the following criteria are mentioned by the author. There are provided Bloom’s Taxonomy to use as much as possible in the lessons.(See Figure 10) The suggestion is to give students tasks where they have to analyse, evaluate and create something but not the tasks where they have to rewrite the same information or the drilling ones where is not required the thinking skills at all.

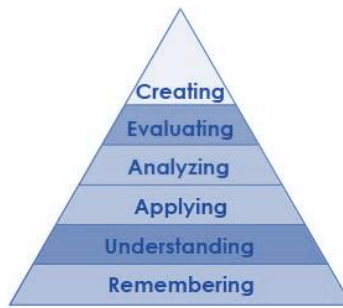


Figure 11. Bloom's Taxonomy (Anderson, Krathwohl 2001)

Lyster (2007) emphasize that grammar learned separately without content and context is useful only for grammar test but after the test, students forget these grammar rules and cannot use them in other conditions and other situations. The author emphasises that it be necessary to teach all core features via others do not isolate them. Only applying this criterion the CLIL material will be qualitative and useful for the teaching and learning process.

The ninth quality CLIL material criteria are that the material “foster cognitive fluency through scaffolding of content, language, learning skills development helping students to reach well beyond what they could do on their own.” (Mehisto 2012:24). The scaffolding may be necessary by the language. For example, there may be some vocabulary what is hard to understand for students, and the teacher may find the synonym or explain the word or suggest to find the meaning in dictionary printed or online available. Then also, content scaffolding may be useful. From the long text, it may be not possible to find out the prior idea. The teacher may ask some question to highlight or emphasise the most important issues. Also to show the students some charts, tables, movie clips to get the key ideas to the student. Finally, the learning skills for some particular task or exercise may be useful to show. To do together the first sentence to show the way how to cope with the task. To show some good example or poorly done and go through the material while analysing it. To conclude this idea the tasks should be challenging but either understandable for students that they do not have the wish to finish the task before they do not begin it.

The final criteria Mehisto gives is to help material to be meaningful for learning. The material should link the existing knowledge to the new one. It should be relevant to the society they live, background, their interests and the time they live.

To conclude the CLIL material development and evaluation is challenging task because demanding, systematic content and foreign language learning come together and there are

correlation with the selection of information and text chosen. The teacher is the person who provide the students with the materials. From the beginning in material design process is necessary to integrate core values like input, content and language, task and at the same time do not forget about four 'C's. While evaluating the materials it is provided and order how to start this process. Finally, the criterias are given such as to seek ways of incorporating authentic language , Bloom' s taxonomy and the importance of it, necessity for meaningful material, also, include critical thinking and assessment forms which are necessary in the material designing and evaluating process.

3 Case Study at Technology and Tourism Technical School

The case study took place in the first semester of the academic year 2015-2016. The study focuses on CLIL material design and evaluation and explores the results after applying the CLIL approach in lessons. It has the following aim:

To develop and understand the CLIL material designing and evaluating process, to find out students attitude to CLIL approach and analyse students' content knowledge after applying the CLIL approach in the technical school.

To reach the aim there were stages defined:

1. To develop a criteria checklist to evaluate CLIL materials and to see are they appropriate for the respondent groups;
2. To design and evaluate CLIL materials;
3. To design and implement the achievement test to measure students' progress and evaluate the test results;
4. To develop a questionnaire to find out students' opinion about their progress during the CLIL lessons.

The author who is the teacher works in a technical school and delivers two subjects – English and Marketing. The working environment was the stimulus to link both disciplines and to do the study. Also to see the results of the own work, to analyse it and to think how to improve it.

The case study takes place in Technology and Tourism technical school. The profile of the school is described further. In a school where students come to study after the graduation from the basic school, and they have to study all secondary school subjects to get secondary education plus subjects related to the profession. They have to study four years to get a diploma. The next category is students who have secondary education, and they want to get a profession, so they have to study only subjects related to the profession. The third category is students who have not completed their basic education the 8th and 9th grade and to get the basic education they study core subjects and optionally subject to get the profession. The school provides them with the basic education and profession such as chamber-maid, assistant for car mechanics, assistant for the cook, pastry cook. As usually in technical schools there are lifelong learning programmes for adults some development courses for unemployed persons, too. The programmes school provides for adults is carving

for food industry workers, CNC machine operator for carpenters, auto diagnostic, also fruit and vegetable preservation for somebody interested.

From these possible respondent groups, the author chose the first group which is Tourism service specialists studying the programme Tourism Service and Management, at the moment, 12th graders. They have been studying for three years, and students have to pass the National English Exam in the spring of 2016. In the class, they are sixteen students from eighteen to twenty years old who regularly attend the lessons. The students English level may be Pre-intermediate and Intermediate and Upper Intermediate for two students. These two students also attended Olympiad for an eleventh grade in the region in the previous year. The results were excellent; one student gets the fourth best result but the second one the eighth best result.

In the second group, there are eight logistics specialists who already have secondary education, and they study the subjects according to curricula to get the profession. Respondents are twenty to twenty-eight years old. The students have to pass the National qualification exam where are included many questions in Marketing according to National Qualification Centre regulations. The level of English may be the same as in the first group. The weaker students are Pre-intermediate students but the best one the Upper intermediate.

The first step was to design the evaluation form to evaluate and assess materials and to understand are they appropriate for the students who study in these two groups. While designing the materials, it is required to take in count that the materials which are used in the class should prepare the students for the exams they have to pass.

The author designed the evaluation form – criteria checklist of CLIL materials. The criteria checklist was designed including twenty- two questions in seven categories – audience, aim, content, communication, cognition, culture and methodology. (See Appendix No.3) The criteria checklist was designed according to the main authors Coyle, March, Hutchinson and Waters, who provide the criteria for designing and evaluating the CLIL materials, and to list the major features to follow.

The evaluation form – criteria checklist of CLIL materials was used to evaluate the materials designed and adopted for the CLIL lessons. The materials were adapted and designed for a particular topic - New Product Development and Branding to put into practice in the lessons in technical school.

The first CLIL material New Product Development and Branding (See Appendix no.4) was evaluated using the designed criteria checklist. (See Appendix No. 5).

Material: NEW PRODUCT DEVELOPMENT & BRANDING

Aim of the material: To get the general idea about the topic New Product Development and Branding; To use appropriate modal verbs; To use brand describing vocabulary

Criteria for material use: according to programme students have reading, understanding and analysing the main ideas and details in various kinds of texts related to the topic ‘The Business’; To use modal verbs – indicating ability (can, be able to), expressing possibility (may, might), indicating permission (can, may), making requests (may), making an offer (will, would, shall), making suggestions (should), indicating obligation (must, should, have to, ought to)(VISC))

Learning outcomes:

Content: To understand the steps of new product development and recognise steps of new product development process in the enterprise and to remember facts.

Communication: To use the modal verbs: would, might, could, should in sentences according to the topic to express their attitude; to listen for general understanding; to listen for specific information; to summarize the main information given.

Culture: To show more interest in national or global banking system, to understand the possibility where to use the particular knowledge in real life.

Cognition: To debate about some negative attitude towards the particular brand or brand loyalty, to analyse facts, to select appropriate answers from given ones, to use given information to write notes.

The first task to encourage students to start this topic was - think about your favourite brand. After, when they have an example ask them to present or mime it to their classmates without saying the brand’s name. Others have to guess. (Use some episodes from ads etc.) This was a very appropriate task for the students because they do not have to start speaking in English with the first word and also, brand names usually are international and for students mainly familiar. In material, there are a reading task which is very similar to ELT materials only the content differs. That may be a reason that for students it were quite easy to complete. Also, the listening tasks were traditional except the content. Even there may be found equivalence with English Language Curricula where are written that students have to read, understand and analyse the main ideas and details in various kinds of texts related to the topic ‘Business’ also, to use modal

verbs – indicating ability (can, be able to), expressing possibility (may, might), indicating permission (can, may), making requests (may), making an offer (will, would, shall), making suggestions (should), indicating obligation (must, should, have to, ought to)(VISC)). The first goal is necessary to do in both subjects.

As it is analysed in Criteria Checklist of the first CLIL material (See Appendix No.5), it is qualitative CLIL material where are included all four core features what are the main elements of the CLIL lesson. The language level is appropriate for these two respondent groups because, as it is described in group profiles. Also, it is available to us for both study programmes because there are not some very specific information what would not be able to use in the classes involved. The materials are flexible, and it is possible to use it without some special preparation before or in the previous lesson. The students from the first group were interested in doing the tasks because the material is authentic, the language used is possible to use in real life. To do the tasks is necessary more general language knowledge and there is no need to know many specific vocabularies before to start this material. Accomplished tasks were done according to rules. Also, the second group were encouraged to do the tasks. This group is very open and always are ready to do every task the teacher gives. The students already had chosen the studies, and they come to particular school to study every information, rule and also content knowledge the teacher provides. Of course, it is fascinating, encouraging to work with them because they have many questions to ask. Sometimes they are very complicated that it is not possible to answer in the particular lesson, and it is necessary to continue to the next lesson. For the first CLIL material, the teacher was made photocopies of modal verbs and some general rules of usage of them to scaffold the students. There were only three students who had the necessity to use these sheets.

The next analysed materials are added in Appendix No. 6. The title of materials is Branding and What is a Brand? The criteria checklist of the material is also added in Appendix 7.

Material: Branding and what is a brand?

Aim of the material: To describe and understand the aspects of brand ad branding and what they affect in the product selling process; to use the appropriate language - word combinations used as a terms about this topic; to explain the meaning of the branding terms

Criteria for material use: according to the programme students have to use quite a wide range of language structures and vocabulary in a naturally integrated manner within the topic 'The Business World'.

Learning outcomes

Content: To describe and understand the aspects of brand ad branding and what they affect in the product selling process Vocabulary to describe the brand, brands ' collocations, to understand what is brand and to learn brand related vocabulary

Communication: To use the appropriate language - word combinations used as a term about this topic, to develop exam strategy – matching the information, to use appropriate phrases to behave in relevant situation, to explain the meaning of the branding terms, to use the information from web page to create an analytical presentation about the brand. To use appropriate phrases to behave in relevant situation, to explain the meaning of the branding terms, independently planning and conducting a presentation on the topic, evaluating one's contribution and experience gained during the project work.

Culture: To demonstrate the understanding of the branding influence to society.

Cognition: To analyse the given information to use for tasks, to create a detailed presentation, to classify the brands.

After to accomplish this material the author to come to a conclusion that this was more challenging task for the first group students. There was one-third part of the class who were afraid of vocabulary they have to work. There was the necessity for language scaffolding. After the first part of the lesson, the students were brave enough to continue the material. The problem was the fear of something new, from the approach realized and after when the students overcome the fright, the class were working excellent. Continuing along with the second group they were already familiar with some vocabulary and they already had some experience with articles, films and clips. In the lesson where some discussions about their experience. The essential importance is that the materials are not separated from existing knowledge, experience and always are perfected. The qualitative CLIL material that is useful for every Marketing class. The teacher is the person who has to organize the discussions around the material and to follow the process goes according to the planned. The material may be improved by some discussions. It may be useful to write down some notes or discussion plan for the better results.

The following material analysed is given in Appendix No. 8. It is the material about Concept development and Testing the Concept. The checklist is presented in Appendix 9.

Material: Concept development and testing.

Aim of the material: Give students the idea what the concept development is, when to use it and how to test it, to understand the marketing mix elements and relations in NPD (new product development) process, to use the appropriate language - word combinations used as a terms, to write notes for the concept statement.

Criteria for material use: students have to initiate discussions about business and work issues in the modern world, independently preparing different kinds of texts on the topic

Learning outcomes

Content: To describe and understand the aspects of brand ad branding and what they affect in the product selling process Vocabulary to describe the brand, brands ' collocations, to understand what is brand and to learn brand related vocabulary

Communication: To role play an idea generation meeting, to write notes for the concept statement, to work in small groups or pairs to create the list of advice.

Culture: The usefulness of the concept statement and rather effectively using the English language and culture etiquette in concrete situations within the topic.

Cognition: To analyse the given information, to demonstrate the understanding and necessity of the concept statement, to plan and to create the concept statement, to role play the situation.

This material is based on speaking tasks and working in pairs or small groups. For the teacher, the great effort to do is to organise the class in a way they will work and to reach the goals of the lesson. In the material are included all four core features. The material provides with the concept development step by step. It is designed as an aid to follow when learning how to develop the concept statement. Both respondent groups were working hard to do the tasks. The common problem is to involve every student in this work because in each class there are some students who better choose to work individually instead of working in a group. The feedback from the extrovert students is that it is necessary to have more materials like this one, but the very opposite opinion comes from the introvert students.

The next material (See Appendix No.10) is created with the main aim to understand the creation process of a brand. The criteria checklist of this material is given in Appendix 11.

Material: Creating a brand.

Aim of the material: Encourage students to analyse real brand and to understand what it consists of, to understand what brand manager is responsible for.

Criteria for material use: To develop general skill -to listen for specific information, to analyse the information to use appropriate one for the task.

Learning outcomes

Content: Vocabulary related to brand, to use brand related vocabulary in appropriate situations, to use the appropriate collocations and verbs to speak about creating a brand.

Communication: To role play an idea generation meeting, to write notes for the concept statement, to organise the content statement, to work in small groups or pairs to create the list of advice, to use the appropriate collocations and verbs to write the content statement, to develop general skill -to listen for specific information, to analyse the information to use appropriate one for the task.

Culture: The usefulness of the concept statement, to discover what the profession brand manager is and what he/ she is responsible for.

Cognition: To analyse the information to use appropriate one for the task, to analyse an existing brand.

To work with this material student have to have previous knowledge. The tasks what respondents were asked to do were familiar. It was an easy going lesson. The tasks used in the material are very similar the teachers use in a regular ELT lessons. So that students do not have some obstacles to cope with to do the tasks given in the material.

The last evaluated material is added in Appendix No.12. The title of it is Brand Identity and Brand Strategy. There are summarised all ideas and definitions given in previous materials to be ready for the test. After follows the criteria checklist of this material. (See Appendix No.13).

Material Brand identity & Brand strategy:.

Aim of the material: To understand the brand and branding related definitions and use them, to write a brief, to name and explain the parts of a brief, to express the opinion and analyse the brief, to revise the topic to prepare for the test.

Criteria for material use: Reading, understanding and analysing the main ideas and details in various kinds of texts related to the topic, rher effectively using the rules of the English language and language styles in concrete situations related to the topic.

Learning outcomes

Content: To understand the brand and branding related definitions, to name the parts of a brief, to explain the parts of a brief.

Communication: To use the appropriate collocations and verbs to speak about creating a brand, to express the opinion and analyse the brief, to practice evaluate and explain the brief, to explain the meaning of words.

Culture: Analysing sociocultural information acquired while studying the topic, effectively using this information in writing and speaking tasks, the usefulness for career, to be aware of usage of the knowledge in real life situation.

Cognition: To remember facts and definitions, to apply the information, to analyse the information, to evaluate the example of brief and identify the paragraphs, to compose the part of a brief.

The fifth material is designed to revise the topic, to see the other aspects of the theory and finally, to prepare for the test. In the material are included some authentic texts that are appropriate for the language level students have. The most difficult tasks for students in both groups are the writing tasks. If students have to write something they have to think about the language they use and are the language appropriate, the grammar and the format of the piece of writing.

To conclude the results of materials used, the most difficult part of this was that at the beginning of the case study, students did not have experienced the CLIL lessons and some of them were afraid of the process of the learning and preparing for the exam. Before the studies, their opinion was that CLIL approach can not prepare them for the exam qualitatively. Their opinion was that it is a different process from studying the specific content in Marketing lesson. Usually, Marketing is delivered as a lecture where students have to listen and write the notes. The CLIL approach is radically opposite. From the students are asked to remember facts,

analyse, evaluate, create. Cognition is one of the core features that is involved. Also, culture is a substantial element. To understand the place and necessity where to use the exact knowledge and skills is crucial for the students in technical school. Then the language, what is irreplaceable in nowadays society and is used in international companies in Latvia, too. Furthermore, to improve the designed materials, it is necessary to think about scaffolding. The additional materials sometimes are necessary, and it may be explored how to do it.

Also, the test was created after implementation of the materials. The test is the achievement test, and it is designed to measure the testees' success in achieving the objectives of the course English for Marketing. (Lase 2015) The testees are required to:

- demonstrate their understanding of gist, detail and structure when analysing and evaluating the offered (authentic/semi-authentic) reading texts, connected with the topics of marketing;
- be able to write non-specialised and simple specialised text type- email for given purpose and target reader, covering a variety of themes connected with marketing and express their opinion based on the issues, and using appropriate terminology;
- demonstrate their knowledge and the ability to use the language system by completing some tasks, based on the exercises containing texts connected with marketing.

The task types, the timing and score, are given in Table 1.

TABLE 1. Test Specification

Task type	Time	Score (points)
Reading		
1. Multiple choice	15 min.	8
2. True/False/Not mentioned	15 min.	7
	Total: 30 min.	Total: 15
Writing	20-25 min.	15
1. Email	Total: 25-30 min.	Total: 15
Both parts	Total: 55-60 min.	Total: 30

Text Types used for the reading is an authentic text taken from the article written by Claire Prendergast from Entrepreneur Coaching agency. In this part testees are required to show their ability to read a simplified informative, authentic text and to demonstrate their understanding of gist, detail and text structure as well as deduce meaning. The length of the text is sixty- hundred words and according to text, there are designed two tasks with fifteen questions. Task types are

multiple choice exercise for the first task what tests the students’ ability to understand the gist of the text. Testees are required to choose the most appropriate answer from the three-option multiple choice items that are provided. The second task is True/False/Not mentioned exercise. The task tests the testees’ understanding of details of the text (specific information). Testees are required to decide whether the offered statements provide true or false information or do not correspond the message of the text.

The writing task is based on the questions connected with marketing issues that are relevant to this topic. Testees are required to demonstrate their ability to write an email to a branch director describing the opinion about marketing related issues. The word length of Task 3 is 120 - 150 words. Students are required to show their ability to produce a written text based on both their knowledge of English and professional skills.

Also, marking instructions were written. Each student receives a test paper to write in. It is allowed to use a ballpoint pen only. The testees are required to erase cleanly any marks they wish to change. Students are not permitted to make stray marks on the test paper, fold, tear, or mutilate the test form. Some additional directives for assessment are added. For the answers that exceed the required length, a line should be drawn at the approximate place where the correct length is reached. The close assessment should be directed to the text that comes before the line. In case relevant material appears later in the text (below the line), a testee can be given an additional point. Poor handwriting and faulty punctuation should not be specifically penalised. However, in case it affects communication, the points should be removed. Testees are penalised for the inclusion of irrelevant content. To evaluate the writing part marking scale was designed. The writing Band Descriptors are added in Appendix No. 10. The task carries the maximum of 15 points where are an assessed subject line, grammar & spelling, ideas, formality, closing & signature.

The weighting of each task was the same. There were no weighting introduced for Reading and Writing parts of the test, as all the provided tasks were considered to be of the same difficulty. In Table 2 there are given the marks students can earn according to received score.

TABLE 2. Test Score and Marks

Grade	1	2	3	4	5	6	7	8	9	10
Points	1-3	4-6	7-9	10-12	13-15	16-18	19-21	22-24	25-27	28-30

The results for the first group are following like drawn in Table 3. The average received points for the first group are 19.5, but the mark respondents get 6.8125 what is very high for all class together. The lowest points one respondent get is 12 what is grade 4. The grade is low but still according to rules about assessing the achievements of students it is enough to pass the test and earn the credit. The highest score one student get is 27, and the grade is 9. All in all, it is an excellent achievement, so the student missed one point in the reading part where was a difficult question and there are some slips in writing part.

TABLE 3. Test Results for the First Group

Ques	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	Grade
St 1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	2	2	2	2	3	23	8
St2	1	0	1	1	1	0	1	1	0	1	1	0	1	1	0	2	1	2	1	3	19	7
St3	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	2	2	3	2	2	25	9
St4	1	1	1	0	1	0	1	1	1	0	1	1	1	0	0	2	2	2	2	2	20	7
St5	1	0	1	1	1	0	0	1	0	1	0	1	0	1	1	0	2	2	2	2	17	6
St6	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	3	3	2	3	24	8
St7	1	0	0	1	1	0	1	0	1	1	1	1	0	1	0	1	1	2	1	2	16	6
St8	1	0	1	1	1	0	1	0	1	0	1	1	0	1	1	1	2	2	1	1	17	6
St9	1	1	0	0	1	0	0	1	1	1	0	1	1	0	1	0	1	1	1	2	14	5
St10	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	2	3	3	2	24	8
St11	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	2	3	3	2	3	27	9
St12	1	1	1	1	1	0	1	1	1	1	0	1	1	1	2	2	2	2	2	23	8	
St13	0	1	0	1	0	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	14	5
St14	1	1	1	0	1	0	1	1	0	1	1	0	1	0	1	1	2	2	2	2	19	7
St15	1	0	1	0	1	0	0	1	1	1	0	1	0	1	0	1	1	1	1	0	12	4
St16	1	0	1	0	1	0	1	0	1	1	1	0	1	1	1	1	2	2	2	1	18	6
																	AVERAGE				19,5	6,8125

The results for the second group are a bit higher. (See Table 4.) The average points earned for the tasks are 20, what mean the average grade earned is 7. The lowest points two respondent earned is 16 it follows that the grade they have earned is 6. The highest grade earned is 9, and a student gets 25 points. These differences may be caused by the lack of interest to study in technical school at all. These respondents have a lack of motivation to study. Also, the language used in the text was complicated and for some student may be like an obstacle to fully complete the task given. In writing part is required particular knowledge. To fully done this task students have to gather the information, analyse and show the comprehension of the task to provide the necessary information. Only then the best result may be expected.

TABLE 4. Test Results for the Second Group

Ques	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	Grade	
St 1	1	1	1	1	0	0	1	0	1	1	0	1	0	1	1	2	2	2	2	3	21	7	
St2	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	2	1	2	1	3	20	7	
St3	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	2	2	3	2	2	25	9	
St4	1	0	1	1	1	0	1	1	1	0	1	1	1	0	0	2	2	2	2	2	20	7	
St5	1	0	1	1	1	0	0	0	0	1	0	1	0	1	1	0	2	2	2	2	16	6	
St6	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	3	3	2	3	24	8	
St7	1	0	0	1	1	0	1	1	1	0	1	1	0	1	0	1	1	2	1	2	16	6	
St8	1	1	1	1	1	0	1	0	1	0	1	1	0	1	1	1	2	2	1	1	18	6	
																					AVERAGE	20,00	7,00

To summarise the results of the test the results for both groups are very similar. However, the second group shows higher average score as well as an average mark, but individual achievement in the first group for some students whose score are greater than in the second group. The main reason may be the language level which allows the students get a higher score in writing part.

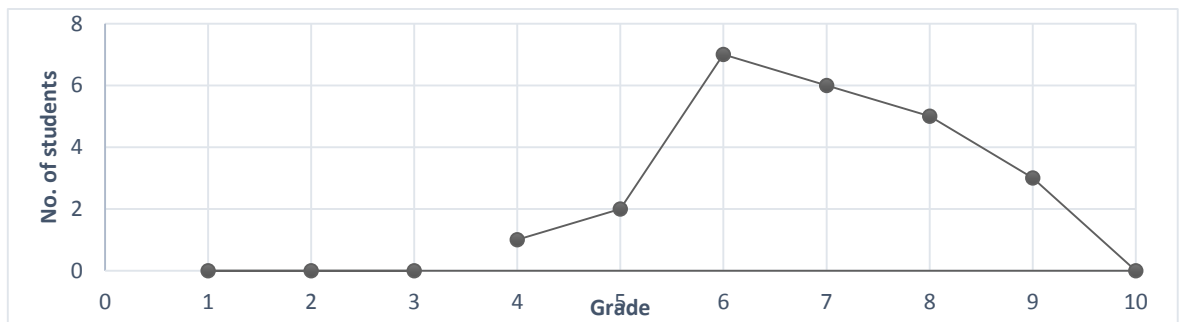


Figure 12. Students' Grades of the Test

The conclude the results of the test (See Figure 12) is drawn that the score students get most usually, the mode, for seven students is six. Also, six students have grade seven; there are five who get grade eight. To sum these numbers, fifteen students achieved the grades from six to eight. Also, there are some students whose scores is below and up the average results. It shows that it is normal distribution code. The author states that materials were appropriate for the respondents. Respondents have the basic skills and knowledge about the theme which was included in materials.

After the lessons to understand students opinion, the questionnaire has been created at the end of the case study. (See Appendix No.11) There were ten statements with four possible

answers given – totally agree, agree, disagree and totally disagree. Students had to choose one answer. After followed five open-ended questions where students had to write their answer or opinion. The first given statement was: Materials studied in English allows to acquire Topics in Marketing.

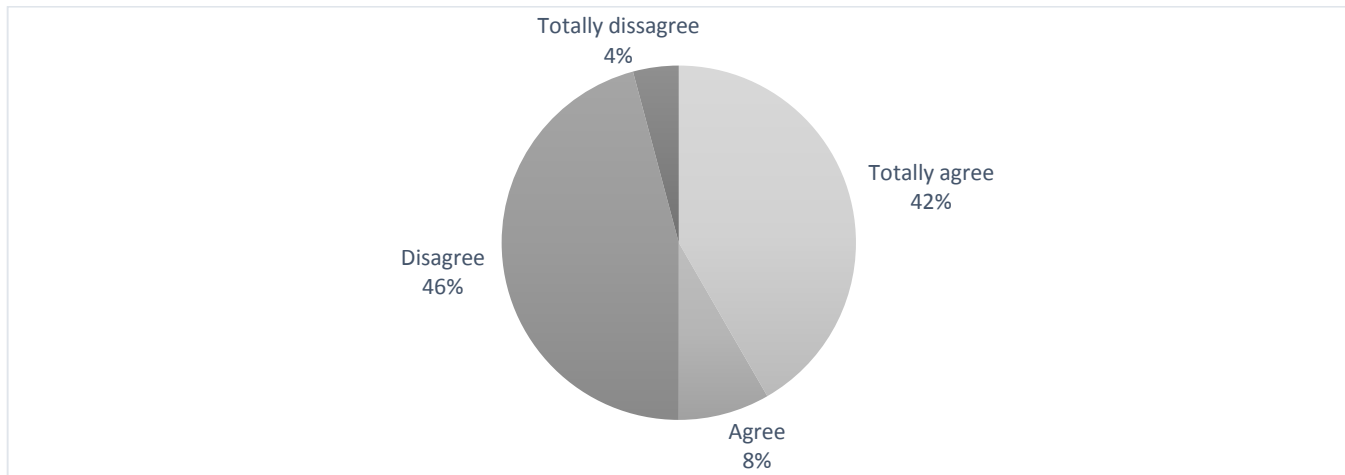


Figure 11. Correlation Between Language and Acquisition of Content Knowledge.

As Figure 11 shows the positive answer to this statement gives 50% of respondents. It states that the materials used in lessons were useful for respondents. They get the necessary information, improved the knowledge. For other 50% of respondents, it is recommendable to find out the appropriate method of scaffolding to get positive achievements while using these materials.

The next question was aimed to understand respondents' view if studying marketing in English may be useful for real life situations as an employee.

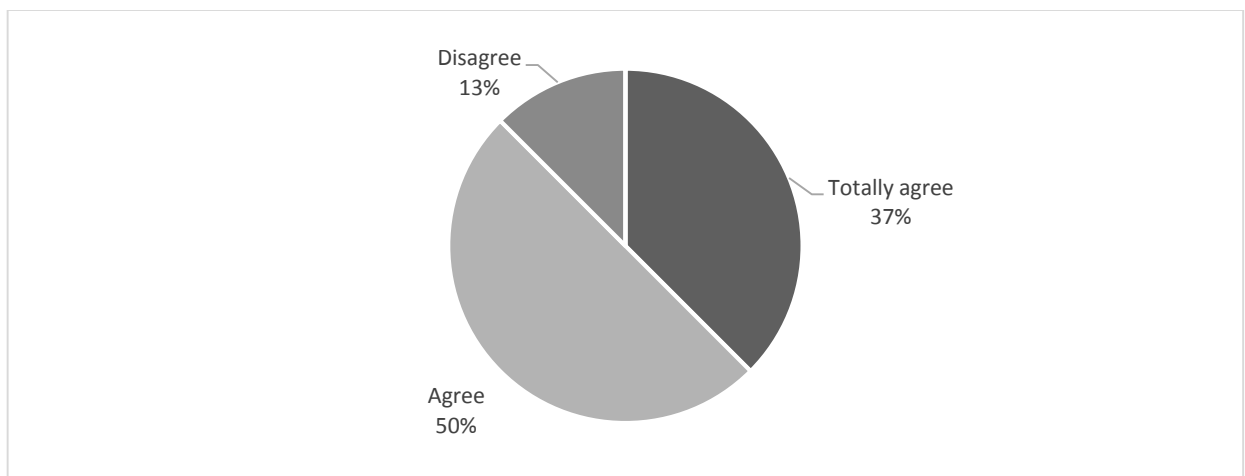


Figure 12. The Importance Marketing Studies in English in Career.

Positive answers to the question about the necessity and significance to explore the subject in The English language is given by 87% of respondents. In the (See Figure 12). There are students in these groups who had experienced the apprenticeship in abroad. Also, the Tourism Management study programme students have to work in apprenticeships in Latvia where the acquisition of language is a crucial indicator to get a better position in the field. That may be a reason they assess the possibility to study the CLIL materials. Only 13% of respondents disagree with the opinion that studied terms and skills in English may be useful in future in real life situation for the future job as an employee. It may be the lack of knowledge about the present day situation of labour. The author was interested in getting a more precise answer to this issue and after some days, there was a discussion in class about this question. Some students commented that it was not necessary to use marketing materials in English. It will not be useful for students future career. Furthermore, there is one student who is not able to live independently and after answering the question about to desire life independently say that the parents should care about him, and he does not want to worry about earning the salary. The authors comment is that there may be all kind of quality materials, but if the student does not want to study and are not interested in getting some knowledge, the material cannot help.

The following question about the studies of Marketing in English and if it may be as a motivation to study the English language independently. The results are shown in Figure 13.

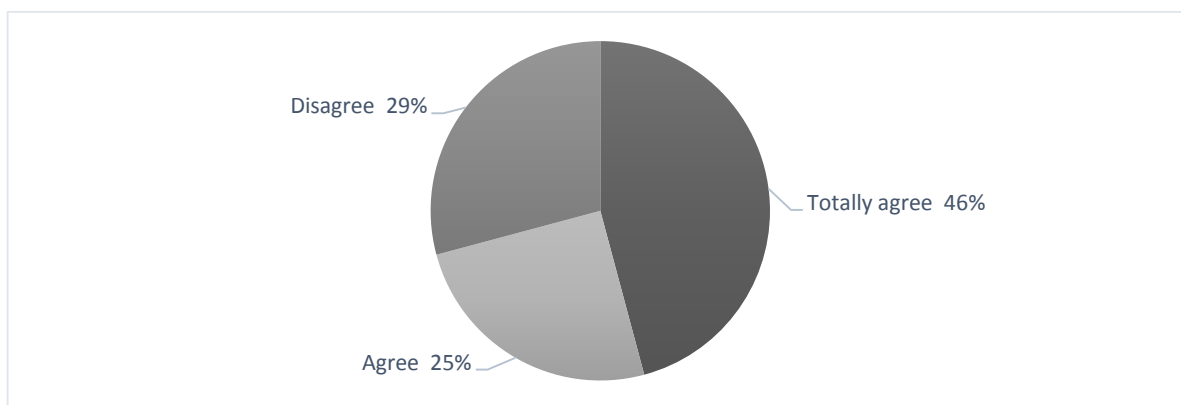


Figure 13. English Language as a Motivation to Self-studies.

The studies of content in a foreign language requires more autonomous studies. As it is shown in Figure 13, adult learners understand the necessity to take responsibility for their studies and only 29 % of respondents disagree with the statement. The explanation could be that in this group there are some students whose language acquisition is up to average. The language level

may be intermediate or upper-intermediate, and the tasks given was at the same level or below and they did not have to do anything, in addition, remembering the terms, to learn them by heart or to write some notes in English. According to this materials were not encouraging the students to self-studies. 71 % of the respondents agree or wholly agree with the statement. It is a step to encourage the students to self-studies to increase their language knowledge. In the technical school, the number of language lessons is two lessons per week, but students have to be ready for the national language exam. Every extra task they do is the positive result of preparation for the exam. Also, it may widen the point of view, increases the content knowledge, in particular, subject and improve the general learning skills.

The next question was about are the CLIL studies more time consuming, as usual, or classical studies of some subject. The results respondents give seen in Figure 14.

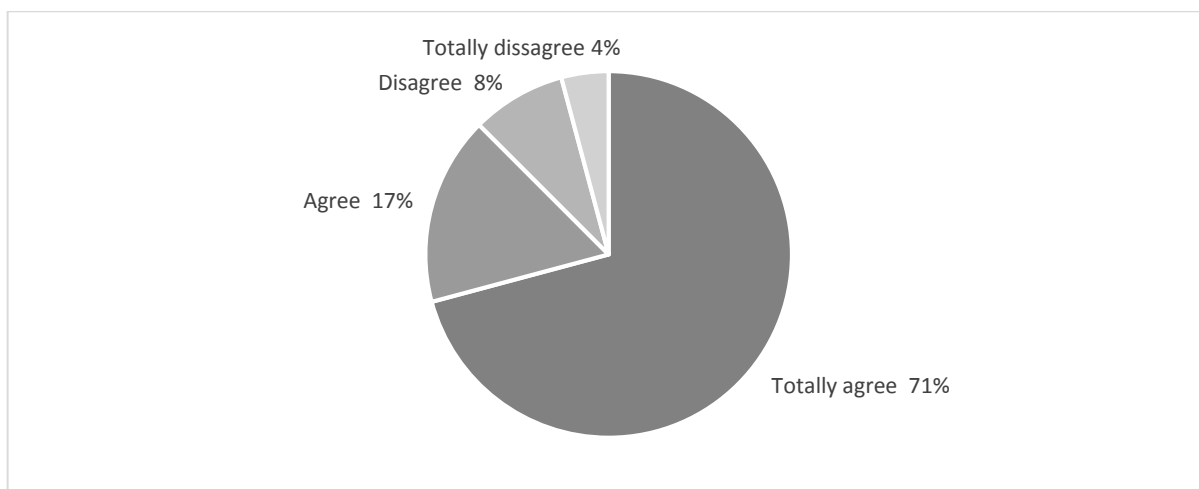


Figure 14. CLIL studies are more time consuming.

Different answers are given in Figure 14. Except 12 % of respondents who disagree or totally disagree with the statement others, agree that more time is necessary to study in this way. The teacher has to think about how to motivate students to work successfully together. Of course, it is an interaction between teacher and students to work in a way to get good results after the course without calculating the time what was necessary to acquire the materials.

The question about the materials and if any of them is appropriate to study in English was answered like this. See Figure 15.

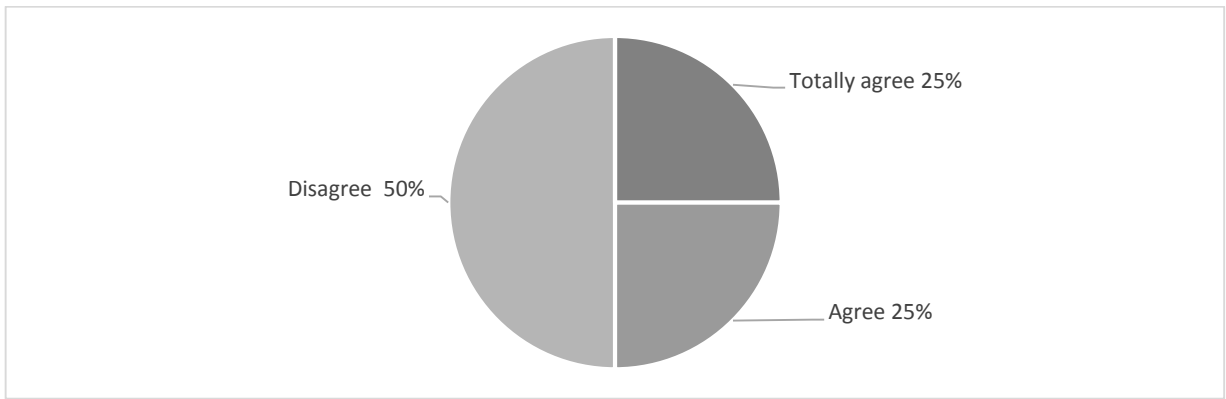


Figure 15. Are CLIL Materials Appropriate for Studies.

In the chart half of the respondents admit that it is necessary to evaluate the material and choose only appropriate ones for the studying process, but other half disagree with it. To analyse the material it is necessary to possess analytical skills. Even the material that is not qualitative may be as a resource, but the teacher has to see the students understand it and get the meaning or analyse it or even correct it. To use that kind of materials are possible only in advanced classes, and the teacher has too sure about the suitability of the material for the particular group of students. According to answers, the older students can evaluate and analyse the necessary information better than the secondary school students.

In the questionnaire were the questions about specific skills. The first one was about the speaking skills if the CLIL lessons improve them. The results are displayed in Figure 16.

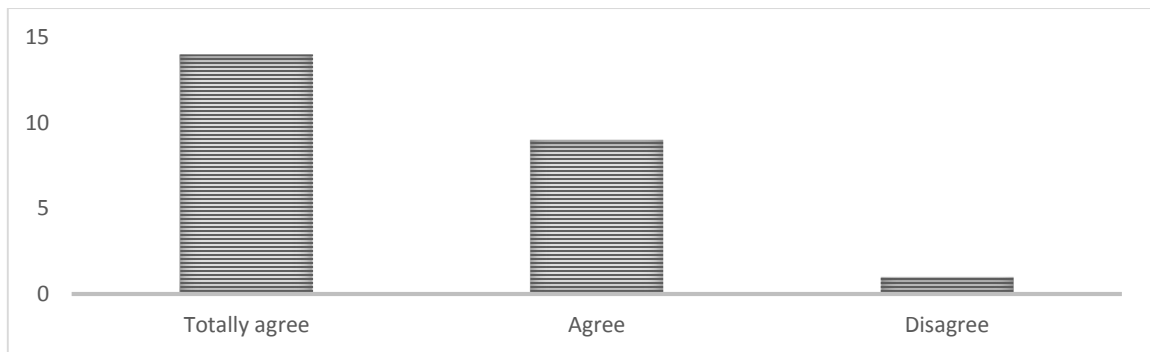


Figure 16. CLIL Materials Improve Speaking Skills.

There is only one student in the first group who denies the statement about the CLIL materials and the fact that every meaningful task where the students have to speak gives the opportunity to improve the speaking skills. After the observation in these two classes, the conclusion is that

students like speaking tasks better than others tasks where are necessary to write or read something. The main exercise for the teacher is to follow that students use L2 for the task, not the mother tongue while doing the activities. An additional task for the teacher may be scaffolding. Scaffolding has been done carefully to students to understand the task and the activity students have to do but not as a translation job.

The next question is about reading English texts where the content is related to marketing. The answers were identical in both groups. 50% of respondents agree that it is valuable to read that kind of texts and respond to questions related to the text. See Figure 17.

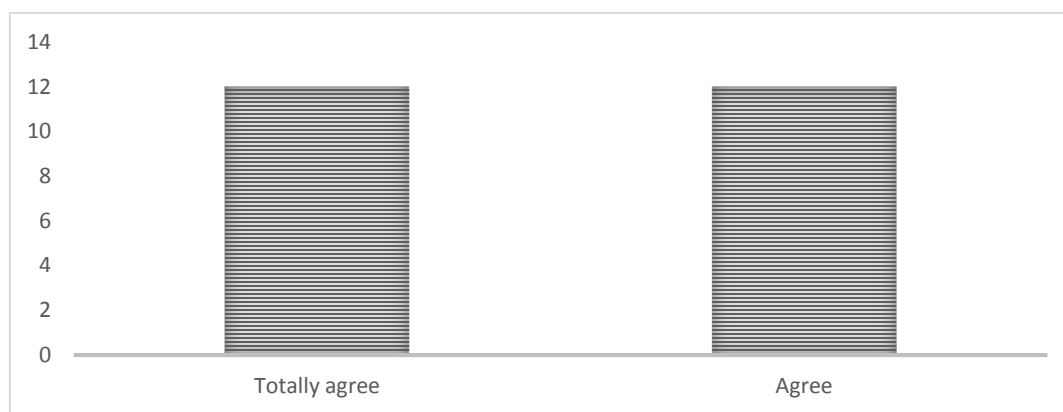


Figure 17. Reading Texts and Answering Questions Improve Reading Skills.

The other students totally agree with the statement. Obviously, all students can share their experience about how to perfect the language knowledge by reading texts. There are many opportunities to replace some texts to marketing related ones to use in an English lesson according to the topic what is planned in marketing according to the syllabus, but the CLIL lesson is based on the teaching the content using L2.

The next question asked is about the listening skills. May the listening tasks related to Marketing improve the general listening skills of English.

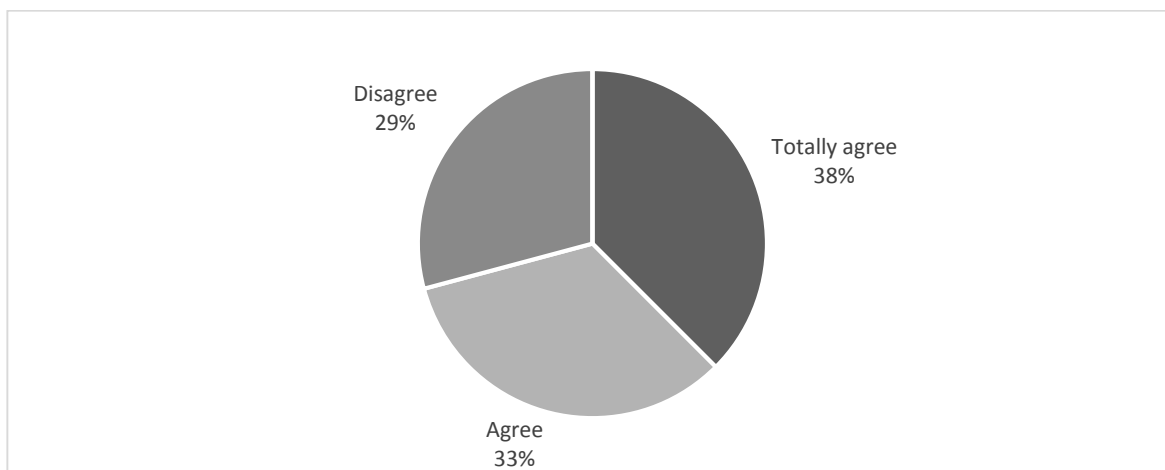


Figure 18. Marketing Related Listening Tasks Improve the General Listening Skills.

As it is shown in Figure 18, there are no doubt that listening tasks aimed to marketing improve the general listening skills of English. 71% of respondents agree or totally agree with the statement. However, 29 % of respondents disagree with it. The main part of students usually are familiar with that kind of listening tasks because they have seen them in basic English language lessons. Students like these exercises because they are easier then writing tasks. Of course, to do these tasks effectively it is necessary to go through all tree levels of listening pre-listening while listening and post- listening. Only then the best results and effectiveness can be reached.

The following question was asked about the writing skills. May the writing of an advertisement can improve the general writing skills in English. In one of the lessons the second group had to write the report of the advertisement. After the lesson the author draw the conclusion. The main effort students had while writing the task were to write in English. Respondents were not afraid about the content and the theses they have to follow according to the task. They were afraid of mistakes in language, spelling and punctuation but not about content. The results were different, from very week to nicely written ones. The answers of students are drawn in Figure 19.

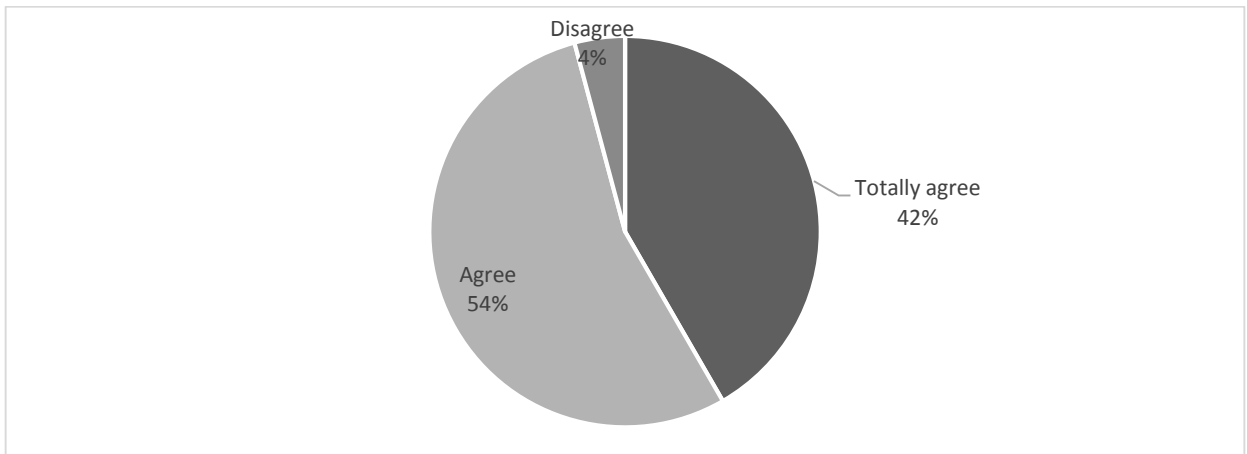


Figure 19. Writing a Report of Ad Improve the General Writing Skills.

The writing tasks are very challenging even in mother tongue, and the results in Figure 19 is more than clear. Only 4% of the respondents disagree with the statement that writing the report improve the general writing skills in English. In order to write the advertisement in English, students have to be familiar with the parts of it. There should be an appropriate content. Also, the language used. This is the most cognitively challenging task from the Bloom’s taxonomy. While designing the CLIL materials, it is necessary to include the tasks where it used. Mehisto (2012) writes that it is one of the main criteria to follow while designing the CLIL materials.

The last close-ended question is about preparation for National English Exam. Do the CLIL materials prepare students for the English language exam?

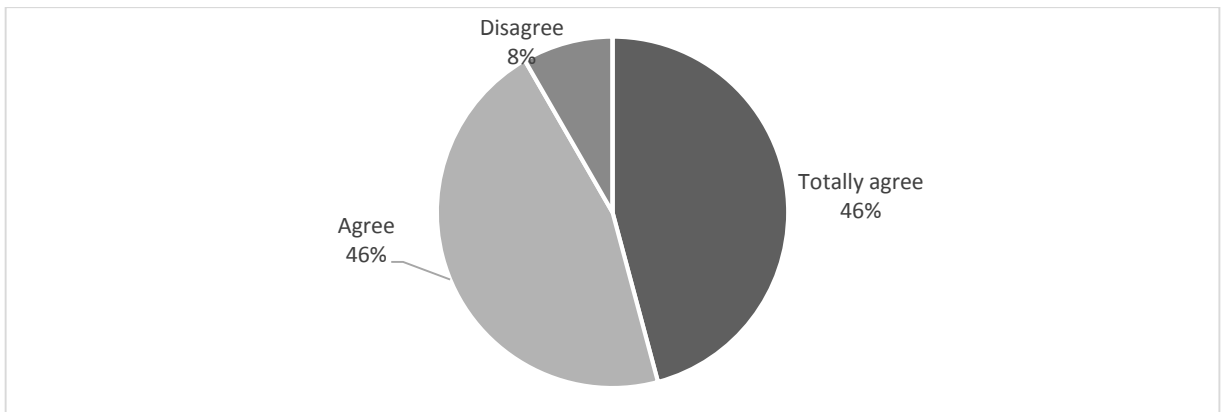


Figure 20. CLIL Materials Prepare for National English Exam.

The result of the question is shown in Figure 20. 96 % of respondents give the positive response, but there are 8 % of respondents who disagree with the statement. Every task where students have to use The English language is training. Also, these materials may improve the

language skills, general learning skills and can help to get the content knowledge. Encourage the student to more cognitively tasks and finally, to prepare for the exam.

The questionnaire was designed with five open-ended questions, too. The first was – what are the benefits of studying Marketing in English? The answers of the first group students are as following. CLIL studies are the good way to enrich the vocabulary and to do some extra tasks in language studies. There are more than one students who mention this positive aspect. It can be useful for future and career, and to prepare for the studying the profession at the university. In one lesson the student gets skills in both language and marketing. It is not necessary to have so many contact lessons at school. It is extra time for language studies. *CLIL lessons are the way how I would like to study English.* The answer may be from students who do not like regular language lessons but who are keen on studying other subjects. In the technical school, some students study because of the profession, but they are not interested in studying general secondary school subjects and preparing for the obligatory exams. CLIL lesson could be as a challenge to study the language. One more answer mentioned is about professional terms and usage of them. Obviously, it is a substantial contribution to the career. In the English language, there are many materials available which are not possible to find in Latvian. There are short clips, movies and free copyable materials available. Of course, the teacher has to evaluate, analyse and choose the appropriate ones for the particular class. Moreover, for the self-studies, there are an unlimited amount of materials to choose from and use. The next positive aspect mentioned is that *studies in English can better show the meaning of formula given.* For example, formula $TC = VC + FC$ is provided in English. These are abbreviations from total costs = variable costs + fixed costs. If the student understands the language, it is clear what it means and how to calculate these data. It is easier to learn by heart if the student understands it and it not just an unclear combination of letters. The respondents from the second group all write about vocabulary improvement and enrichment of knowledge which can be useful in future careers. It is mentioned that *it is an intensive course of language which can help to prepare for the language exam.* The CLIL lessons give the possibility to improve speakings and writing skills in English.

The next question is about the weaknesses of the CLIL lessons. The first group write that it is hard to understand the topic, there are more things to do in one lesson, there are not enough materials available, it is hard to comprehend the texts. Of course, not every student can read the text without scaffolding. There are more answers that the students cannot concentrate on task

because they have to think about the language. Definitely for those students who are afraid of English language, it is a problem to overcome difficulties while studying CLIL learning approach. For the task are necessary more time than usually if it is done in the mother tongue. It is necessary to take into account that there are two subjects and thus completing the same task at the beginning takes more time. However, after a while, it will not be so time-consuming. In the class, there are some students whose English knowledge is very weak. Moreover, they are worried about the marks they will earn, and students will probably be lower than they would earn if the test would be in Latvian. It is also necessary to think about scaffolding for them and organise the class in a way to work with every student in the lesson. To provide students with scaffolding there were used some additional tables of grammar, for example, usage of modal verbs. Also, the terms were included in the text. It gives the student the possibility to guess the meaning of the term. Materials were designed in chronological order to use one by one. Each material was built using previous language content. Creating the word map may be used to scaffold the students, too. For writing tasks, an examples or phrases of using were given. Sometimes, it is hard to understand the complicated terms. The teacher has to understand if it is necessary to translate something to Latvian, too. Students have to know every term in Latvian too because they also have to pass the Marketing exam. The language they have to do is Latvian. Also, it is necessary to use these terms in other subjects like Economics and business. However, all in all, this is very appropriate subject to teach using CLIL approach. Finally, some students write that there are any difficulties in studying using CLIL approach, and they would love to choose this way of studying the English and Marketing together.

In the second group, there are very similar opinions about the question what the weaknesses of studying using the CLIL approach are. Students have mentioned that it is hard to understand the terms of Marketing in English and it is more time-consuming. For students who are not good at English that may be a problem with a study using CLIL approach because students can not properly participate in the lesson. For one student it is very weird to study a subject in foreign language.

The following open-ended question was about the problems what should be prevented to study the Marketing and English effectively. The first group write that the task should be easy to understand, and the teacher has to be near as a support and if it is necessary to help with understanding the task given. In the theory Dalton – Puffer (2007) also gives the suggestion to be as an adviser to students but not as a translator. In questionnaire also five students write that

the teacher needs to provide more vocabulary to study by heart and to give more writing tasks to do to improve students knowledge of the subject. Of course, it is necessary to have a base of vocabulary or specific terms for the subject to know to understand the major issues. Students should read more texts to be familiar with articles written for the business. It possible to find many materials on the internet. There are many sources to find relevant articles, but the teacher has to select useful ones to get the meaning and be helpful for the students development. It will be like a stimulus to participate in lessons because the student has to follow the process of the lesson to understand what is happening. The student can not afford the miss the lessons to understand the topic. There are many to do in the classroom together with the teammate. If the material consist of some presentation or it is asked to share the opinion about the particular issue, the student has to know this topic. *I will have to write/ to do the homework to learn the topics.* Sometimes, it is necessary to read some article to have the idea or the view about the exact issue. For students who have the good basic knowledge, it is more challenging to participate in CLIL lessons and to be active, not a passive learner. If using CLIL approach can encourage even one student it is a good approach to use in a lesson and motivate students. Some other opinion is that students are afraid of speaking in front of the class or pairs using a foreign language because students think their language is not good enough. It is necessary to overcome the fear of speak loudly. The teacher is the person who has to encourage students but is is the common problem in everyday ESP lessons, too. There is a respondent who suggests dividing lessons, and one part deliver in Latvian and other in English to escape the problem that students can not understand the terms. The author agrees that the necessity to translate the term could be only if some very complicated terms where students do not have any explanation in mother tongue, too. Some other view is that the CLIL approach is necessary to phase in slowly otherwise some students may be frightened of that approach.

Very honest answer from a respondent is that *the laziness is the problem.* Obviously, it is necessary to work more while using CLIL approach but at the some time, it may provide better results and save some time to teach some topics twice or even more. Furthermore, there are some topics which is included in programmes and gives the teacher opportunity to combine them to get better results. One respondent mentions that *the students who do not want anything at all to bother and do not allow to study relevantly.* It is not the problem of the CLIL approach but common problem of education that always there are students who do not know the essence and the sense of their life and the teacher, the parents or any other person can not influence their

attitude to the necessity of education. *The pronunciation may bring the misinterpretation to some term.* To not admit the possibility of pronouncing the term correctly it is necessary to teach the pronunciation and spelling, too. While teaching new vocabulary, it is necessary to follow the steps how to do it correctly. It is important to hear the new word, to see the context, to understand the meaning, to provide the pronunciation and intonation, where to put stress. Also, to provide students with some prompts how and when to use the word or term and finally to give the situation for a student to use the term or word.

The second group gives the responses that it is necessary to know basics of Marketing in Latvian to build the following knowledge. Four respondents mention that it is necessary to study more language in Elementary school to be ready for CLIL in secondary education. Two answers – that *the students do not want anything to study* is given in this group, too. It is a priority to have basic knowledge of English to study the subject effectively. Furthermore, the emphasis is put on terms what is important to study more. To conclude for the second group more significant is to have general English to establish CLIL approach.

Then expressed the question about the more valuable skills what students can get after studying Marketing through English. The first group responded that it is an improvement of speaking and writing skills because they have to answer in the English language while the lessons and prepare the task and homework. Nearly all respondents mention that it is a way to enrich the vocabulary and study extra usage of terms. Also, pronunciation is mentioned. It can be useful for future situations and career. Some student already knows that he can use the practical skills of creating a banner and how to address the message to the customer. The communication skills may improve in these lessons, and it will be easier to communicate with business partners in a future job. At the end there is a meaningful way to study the language and the student can see the sense of necessity to learn something. It is a valuable investment for studies in university.

The second group also mention the positive impact on the language knowledge, and it is referred to in every questionnaire. It may be like an intensive course of language because it is necessary to understand the topic and without it, it is not possible to participate in class. Identical answer with the first group is an improvement of communication.

The last question was about materials. What kind of materials are appropriate for studying Marketing in English. The main part – 71% of the first group replied that every material they have used was appropriate for CLIL lessons. (See Figure 21)

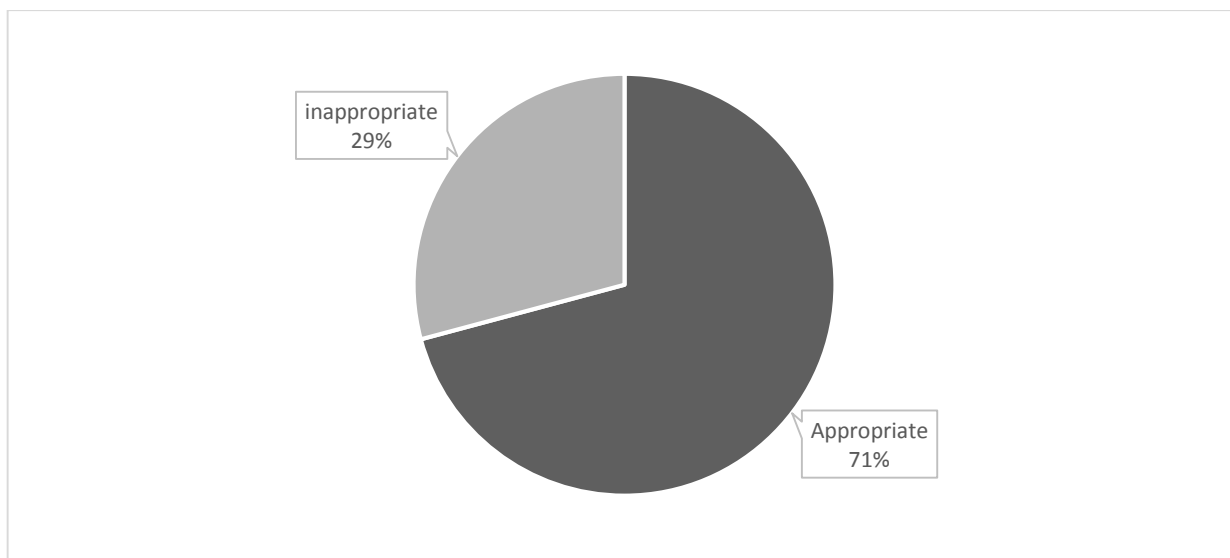


Figure 21. Are Materials Appropriate for CLIL Lessons.

Respondents also mentioned that it is useful to use presentations, to read some books. Sometimes it is valuable to use a dictionary. Many charts and graphs are also meaningful to study and better understand the theory. Youtube clips are useful and meaningful to use for studies. Also, the second group writes that all materials were appropriate for studies. The films may be as a tool for studies, tests as a studying material not as an assessment, texts were it is necessary to read and afterwards to answer the questions, leaflets, advertisements and everything that is accessible on the internet and printed press.

The main findings of the study are that students liked the designed CLIL materials, and they thought that they are appropriate for studying the content and language in one lesson. Also, the test results were analysed, and it is possible to see the acquisition of the content knowledge after the usage of designed materials. The result is positive. In the final questionnaires, students agreed that CLIL approach may be excellent to use in technical school.

CONCLUSION

This study has done to examine the criteria of material design to facilitate CLIL in English language lessons in technical school. To get a better understanding of both CLIL material design and implementation of CLIL approach the literature were studied.

Wesche (2002) presents the aspect of CLIL implementation. Primarily it is important to focus on linguistic development within CLIL, cognition and subject knowledge. The principles of language immersion provide a clear rationale for linguistic development. Young humans are naturally equipped to acquire language knowledge incidentally. To become linguistically fluent, learners need very frequent and varied exposure to the second language for an extended period, the language should not be taught as a system but should be made available to learners. While the implementation of this approach in technical school Dalton-Puffer (2007) lists the overall goals of CLIL which should be included. Development of intercultural communication skills, provide opportunities to study content from different views, to include subject-specific target language terminology, improve language competence useful for specific target, develop oral communication skills, vary methods and approaches of classroom practice, increase' motivation of learners.

The first step while planning the CLIL lessons and materials is to define teaching aims, objectives and learning outcomes. Before start teaching, the teacher has to understand the knowledge, skills and understanding which are intended to be taught and developed (Coyle 2014). Teaching goals and outcomes are written for the teacher to follow but skills, understanding are intended to be taught and developed. The learning outcomes teacher plans according to intention what learners will be able to do or understand after studying the topic.

While planning CLIL lesson and materials, it is important to remember that every lesson should consist of a set of activities based on each aspect from 4Cs. This is a pedagogic framework for CLIL; there are four building blocks for effective CLIL practice. Coyle (2002), Mehisto (2012) suggest exploring the interrelationship between subject matter, the language of and for learning, the thinking integral to high-quality learning, and the globalization. These are also the core features to design the CLIL materials and are included in the CLIL material checklist.

For detailed lesson planning Coyle, Hood, Marsh (2005) suggests using the 3As tool that slightly differs from 4Cs. It is used with specific content and operates in 3 stages which are: analyse content for the language of learning, add to content language for learning and apply to content language through learning. These were the principles the author follows while designing CLIL materials.

The criteria checklist with twenty- two questions was designed according to the main authors Coyle, March, Hutchinson and Waters, who provide the criteria for designing and evaluating the CLIL materials, and to list the major features to follow. The criteria checklist of CLIL materials was used to evaluate the materials designed and adopted for the CLIL lessons for a particular topic - New Product Development and Branding to put them into practice in the lessons in technical school. The author provides five CLIL materials which also, have tried in the lessons.

To measure the students' content knowledge after the implementation of materials, the achievement test was designed. After the analyses of the achievement test according to results, the author states that materials were appropriate for the respondents. Respondents have the basic skills and knowledge about the topics which were included in materials. CLIL approach is appropriate for students who study in technical school. It is possible to implement this approach according to the syllabus in technical school, too.

At the end of the case study, the questionnaire has been created to understand students' opinion. The major part of respondents are interested using CLIL materials, and they state that materials are useful for a career, better language acquisition, studying some other subject, improve communication and other skills.

THESES

1. Subject and English language combined learning to offer the students a better preparation for life in Europe which according to the Europe Commission this is the clear vision of a multilingual Europe, where the society and business need multilingual staff and citizens.
2. Overall objectives of CLIL implementation are the development of intercultural communication skills, opportunity to study content from different perspectives, access subject-specific target language terminology, improve overall target language competence, develop oral communication skills, diversify methods and forms of classroom practice, increase learners' motivation.
3. In material design process in the tasks should be included the 4Cs Framework, which includes content and cognition, and language learning that consists of communication and culture.
4. Before to plan and design CLIL materials it is necessary to define the teaching aims and objectives that include the teachers' intentions what to do – the knowledge, skills and understanding which are intended to be taught and developed and to enter in the CLIL syllabus.
5. The Language Triptych or 3 A's which include the language of learning, language for learning and language through learning, is used with specific content while detailed CLIL lesson and materials are planned.
6. While designing and evaluating materials, the relationship between the cognitive demands and linguistic demands, and analysing them as a complex - established together are important aspects which indicate how content promote the language acquisition and how it facilitates comprehension and production.
7. To successfully implement designed materials in the CLIL lessons they have to be appropriate for the particular class and profession students' study, language level, background knowledge, and students' competences and to increase the motivation of students.
8. Quality designed CLIL materials used in CLIL lessons may be the effective way to acquire English language, subject and to get necessary knowledge, skills according to the curriculum to complete the secondary professional education.

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APPENDICES

Appendix No. 1 The 4Cs Planning Guide (Coyle, 2015)

Define the CONTENT	
What will I teach?	
What will they learn?	
What are my teaching aims/objectives?	
What are the learning outcomes?	
Link the content with COMMUNICATION	
What language do they need to work with the content?	
Specialised vocabulary and phrases?	
What kind of talk will they engage in?	
Will I need to check out key grammatical coverage of a particular tense or feature e.g. comparatives and superlatives?	
What about the language of tasks and classroom activities?	
What about discussion and debate?	
Develop THINKING SKILLS according to previous decisions	
What kind of questions must I ask in order to go beyond 'display' questions?	
Which tasks will I develop to encourage higher order thinking- what are the language (communication) as well as the content implications?	
Which thinking skills will we concentrate on which are appropriate for the content?	
CULTURE	
What are the cultural implications of the topic?	
How does the CLIL context allow for 'value added'?	
What about otherness and self?	
How does this connect with the all Cs	

Appendix No. 2 Checklist for Materials Evaluation. (Hutchinson and Waters 1987)

SUBJECTIVE ANALYSIS (i.e. analysis of your course, in terms of materials requirements)	OBJECTIVE ANALYSIS (i.e. analysis of materials being evaluated)
AUDIENCE	
<p>1 A Who are your learners? e.g. -ages - sex - nationality/ies - study or work specialism(s) (banking, medicine, etc.) - status/ role with respect to specialism (e.g. trainee cashier, qualified anaesthetist, etc.) - knowledge of (i) English (ii) specialism (iii) other (e.g. knowledge of 'the world' etc.) -educational backgrounds - interests (etc.)</p>	<p>1 B Who is the material intended for?</p>
AIMS	
<p>2 A What are the aims of your course?</p>	<p>2B What are the aims of the materials? (Note: check that the aims are actually what they are said to be, by looking carefully at the material itself.)</p>
CONTENT	
<p>3 A What kind of language description do you require? Should it be structural, notional, functional, discourse-based, some other kind, a combination of one or more of these? 4 A What language points should be covered? (i.e. What particular structures, functions, vocabulary areas, etc. ?) 5 A What proportion of work on each macro-skill (e.g. reading) is desired? Should there be skills integrated work? 6 A What micro-skills do you need? (e.g. deducing the meanings of unfamiliar words). 7 A What text-types should be included? - manuals ? - letters ? - dialogues ? - experimental reports? - visual texts (pictures, diagrams, charts, graphs, cartoons, etc.)? - listening texts? - any other kind? 8A What subject-matter area(s) is/are required (e.g. medicine, biology, etc.)? What level of knowledge should be assumed (e.g. secondary school, first-year college/university, post-graduate, etc.)? What types of topics are needed? (e.g. in medicine: hospital organisation, medical technology, etc.)? What treatment should the topics be given (e.g. 'straight forward', factual; 'human interest' angle; humorous; unusual perspective; taking into account issues, controversy, etc.)</p>	<p>3 B What type(s) of linguistic description is/are used in the materials? 4 B What language points do the materials cover? 5 B What is the proportion of work on each skill? Is there skills-integrated work? 6 B What micro-skills are covered in the material? 7 B What kinds of texts are there in the materials? 8B What is/are the subject-matter area(s), assumed a level of knowledge, and types of topics in the materials? What treatment are the topics given? 9B How is the content organised throughout the materials?</p>

<p>9A How should the content be organised throughout the course?</p> <ul style="list-style-type: none"> - around language points? - by subject-matter? - by some other means (e.g. study skills)? - by a combination of means? <p>10 A How should the content be organised within the course units?</p> <ul style="list-style-type: none"> - by a set pattern of components? - by a variety of patterns? - by some other means? - to allow a clear focus on e.g. certain skill areas, a communication task, etc.? <p>11 A How should the content be sequenced throughout the course?</p> <p>e.g.- from easier to more difficult?</p> <ul style="list-style-type: none"> - to create variety? - to provide recycling? - by other criteria? <p>Should there be no obvious sequence?</p> <p>12A How should the content be sequenced within a unit?</p> <p>e.g.- from guided to free?</p> <ul style="list-style-type: none"> - from comprehension to production? - accuracy to fluency? - by some other means? <p>Should there be no obvious sequence?</p>	<p>10 B How is the content organised within the units?</p> <p>11B How is the content sequenced throughout the book?</p> <p>12B How is the content sequenced within a unit?</p>
METHODOLOGY	
<p>13A What theory lies of teaming should the course be based on? Should it be behaviourist, cognitive, affective, some other kind, a combination of one or more of these?</p> <p>14A What aspects of the learners' attitudes to I expectations about teaming English should the course take into account?</p> <p>15A What kinds of exercises/tasks are needed?</p> <ul style="list-style-type: none"> - guided ↔ free? - comprehension ↔ production? - language/skills practice ↔ language/skills use? - one right answer ↔ many possible right answers? - whole class ↔ group ↔ individual? - language-/skills-based ↔ content-based? - 'mechanical' ↔ problem solving? - role--play, simulation, drama, games? - ones involving visuals? - self-study? - some other kinds? <p>16A What teaching-/earning techniques are to be used?</p> <p>e.g.</p> <ul style="list-style-type: none"> - lockstep'? - pair-work? - small-group work? - student presentations? 	<p>13B What theory/ies of learning are the materials based on? (Check carefully- don't just take the author's or publisher's word for it!)</p> <p>14B What attitudes to I expectations about learning English are the materials based on?</p> <p>15B What kinds of exercises/tasks are included in the materials?</p> <p>16B What teaching-learning techniques can be used with the materials?</p>

<ul style="list-style-type: none"> - work involving technical subject-matter? - other kinds? <p>17 A What aids are available for use?</p> <ul style="list-style-type: none"> - cassette recorders? - overhead projectors? - realia? - wallcharts? - video? - other? <p>18A What guidance/support for teaching the course will be needed?</p> <ul style="list-style-type: none"> - statements of aims? - lists of vocabulary and language skills points? - language guidance? - technical information? - methodological directive or hints? - suggestions for further work? - tests? - other kinds? <p>19A How flexible do the materials need to be?</p>	<p>17B What aids do the materials require?</p> <p>18B What guidance do the materials provide?</p> <p>19B In what ways are the materials flexible?</p> <ul style="list-style-type: none"> - can they be begun at different points? - can the units be used in different orders? - can they be linked to other materials? - can they be used without some of their components (e.g. cassettes)?
OTHER CRITERIA	
<p>20A What price range is necessary?</p> <p>21 A When and in what quantities should the materials be available? etc.</p>	<p>20B What is the price?</p> <p>21 B When and how readily can the materials be obtained? etc.</p>

Appendix No. 3 Evaluation Form of CLIL Material

AUDIENCE							
1. Is material appropriate for	tourism service specialists				logistic specialists		
2. Level of English	Pre-intermediate		Intermediate		Upper - Intermediate		
3. Necessary some educational background							
AIM							
4. The aim of material							
5. Is it useful according to syllabus							
CONTENT							
6. What language points does the material cover?							
7. Which skills are integrated?							
8. What kind of texts are there in the material?							
9. What are the learning outcomes?							
COMMUNICATION							
10. What language is necessary to work?							
11. Are specialised vocabulary and phrases used?							
12. What grammatical issues are there?							
13. Discussion or debates are included?							
COGNITION							
14. Which thinking skills is concentrate on according to the material?							
CULTURE							
15. What is the cultural implication of the topic?							
16. How does the CLIL allow for 'value added'?							
17. Is the material in connection with 4Cs?							
METHODOLOGY							
18. What kind of tasks and exercises are included?							
19. What teaching – learning techniques can be used with the material?							
20. What aids does the material require?							
21. What guidance does the material provide?							
22. Are the material flexible and easily linked with others, can begin at a different point?							

NEW PRODUCT DEVELOPMENT & BRANDING

(Text and listening tasks adapted from Cambridge English for Marketing, Cambridge University Press, 2010)

1. Think about your favourite brand. Think about how to present or mime it to your classmates without saying the brand name.
2. Natasha Herbert, a senior Marketing Manager at Union Direct, has received market research report from Hart Marshall. Some of the key findings from the research are summarised in the text. Are the following statements true (T) or false (F)?

Summary of key findings

Customer attitudes towards the Union Direct brand

The following adjectives were used most frequently to describe how customers feel about Union Direct.

Positive: Union Direct is innovative, convenient, flexible, independent.

Negative: Union Direct is unsafe, risky, impersonal, greedy, secretive, irresponsible. (Please note that most of these negative adjectives were also used to describe the banking industry in general. *Unsafe* was often used in connection with Union Direct's status as an internet-only bank.)

Brand awareness

Although awareness of the Union Direct brand is high, existing and former customers are generally unaware that Union Direct is a brand within the FjP Group. Attitudes towards the FjP Group brand were generally favourable amongst all groups interviewed.

Brand loyalty

The majority of existing customers did not express any particular loyalty to the Union Direct brand. Customer service levels and product/service features are more important than brand loyalty when making purchasing decisions.

Purchasing patterns

Only a small number of people change their bank accounts more than once every five years.

However, the majority of people surveyed would choose credit cards or investment products from banks other than their own if those products/services met their needs.

Expectations

Customers expect their bank to treat them with respect and to represent their core values, but feel that it often doesn't. Those core values include fairness, justice, the rule of law and equality.

- 2.1. Union Direct customers seem to generally trust the bank.
 - 2.2. Existing and former customers don't realise that Union Direct is part of a larger banking group.
 - 2.3. When people make purchasing decisions, brand loyalty is their most important consideration.
 - 2.4. Most of the people surveyed would purchase products from other banks.
 - 2.5. Customers want their bank to represent their most important values.
3. One of the first stages in new product development (NPD) is idea generation, where a team will meet to discuss new ideas for products or services that will help the organization achieve its business objectives.

Natasha has called an idea generation meeting with her team. Listen and make notes on the solutions the team suggests for each of the following problems.

PROBLEMS	POSSIBLE SOLUTIONS
Customers don't trust us	
We have a bad corporate image	
Customers aren't loyal to us	

4. Listen again. Choose the best summary (a-c) of the teams ideas.

- 4.1. Rebrand using FjP Group logo and make customers aware of how Union Direct already represents their customers' core values.
- 4.2. Rebrand using the FjP Group logo and develop a range of products which better reflect their customers' core values.
- 4.3. Rebrand as an ethical bank and change the Union Direct logo to the FjP Group logo.

5. Look at the following extract from the meeting (1-7). Listen to the extracts and replace the underlined words or phrases with the actual words the speaker use.

- 5.1. It makes people feel safer about their money.
- 5.2. Well, it helps if some of our investment decisions are less – how can I put this? - 'problematic'.
- 5.3. And we are going to build on that in other ways.
- 5.4. OK, well, what are we going to do to give customers more trust in us and make them more loyal?
- 5.5. Well, we are going to offer a new credit card that gives discounts on ethically-sourced products.
- 5.6. Look at it this way: if we improve our brand image by launching a new line of ethical products, it is going to address the trust issue.
- 5.7. And it is also going to encourage customers from some of our competitors to join us, too.

6. In the meeting speakers talked about hypothetical situations. Complete the sentences below using the words: *would, might, could, should*.

- 6.1. Use _____ or _____ to describe a hypothetical probability.
- 6.2. Use _____ or _____ to describe a hypothetical possibility.

In pairs think of one brand to what findings show a negative attitude towards it or low brand loyalty. Decide how you can react. Invent any details that you need. Use- would, might, could, should and write eight sentences.

Appendix No. 5 Criteria Checklist of the 1st CLIL Material

AUDIENCE					
1. Is material appropriate for	tourism service specialists		+	logistic specialists	+
2. Level of English	Pre-intermediate		Intermediate	+	Upper -Intermediate
3. Necessary some educational background	No				
AIM					
4. The aim of material	To get the general idea about the topic New Product Development and Branding To use appropriate modal verbs To use brand describing vocabulary				
5. Is it useful according to syllabus	Yes, because according to programme students have reading, understanding and analysing the main ideas and details in various kinds of texts related to the topic 'The Business'; To use modal verbs – indicating ability (can, be able to), expressing possibility (may, might), indicating permission (can, may), making requests (may), making an offer (will, would, shall), making suggestions (should), indicating obligation (must, should, have to, ought to)				
CONTENT					
6. What language points does the material cover?	Vocabulary to describe the brand development				
7. Which skills are integrated?	To listen for general understanding To listen for specific information To summarize the main information given				
8. What kind of texts are there in the material?	Adapted from Robinson, N, (2010) Cambridge English for Marketing, Cambridge University Press				
9. What are the learning outcomes?	To understand the steps of new product development and recognise steps of new product development process in the enterprise To remember facts				
COMMUNICATION					
10. What language is necessary to work?	Speaking about ideas, create suggestions				
11. Are specialised vocabulary and phrases used?	Vocabulary describing the brand for example, trust the company, corporate image, product development, achieve business objectives, brand awareness, brand loyalty, represents core values				
12. What grammatical issues are there?	To use the modal verbs: would, might, could, should in sentences according to the topic to express their attitude				
13. Discussion or debates are included?	Yes, task. To debate about some negative attitude towards the particular brand or brand loyalty				
COGNITION					
14. Which thinking skills is concentrate on according to the material?	To select the appropriate answer from given ones To use the given information to write notes To analyse facts To invent the action plan for the given situation				
CULTURE					
15. What is the cultural implication of the topic?	To understand the possibility where to use the particular knowledge in real life				
16. How does the CLIL allow for 'value added'?	To show more interest in national or global banking system				
17. Is the material in connection with 4Cs?	Yes, in tasks there are included content knowledge- Task 2 Using the language – Task1, Task 3, Task 6 Cognition – Task7 Communication – Task 1, Task 7				
METHODOLOGY					

18. What kind of tasks and exercises are included?	Reading, Speaking, Listening, Writing – some notes
19. What teaching – learning techniques can be used with the material?	Pair work in Task 2 to discuss about the true answer Task 1- to describe the word and then ask to guess the meaning
20. What aids does the material require?	Computer with speakers, white board to write some ideas, notes. (Possible to use every screen or board)
21. What guidance does the material provide?	Learning scaffolding to direct the students according the tasks given
22. Are the material flexible and easily linked with others, can begin at a different point?	For the particular material, it is appropriate to use the tasks in the given order to understand the given information. However, it is not necessary some specific knowledge start this material.

(Texts adapted from: Faralle, C, Lindsley, M., Professional English in Use Marketing)

Branding & What is a brand?

1.A Read the text.

Most companies decide to brand their products or services by using a name, a symbol or a design to identify it and differentiate it from the competitive set-that is, rival brands. Consumers can easily recognize the brand and the brand values- what it stands for.

A brand name is a name given to a product or a range of products -goods of a similar type that are marketed together. This may be the same name as the company (for example, Coca-Cola) or it may be a different name (for example, Apple's iPod).The trademark is the legal protection for the brand, its logo and its brand name.

A brand manager is responsible for branding – creating, maintaining and building a brand.He or she works on all aspects of the brand.

1.B In pairs list the brand names which are similar to company names, like Coca- Cola and which differs – Apple’ s iPad.

2. Find and match the aspect of the brand - what the brand manager is responsible for- and description.

the brand promise	How the consumers see the brand: the values they associate with it.
the brand image	The explicit promise the organization makes to its target audiences, including employees, about the quality and use of the brand.
the brand vision	One core concept which defines the brand. It is normally expressed in a short phrase or just one word. A good example is 'Volvo equals safety'.
the brand essence	The brand vision communicates where the brand is and where the brand can go. It talks about the values the brand has today and the values it will need in the future, as well as the communication tools needed to achieve this.

3. There are more word combinations with 'brand'. Find them!

a premium brand	two brands are working together to create a new product – for example, Intel Corporation and Apple Computers Inc.
an economy brand	the best-selling brand in a particular market
an own brand	the brand for which a business is best known, and which represents its image most appropriately
a no brand	a high-quality brand, more expensive than its competitors
co-branding	a brand that is made exclusively for the retailer that sells it; also known as an own-label brand or a private label brand
the flagship brand	a brand that is cheaper than its competitors
a brand leader	a product that doesn't have a brand associated with it; also known as a generic brand

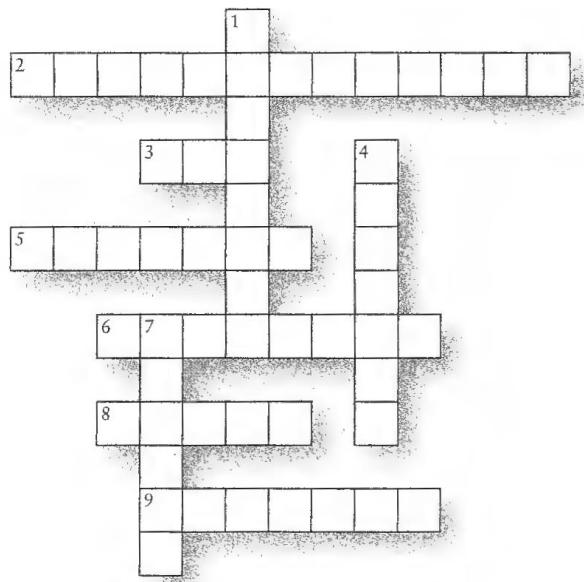
Note: We can also talk about a flagship store or a flagship shop.

4. Complete the crossword. Look at the previous tasks to help you.

Down

1 Using a name, symbol, logo or design to identify a product. (8)

- 4 This type of brand is luxurious and more expensive than some similar products. (7)
 7 The best-selling brand in a product category is the brand (6)



Across

- 2 To make your brand different from other brands. (13)
 3 This type of brand is produced for and sold in supermarkets: -label. (3)
 5 A brand is also known as a no brand. (7)
 6 A well-known product that best represents the brand. (8)
 8 A set of products grouped under the same brand. (5)
 9 A type of brand that is less expensive than some similar products. (7)

5. Read what the brand manager says about the brand and identify whether she is talking about the brand image, essence, promise or vision.

It's luxury, sure, but it's also really trendy and modern. In a recent survey consumers said our chocolate was 'upmarket', 'classy' and 'distinctive'.

It's fine contemporary chocolate.

Chocolate in *general* is considered to be bad for your health and body. We need to convince our consumers that it can also be good. It's full of magnesium and it's nearly 80% pure *cocoa* content. It's a luxury product, so we will work on packaging and maybe do some artistic colour ads in glossy magazines, such as *Vogue*.

When the consumers buy our chocolate they are making a statement about how. Much they enjoy the finer things in life. It's about treating yourself to a moment of indulgence. You can share the chocolate with someone close. It's about pleasure.

6. Think of your favorite brand. In pairs or small groups discuss your examples. Choose one and prepare a presentation (max 10 slides) of its brand image. Use information from the company's website if necessary.

Appendix No. 7 Criteria Checklist of the 2nd CLIL Material

AUDIENCE					
1. Is material appropriate for	tourism service specialists		+	logistic specialists	+
2. Level of English	Pre-intermediate		Intermediate	+	Upper -Intermediate
3. Necessary some educational background	No				
AIM					
4. The aim of material	To describe and understand the aspects of brand ad branding and what they affect in the product selling process To use the appropriate language - word combinations used as a terms about this topic To explain the meaning of the branding terms				
5. Is it useful according to syllabus	Yes, because according to the programme students have to use quite a wide range of language structures and vocabulary in a naturally integrated manner within the topic 'The Business World'				
CONTENT					
6. What language points does the material cover?	Vocabulary to describe the brand, brands 'collocations				
7. Which skills are integrated?	To develop exam strategy – matching the information To find specific information				
8. What kind of texts are there in the material?	Adapted from Faralle, C. and Lindsley, M., Professional English in Use Marketing				
9. What are the learning outcomes?	To understand what is brand and to learn brand related vocabulary				
COMMUNICATION					
10. What language is necessary to work?	To use the appropriate vocabulary - word combinations used as a term for this topic To use appropriate phrases to behave in relevant situation To explain the meaning of the branding terms Independently planning and conducting a presentation on the topic, evaluating one's contribution and experience gained during the project work				
11. Are specialised vocabulary and phrases used?	Vocabulary describing the brand like, the brand promise, the brand image, the brand vision, the brand essence, a premium brand, an economy brand, an own brand, a no brand, co-branding, the flagship brand, a brand leader				
12. What grammatical issues are there?	Wordbuilding - collocations				
13. Discussion or debates are included?	Task 1B, students have to discuss and find the examples for companies which are described in the reading task. Task 6 - discuss and analysing the presentation				
COGNITION					
14. Which thinking skills is concentrate on according to the material?	To analyse the given information to use for tasks To create a detailed presentation To classify the brands				
CULTURE					
15. What is the cultural implication of the topic?	To use the information from web page to create a detailed presentation about the brand To analyse sociocultural information acquired				
16. How does the CLIL allow for 'value added'?	To demonstrate the understanding of the branding influence to society				
17. Is the material in connection with 4Cs?	Yes , Language – Tasks 2, 3, 4 Communication – Tasks 1B, 6 Content – Tasks 1A, 2, 3, 4, 5, 6 Cognition – Tasks all of them, but especially Tasks 1A, 6				

METHODOLOGY	
18. What kind of tasks and exercises are included?	Reading, Speaking, Writing
19. What teaching – learning techniques can be used with the material?	Small group work – discussion, create a presentation Project work
20. What aids does the material require?	Whiteboard to write some ideas, notes. (Possible to use every screen or board)
21. What guidance does the material provide?	The steps of formatting presentation
22. Are the material flexible and easily linked with others, can begin at a different point?	For the particular material, it is appropriate to use the tasks in the given order to understand the given information. However, it is not necessary some specific knowledge start this material.

Concept development and testing

Adapted from: Robinson, N, (2010) Cambridge English for Marketing, Cambridge University Press

1. Think about your organization. Imagine that you have received some market research findings similar to Union Direct's. The findings show some negative attitude towards your brand, low brand loyalty, and changing customer expectations. In small groups, role play an idea generation meeting to decide how you could react to the findings through new products/services. Invent any details that you need.

After idea generation, new ideas are usually 'screened' - that is, the organisation decides if it has the time, money and resources to produce them. After idea screening, the next stage of the NPD process is concept development and testing. An idea is turned into a more detailed description of a concept (concept development); this description can then be used to get feedback from potential customers (concept testing).

2. Choose one of the ideas from the idea generation meeting you held in Exercise 1. Imagine you were developing this concept further. What questions would you ask yourself? In pairs, make a list using each of the Ps of the marketing mix (a-g).

a Product/Service	b Physical evidence	c Price	d Place
e People	f Process	g Promotion	

After successful idea screening, Natasha is trying to develop the concept of Union Direct's new range of ethical financial products.

3. Look at the questions (1-7) that Natasha asks herself about their new range of ethical products. Match her questions to the Ps (a-g) in Exercise 2.

- 1 What exactly are we offering? What are the key features / USPs?
- 2 How much will customers pay?
- 3 Where/How will customers buy these new products/services?
- 4 How will we promote these new products/services?
- 5 Are our staff able to sell or advise on these new products/services? How can they help the product/service be successful? How can we ensure good customer service?
- 6 Are we offering the customer anything tangible? Do we need to?
- 7 How will customers access these products/services?

4. Look at the following notes that Natasha has made. Find the answers to her questions in Exercise 3.

PRODUCT/SERVICE

- A range of ethical financial products:
 a credit card with discounts on green goods (and a charity donation for every pound spent? Which charities?)
 a socially responsible investment (SRI) fund: only invest in ethical companies for customers who prefer to make their own investment choices: offer dedicated advisers with expertise in ethical investment - Name? 'Union Direct Ethical'? - What's the USP? Customers who have one or Both of these products get a higher rate of interest on their normal bank account. And we must offer the best investment advice.- Better trained staff than our competitors?

PHYSICAL EVIDENCE

- The credit card is tangible, so no problem there.
 - For the SRI fund: produce a brochure and a product-specific website?

PRICE

- No annual fee for credit card.
 - Higher rate of interest to cover cost of discounts/donations? However, could be problematic and lower demand. Offer 0% interest for 12 months as incentive?
 - Penetration pricing strategy for the SRI fund: set a low annual management fee (exact figure to be decided).

PLACE

- Customers can apply for the credit card or invest in the SRI fund through the website or over the phone.
- Investigate possibility of selling through FjP Bank branches, too?

PEOPLE

- Staff training will be needed so we can advise on ethical investment choices.

PROCESS

- Full access to credit card or investment accounts via the website or call centre.
- What about mobile devices? iPhone .application? Call centre staff will need training to deal with queries on these new products.

PROMOTION

- The promotional mix could include:
 - an advertising campaign
 - a brand launch
 - a direct marketing campaign
 - a digital marketing campaign
 - a PR campaign
 - sponsorship (could be interesting)
 - sales promotions
 - direct selling (through our call centre)
- What about ethical consumer exhibitions, too?

5. Think about the product/service idea you chose in Exercise 2 and answer the questions you wrote. (Use Natasha's questions in Exercise 3 if you prefer.) At this stage, just make notes (similar to Natasha's above).

6. Before she can test the concept with potential customers, Natasha writes a concept statement. In pairs, discuss the following questions.

- 1 What do you think a concept statement is?
- 2 What do you think the purpose of a concept statement is?

7. Complete Natasha's concept statement with the words in the box.

we (x5)	will (x4)	and (x2)	even	all	our
---------	-----------	----------	------	-----	-----

(1) _____ all want a bank that (2) _____ can trust and a bank that represents (3) _____ values. At Union Direct, (4) _____ don't think you should have to invest your money in companies that make you uncomfortable. (5) _____ also think you should be rewarded for making ethical banking choices. That's why (6) _____ want to launch Union Direct Ethical. You (7) _____ be able to apply for a credit card that gives you discounts at selected ethical retailers. We (8) _____ also donate a percentage of everything you spend on the card to a charity of your choice. (9) _____ if you want a more ethical way to invest your money, then our socially responsible investment fund (10) _____ offer good returns and ethical choices. Whatever your needs, we (11) _____ have customer service advisers available 24 hours a day to advise you on ethical banking decisions. (12) _____ we'll (13) _____ give you a higher rate of interest on your current account as a bonus. (14) _____ you need to do is apply through our website.

8. Look at the concept statement again and answer the following questions. Which word(s) that complete the gaps (1-14) does Natasha use to:

- 1 make a promise to the consumer?
- 2 introduce something the consumer might not expect?
- 3 introduce a new product/service or another benefit of a product/service?
- 4 mean *the only thing* or *the one thing*?
- 5 show that she understands how the consumer feels?

9. Look at the following phrases from the concept statement. Which phrases describe a problem that Natasha thinks the customer has? Which phrases introduce a solution to that problem?

- 1 ... then our socially responsible fund will offer ...
- 2 That's why we want to ...
- 3 At Union Direct, we don't think you should have to ...
- 4 And if you want ...
- 5 Whatever your needs, we will ...

10. Use the notes you made to write a concept statement. The concept statement should present the concept as the solution to a problem. It should talk about the, features and benefits of the product or service, not just the features. It should be written as if the product or service will exist in the future, not as if it already exists.

Appendix No. 9 Criteria Checklist of the 3rd CLIL Material

AUDIENCE					
1. Is material appropriate for	tourism service specialists	+	logistic specialists	+	
2. Level of English	Pre-intermediate		Intermediate	+	Upper -Intermediate
3. Necessary some educational background	Yes Knowledge about the brand and brand development				
AIM					
4. The aim of material	Give students the idea what the concept development is, when to use it and how to test it To understand the marketing mix elements and relations in NPD (new product development) process To use the appropriate language - word combinations used as a terms To write notes for the concept statement				
5. Is it useful according to syllabus	Yes according to syllabus students have to initiate discussions about business and work issues in the modern world Independently preparing different kinds of texts on the topic				
CONTENT					
6. What language points does the material cover?	Vocabulary to write concept statement				
7. Which skills are integrated?	To develop exam strategy – reading for specific information To create written notes To find specific information and analyse it To make notes answering the questions				
8. What kind of texts are there in the material?	Adapted from Robinson, N, (2010) Cambridge English for Marketing, Cambridge University Press				
9. What are the learning outcomes?	To identify what the concept statement is To understand the marketing mix elements and relations in NPD process To make note of written concept statement				
COMMUNICATION					
10. What language is necessary to work?	To role play an idea generation meeting To write notes for the concept statement To work in small groups or pairs to create the list of advice				
11. Are specialised vocabulary and phrases used?	Appropriate language - words and word combinations used as terms like, product, service, physical evidence, price, place, people, process, promotion, NPD, The unique selling proposition (USP) or unique selling point, concept statement				
12. What grammatical issues are there?	Written statement Language use – Task 7, analysing sentences – Task 9				
13. Discussion or debates are included?	Yes. Task 1 – Role play in small groups, Task 2 - In pairs discuss and make a list of concept ideas, Task 5 and Task 6 - In pairs discuss and write notes or answer the questions				
COGNITION					
14. Which thinking skills is concentrate on according to the material?	To analyse the given information To demonstrate the understanding and necessity of the concept statement To plan and to create the concept statement To role play the situation				
CULTURE					
15. What is the cultural implication of the topic?	The usefulness of the concept statement Rather effectively using the English language and culture etiquette in concrete situations within the topic				

16. How does the CLIL allow for ‘value added’?	To begin to understand where the concept statement is necessary for working life
17. Is the material in connection with 4Cs?	Yes. Language – Tasks 1, 2,3, 4, 5, 7, 8, 9,10 Communication- Tasks 1,2,3,4,6, Content- all tasks Cognition – Tasks1, 2, 10
METHODOLOGY	
18. What kind of tasks and exercises are included?	Speaking, Writing
19. What teaching – learning techniques can be used with the material?	Project work, Realia
20. What aids does the material require?	Whiteboard to write some ideas, notes. (Possible to use every screen or board)
21. What guidance does the material provide?	Scaffolding the content knowledge
22. Are the material flexible and easily linked with others, can begin at a different point?	For the particular material, it is appropriate to use the tasks in the given order to understand the given information. Obligatory some background information is required

Creating a brand

Adapted from: Robinson, N, (2010) Cambridge English for Marketing, Cambridge University Press

After successful concept testing, Union Direct decide to continue with their launch of a new range of ethical banking products. Creating a strong brand will be very important for its success.

1 In pairs, discuss the following questions.

1. Which are your favourite brands? Why do you like them?
2. Why do you think branding is so important?

2 There are many collocations using the word brand. Look at the collocations in the box. How many have you heard of? How many can you define?

brand strategy brand personality brand objectives brand identity brand leverage brand image brand essence

3 Match the collocations in Exercise 2 to the following definitions.

- 1 _____ using another brand to help launch or build your brand
- 2 _____ the things and qualities people associate with it
- 3 _____ the characteristics the brand would have if it were human
- 4 _____ the brand's name and visual appearance; how it looks
- 5 _____ the plan for developing a brand to meet its objectives
- 6 _____ what you want the brand to achieve
- 7 _____ a word or sentence that defines the brand

4 Natasha has travelled to Frankfurt to meet Alex Von Der Goltz, a Brand Manager for the FjP Group, Union Direct's parent company. What is a brand manager responsible for? In pairs, discuss your ideas.

5 Natasha and Alex are meeting to discuss a brand strategy for Union Direct's range of ethical banking products. Look at the following steps in launching a brand and check you understand their meaning. Listen. Tick the steps Natasha and Alex discuss.

develop a brand strategy	design the brand identity
set brand objectives	define the brand

6 Complete the following extracts with the verbs in the box. Listen again and check your answers.

understands express recognises associate distil represents make evoke defines conveys see cares launch

- 1 Let's start with how we want customers to _____ the brand. What values and beliefs will they _____ with it? 2 So we need to _____ these values in the brand. 3 So, this is a brand that _____ about the world; that _____ the consequences of its actions; that _____ the importance of 'doing the right thing'. 4 OK, well, let's try to _____ those characteristics down to something much more specific which _____ the brand. 5 And it _____ all the right ideas, too ... 6 And I can already imagine how it might look, too: we could have, like, a tick sign, or something else that _____ 'right'. 7 We could even make it green; that would _____ people think of the right things, wouldn't it? It would _____ other green organisations. 8 I assume you'll want to use the FjP brand to help _____ this brand.

7 For each of the extracts in Exercise 6, decide if Natasha and Alex are talking about brand personality (x1), brand image (x2), brand identity (x2), brand leverage (x1) or brand essence (x2).

8 In pairs, discuss the following questions about a brand you know well.

- 1 How would you describe the brand's personality?
- 2 How would you describe the brand's image?
- 3 Is brand leverage important for the brand? Explain why /why not.
- 4 What is the brand's essence? Can you express it in one sentence?
- 5 Do you like the brand's identity? How would you describe it?

Appendix No. 11 Criteria Checklist of 4th CLIL Material

AUDIENCE			
1. Is material appropriate for	tourism service specialists	+	logistic specialists
2. Level of English	Pre-intermediate		Intermediate
3. Necessary some educational background	Yes Knowledge about the brand and brand development, concept statement of the brand		
AIM			
4. The aim of material	Encourage students to analyse real brand and to understand what it consists of To understand what brand manager is responsible for		
5. Is it useful according to syllabus	Yes		
CONTENT			
6. What language points does the material cover?	Vocabulary related to brand		
7. Which skills are integrated?	To develop general skill -to listen for specific information To analyse the information to use appropriate one for the task		
8. What kind of texts are there in the material?	Adapted from Robinson, N, (2010) Cambridge English for Marketing, Cambridge University Press		
9. What are the learning outcomes?	To use brand related vocabulary in appropriate situations		
COMMUNICATION			
10. What language is necessary to work?	To use the appropriate collocations and verbs to speak about creating a brand		
11. Are specialised vocabulary and phrases used?	Vocabulary to organise the description about some brand		
12. What grammatical issues are there?	To use the appropriate collocations and verbs in sentences		
13. Discussion or debates are included?	Yes. Task1 - In pairs, discuss the questions, Task -2 discuss and describe the meaning of the collocations, Task 4 - discuss a brand strategy, Task 8 – discuss the questions		
COGNITION			
14. Which thinking skills is concentrate on according to the material?	To analyse the information to use appropriate one for the task To analyse an existing brand		
CULTURE			
15. What is the cultural implication of the topic?	The usefulness of the concept statement		
16. How does the CLIL allow for ‘value added’?	To discover what the profession brand manager is and what he/ she is responsible for		
17. Is the material in connection with 4Cs?	Yes. Language – Tasks 2,3 collocations using the word brand, Task 6 Communication- Tasks 1,2, 4, 7, 8 Content- all tasks Cognition – Task 2 – formulate the definition		
METHODOLOGY			
18. What kind of tasks and exercises are included?	Speaking, Listening		
19. What teaching – learning techniques can be used with the material?	Realia		
20. What aids does the material require?	Whiteboard to write some ideas, notes. (Possible to use every screen or board) Computer with speakers CD track 24 (Cambridge English for Marketing CD, Cambridge University Press, 2010)		
21. What guidance does the material provide?	Follow the process of the lesson		
22. Are the material flexible and easily linked with others, can begin at a different point?	For the particular material, it is appropriate to use the tasks in the given order to understand the given information. Obligatory some background information is required		

Brand identity

Adapted from: Robinson, N, (2010) Cambridge English for Marketing, Cambridge University Press and Faralle, C, Lindsley, M., Professional English in Use- Marketing

Natasha is preparing a brief for the branding agency.

1 Look at the following section titles (1-8), which are commonly found in a brief to a branding agency. Match the sections to the descriptions of the information they usually contain (a-h).

1 Basic information	A what you want to achieve with the brand
2 Description of task	B corporate identity guidelines, legal issues, deadlines, budget, etc.
3 Background	C information about the company and the product/ service, features and benefits of the product/service, past marketing, brand campaigns, details about competitors, etc.
4 Objectives	D who the brand is aimed at
5 Strategy	E explanation of existing marketing strategy and how the brand strategy should fit into it
6 Target audience	F how success will be measured, and by whom
7 Evaluation	G company and brand name, contact details, key people involved in the project, etc.
8 Practical issues	H details of exactly what you want the agency to do for you

2 Look at the four extracts from Natasha's brief (A-D). Which sections (1-8) from Exercise 1 do they come from? Discuss where are these answers from.

... to align Union Direct closer to our customers' core values, including fairness, justice, the rule of law and equality; to build brand loyalty and awareness; to win back customers who have left the bank because of a lack of trust; to win customers from other banks.

... are ABs, mostly female, educated to university level, married, 30- 50 years old, professionals earning over £20,000 per year. They are aware of ethical and environmental issues and regularly make consumer choices based on those issues.

Please follow the existing Union Direct corporate identity guidelines (see attached). All work must also feature the FjP Group logo and the words 'Part of the FjP Group'.

One important part of this brief is to create a brand identity for Union Direct Ethical, a new ethically-sound credit card and investment fund. The brand identity will be used across multiple points of customer contact: on marketing collateral (brochures, leaflets and direct mail pieces) and in advertising (television, press, out-of-home and Internet). The branding will also be used on the credit card itself and as part of a product-specific web portal. For the purposes of initial concepts, we would like to see the identity used on a credit card and as a brochure.

3 Look at the three concepts from the branding agency. In pairs, discuss the following questions.

1 Do you think the agency has followed the brief correctly? Explain why / why not.

- 2 Which concept is your favourite? Explain why, making reference to the brief.
 3 What changes would you make to the concepts? Explain what the changes would achieve.

4 Think about the new product/service that you have been discussing in this unit. Write part of a brief to a branding agency, asking them to design a brand identity for your product/service. Use Natasha's brief to help you. Follow these steps.

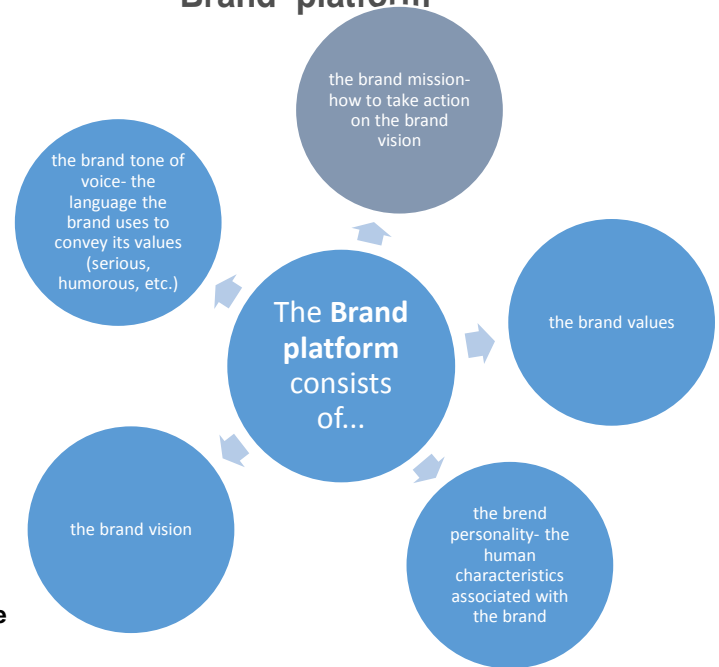
- Decide what the objectives of your brand are.
- Decide who your target audience is.
- Decide exactly what you want the agency to do.
- Decide if there are any practical issues that the agency should know about.

5A Read the text.

Brand management

Brand management, the application of marketing techniques to a brand, was first used by Proctor and Gamble in the 1930s. The brand strategy shows how the brand will meet its objectives. It influences the overall business strategy of a company to ensure consistent brand behaviour, meaning what the brand does and how it acts in all advertising media, and consistent brand experience — the exposure and interaction a consumer has with the brand. Total branding refers to a consistent approach to brand behaviour and brand experiences across all possible touchpoints - wherever the consumer has a brand experience: TV, out-of-home, at a friend's house, etc.

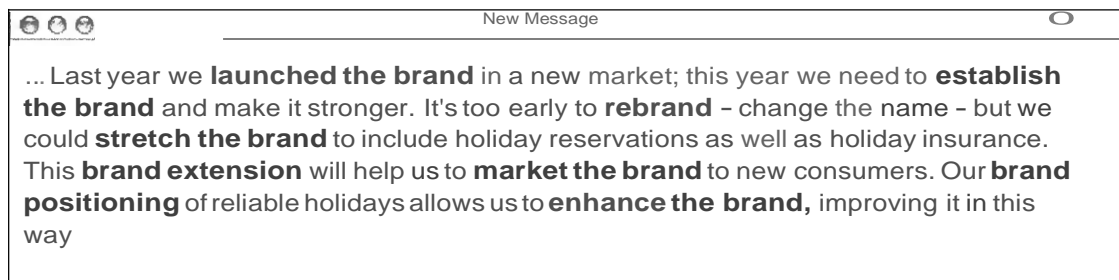
Brand platform



5B Analyse what the brand platform is and design the model of your owns' one. How it may works?

Brand strategy

6 A marketing manager writes an email about brand strategy to his contact in a communications agency. Read it and explain the meaning of bolded collocation.



7 Complete the word combinations with 'brand'.

Using brand...	using the power of a brand name or part of a brand identity (colour, similar name, typeface, ere.) to build or launch another brand
Maintaining brand ...	protecting the value of the brand name
Building brand...	increasing the number of consumers who prefer the brand over another
Building brand...	making sure your consumers want to buy your brand again and again (also known as increasing brand retention)

Building brand...	increasing the number of consumers who know about your brand
Building brand...	increasing the number of consumers who consider buying your brand

8 Read the notes made during a brainstorming session on an online supermarket's brand platform, and say which part of the brand platform they refer to.

1	2	3	4
Friendly Efficient Careful	Cheap Good quality Reliable	Amusing online ads Modern website design Bright colours - funky, youthful look	Build consideration by direct emailing campaign Develop retention with special offers

9 Match the examples (1-4) with the summaries (a-d). Look at C opposite to help you.

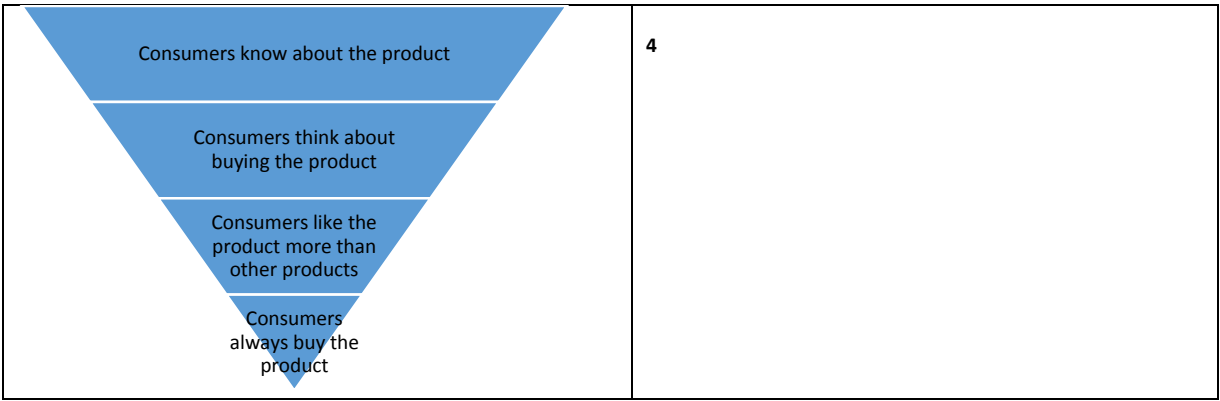
- 1 Apple invented the iPod. They started to market it.
 2 After a successful launch, Google got more and more market share.
 3 Coca-Cola created new products (Diet Coke, BlaK, etc.) using the same brand.
 4 Beaner's coffee changed the company name to Biggby Coffee at the beginning of 2008. The new name appears on signs and marketing material.
- a They rebranded.
 b The brand became established.
 c They launched the brand.
 d They stretched the brand.

10 Decide if the sentences below are true or false, and correct the false sentences.

- 1 An advertising campaign is an example of brand values.
 2 The brand strategy is a statement of the human characteristics of a brand.
 3 Cinema advertising, packaging and website design are all examples of touchpoints.
 4 You stretch a brand when you start communicating in a new advertising channel.
 5 A brand that uses the same style in all its communications is doing total branding.
 6 Brand management, brand vision and brand personality are all part of the brand platform.

11 Label the sections of the purchase funnel.

	1
	2
	3



12 An interesting theory is that you can brand people. Think of politician or a famous person in your country. How would you advise this person on his/her brand platform? What changes would you suggest to the brand strategy?

Appendix No. 13 Criteria Checklist of 5th CLIL Material

AUDIENCE					
1. Is material appropriate for	tourism service specialists	+	logistic specialists	+	
2. Level of English	Pre-intermediate		Intermediate	+	Upper -Intermediate
3. Necessary some educational background	Yes Knowledge about the brand and brand development, concept statement of the brand				
AIM					
4. The aim of material	To understand the brand and branding related definitions and use them To write a brief, To name and explain the parts of a brief To express the opinion and analyse the brief To revise the topic to prepare for the test				
5. Is it useful according to syllabus	Yes. Reading, understanding and analysing the main ideas and details in various kinds of texts related to the topic Rather effectively using the rules of the English language and language styles in concrete situations related to the topic				
CONTENT					
6. What language points does the material cover?	Vocabulary related to brand To revise and remember specific vocabulary				
7. Which skills are integrated?	To use specific knowledge Use the content knowledge in different way				
8. What kind of texts are there in the material?	Adapted from Robinson, N, (2010) Cambridge English for Marketing, Cambridge University Press and Faralle, C. and Lindsley, M., Professional English in Use - Marketing				
9. What are the learning outcomes?	To name the parts of a brief To explain the parts of a brief To express the opinion and analyse the brief				
COMMUNICATION					
10. What language is necessary to work?	To use the appropriate collocations and verbs to speak about creating a brand To express the opinion and analyse the brief To practice evaluate and explain the brief To explain the meaning of words				
11. Are used specialised vocabulary and phrases?	Brand related words and phrases				
12. What grammatical issues are there?	To use the appropriate collocations and verbs in sentences To write a brief necessary knowledge				
13. Discussion or debates are included?	Yes. Task 2 – discuss the ideas, Task 3 -in pairs, discuss the questions				
COGNITION					
14. Which thinking skills is concentrate on according to the material?	To remember facts and definitions To apply the information To analyse the information To evaluate the example of brief and identify the paragraphs To compose the part of a brief				
CULTURE					
15. What is the cultural implication of the topic?	Analysing sociocultural information acquired while studying the topic, effectively using this information in writing and speaking tasks The usefulness for career				
16. How does the CLIL allow for ‘value added’?	To be aware of usage of the knowledge in real life situation				
17. Is the material in connection with 4Cs?	Yes, All core features are included in tasks				
METHODOLOGY					
18. What kind of tasks and exercises are included?	Reading, Speaking, Writing				

19. What teaching – learning techniques can be used with the material?	Pair work or small group work
20. What aids does the material require?	Whiteboard to write some ideas, notes. (Possible to use every screen or board)
21. What guidance does the material provide?	Scaffolding content and learning
22. Are the material flexible and easily linked with others, can begin at a different point?	For the particular material, it is appropriate to use the tasks in the given order to understand the given information. Obligatory some background information is required

1. Read the text.

3 Marketing Mistakes Business Makes That Hurt the Brand

Written by Claire Prendergast, agency EA (Entrepreneur Coaching)
<http://www.entrepreneur.com/article/251307>

When changes occur in your industry or your customer base evolves, is your business nimble enough to reflect those changes in your marketing campaigns? More importantly, can you maintain the trust of existing customers and build trust among prospective customers without damaging your brand?

For many businesses, problems occur when their marketing strategy veers from what their brand stands for. This creates confusion in the minds of the target audience, threatening the brand's most valuable components — its inherent integrity and how it differentiates itself from the competition.

Large companies often have entire departments dedicated to maintaining a cohesive, integrated approach to brand building and marketing campaigns. But smaller businesses with fewer resources must pay special attention to designing and executing marketing campaigns that stay consistent with their brand.

Typical branding and marketing errors include:

1. A lack of attention paid to marketing materials

Many small businesses embark on marketing campaigns that violate the sanctity of their logo, tagline, brand colors, etc. As Avin Kline at Intentionally Digital writes, this results in “unintentionally hurting their brand by trying to handle their marketing ‘on the go,’ without paying too much attention to branding guidelines and consistency with their marketing materials.”

2. A focus on product promotion, rather than building a community on social media

In their haste to get on the social media bandwagon, some small businesses emphasize blatant product promotion on Twitter, Facebook, Instagram, etc. This marketing approach fails to create a community of followers loyal to the brand. It also tarnishes the brand's appeal among social media platforms whose users are notoriously hostile to a traditional hard sell.

3. A 'quantity over quality approach' to content marketing

The wrong type of content marketing — another facet of a business's overall marketing strategy — can also harm a brand's effectiveness. This stems from the mistaken belief that, with so many channels to cover, a brand can only maintain awareness by blanketing platforms with an endless stream of content. This excess of content (relevant or not) dilutes customers' interest in and adherence to a brand.

“Instead of focusing on quantity, marketers must focus on the quality of their content,” writes Anna Papachristos at Certona. “Engaging material has the power to strengthen customer loyalty and advocacy, while mediocre work will likely have the opposite effect.”

Branding vs. marketing

Part of the problem is a misconception of the differences between branding and marketing. In the minds of customers, your brand isn't the product itself, nor is it your company's messaging, logo, website design, advertisements, etc. Your brand consists of the *perception* customers have about the business and how it makes them feel.

A marketing campaign employs *tactics* designed to reinforce your brand promise. Marketing should enhance what your brand means, not distract from it, and communicate the value of your brand in ways that build a growing sense of trust and comfort among current and prospective customers. Although the methods utilized in marketing campaigns can vary from season to season (including social media marketing, content marketing, SEO (Search engine optimization), pay-per-click marketing, mobile marketing, print campaigns, etc.), they must support your brand's core values. Tools and tactics can be adjusted depending on the audience and changes in market conditions, but your brand “must always remain a constant.”

Stay focused on customer behavior

Perhaps the most effective guidepost for aligning branding and marketing rests with an in-depth knowledge of customer behavior. This involves keeping a laser focus on:

- Precise customer demographics
- Their buying habits
- Their preferred social media channels
- Their prior purchasing experiences (good and bad)

By compiling and analyzing data, thus garnering valuable insights on customer behavior, new marketing campaigns can be designed that strengthen trust and bolster your brand promise.

Consistent messaging is essential for reinforcing your brand in the minds of customers. Every marketing campaign you embark on should reflect what they want and need, while sticking closely to what your brand has come to stand for. The result will be a unified brand experience that doesn't change, regardless of where customers encounter your business — be it online, in print, or in conversations with your employees or sales team.

2. Use your knowledge and text to circle the correct answer!

1. It is necessary to create long lasting marketing strategy due to:
 - a. maintain the trust of existing customers;
 - b. cope with different problems customers have;
 - c. create new approach to brand building.

2. On Christmas time in marketing campaigns it is allowed to change something on your brand without hurting it. It is allowed to:
 - a. change your logo and tagline to get closer your customers;
 - b. change your brand colors to red, green and white;
 - c. change a campaign but don't change the companies brand colors.

3. The blatant product promotion on Twitter, Facebook, Instagram, etc. may create:
 - a. community of loyal followers;
 - b. community of disloyal followers;
 - c. community of prospective customers.

4. If the firm uses the strategic marketing approach – content marketing, it is important to focus on:
 - a. quantity and content;
 - b. content and quality;
 - c. quality and quantity.

5. Customers perception and feeling about your business is:
 - a. marketing;
 - b. merchandizing;
 - c. branding.

6. Methods that are utilized in marketing campaigns are:
 - a. mobile marketing, social media marketing, search engine optimization, print campaigns;
 - b. pay-per-click marketing, brand's core value, print campaigns;
 - c. content marketing, print campaigns, tactics, advertisement.

7. The most effective positioning a brand is to focus on:
 - a. customer’s buying habits, good purchasing experiences, preferred social media channels;
 - b. bad purchasing experiences, customers demographics, precise geography segmentation;
 - c. preferred social media channels and growing sense of trust.

8. For better reinforcing the brand in the mind of consumer it is necessary to:
 - a. be online 7/24;
 - b. design the best product;
 - c. do consistent messaging.

Score 8	
---------	--

3. Choose the correct answer T-true, F-false, NM-not mentioned and draw “X” in the correct column.

	T	F	NM
1. When the marketing strategy veers from what the brand stands for, it may create confusion in the minds of the target audience			
2. Large companies don’t have entire departments that work to brand building and marketing campaigns			
3. A lack of attention paid to marketing materials can lead the enterprise to go bankrupt			
4. There are no differences between branding and marketing			
5. Effective positioning of your brand is keep focus on customers’ buying habits			
6. Every marketing campaign should reflect the needs of customers			
7. Consistent messaging using telemarketing may provide better results for the clearance sale			

Score 7	
---------	--

4. Write an e-mail (120-150 words) to your branch director describing your opinion about following questions.

Which are your favorite brands?

Why do you like them?

Why do you think branding is important?

What is a brand manager responsible for?

The image shows a screenshot of an email composition window. At the top, there is a toolbar with icons for Send, Attach, Save Draft, Spelling (with a checkmark and 'abc'), and Cancel. Below this are three input fields: 'To:', 'Cc:', and 'Subject:'. To the right of the 'To:' field is a 'Show BCC' button, and to the right of the 'Subject:' field is a 'Plain Text' button. Below the input fields is a rich text toolbar with various icons for text formatting: font face (set to Arial), font size (set to 12), bold (B), italic (I), underline (U), text color (T with a color palette), background color (brush), emoji (smiley face), link (globe), unlink (minus sign), bulleted list (list with dots), numbered list (list with numbers), indent (left and right arrows), and link icon (chain link).

Appendix No. 15 Writing Band Descriptors

Points	Invaluable 0	Unsatisfactory 1	Needs Improvement 2	Good 3
Subject Line	No Subject Line included with email.	Subject Line has errors - spelling, grammar, punctuation - and/or does not describe the message's content.	No grammatical, spelling, or punctuation errors but does not accurately describe the message contents.	No errors and accurately describes message contents.
Grammar & Spelling	Not enough to evaluate	More than 5 errors in grammar, punctuation, and/or spelling. Only simple structures. Eligible handwriting.	The message contains 3 to 5 errors in grammar, punctuation, and/or spelling and/or most sentences are complete, well-constructed	The message contains 1 to 2 errors in grammar, punctuation, and/or spelling all sentences are complete, well-constructed.
Ideas	Not enough to evaluate	The email seems to be a collection of unrelated sentences. It is tough to figure out what the letter is about.	Ideas are somewhat organized but are not very clear. It takes more than one reading to figure out what the letter is about.	Ideas are expressed in a clear manner, and the organization is appropriate. It is easy to figure out what the letter is about.
Formality	Not enough to evaluate	There are four or more errors in formal word choice. This letter is rather informal for the audience.	There are three to four errors in proper word choice.	Most of the word choice and sentence structure is formal. Only one or two errors. Appropriate for the audience.
Closing & Signature	No complementary closing or signature included in the email.	The email contains complementary closing and partial signature with 2 or more items missing may include name, title company name, telephone number, mailing address or company email address.	The email contains complementary closing and partial signature with only 1 item missing may - name, title company name, telephone number, mailing address or company email address.	The email contains complementary closing and partial signature with all required items - name, title company name, telephone number, and mailing address or company email address.
Grand Total	15			

Appendix No. 16 Questionnaire to Students

ANKETA

Cien. student! Šī ir anonīma anketa diplomdarba ietvaros, kas paredzēta izpildīt pēc materiālu apgūšanas analizējot savu darbu un izmantotos materiālus. Izvēlies vienu – piemērotāko atbildi katram no tabulā dotajiem jautājumiem vai apgalvojumiem. Pēc tam pieci jautājumi, kur lūdsu izteikt savu viedokli.

Nr	Apgalvojums/ Jautājums	Pilnīgi piekrītu	Drīzāk piekrītu	Drīzāk nepiekrītu	Pilnīgi nepiekrītu
1	Materiāli angļu valodā ļauj Tev apgūt tēmu/ vielu mārketingā?				
2	Mārketinga apguve angļiski varētu noderēt turpmākajā dzīvē?				
3	Mārketinga apguve angļiski varētu Tevi ieinteresēt papildināt savas angļu valodas zināšanas patstāvīgi?				
4	Mācoties mārketingu angļiski jāpatērē vairāk laika nekā mācoties to dzimtajā valodā?				
5	Vai visi materiāli ir piemēroti, lai tos apgūtu angļiski?				
6	Vai šādas stundas palīdzētu Tev labāk apgūt runāšanas prasmes angļu valodā?				
7	Mārketinga tekstu lasīšana un atbildēšana uz jautājumiem par to varētu uzlabot lasīšanas prasmes angļiski?				
8	Klausīšanās uzdevumi, kuri saistīti ar mārketinga jautājumiem varētu uzlabot klausīšanās prasmes angļiski?				
9	Reklāmas ziņojuma rakstīšana angļiski varētu uzlabot rakstīšanas prasmes angļiski?				
10	Šādas stundas palīdzētu Tev sagatavoties vidusskolas angļu valodas eksāmenam?				

11. Kādi Tavuprāt ir ieguvumi no mārketinga apguves angļu valodas stundā?

12. Kādi ir trūkumi?

13. Kas Tavuprāt ir problēmas, kuras jānovērš, lai sekmīgi mācītos priekšmetu angļiski?

14. Kuras ir vērtīgākās prasmes, kuras Tu varētu iegūt mācoties mārketingu angļiski?

15. Kādi materiāli ir piemēroti, lai tos apgūtu svešvalodā?

PALDIES!

Diplomdarbs darbs „MĀCĪBU MATERIĀLU IZVEIDE INTEGRĒTAI VALODAS UN SATURA APGUVEI ANĢĻU VALODAS STUNDĀS” izstrādāts LU Pedagoģijas, psiholoģijas un mākslas fakultātē.

Ar savu parakstu apliecinu, ka pētījums veikts patstāvīgi, izmantoti tikai tajā norādītie informācijas avoti un iesniegtā darba elektroniskā kopija atbilst izdrukai.

Autors: _____ Zane Lase

(paraksts)

Rekomendēju/nerekomendēju darbu aizstāvēšanai

Vadītāja: Mg. Paed. Rita Skara – Mincāne _____ __.__.2016.

(paraksts)

Recenzents: _____

(zinātniskais grāds, akadēmiskais nosaukums, vārds, uzvārds)

Darbs iesniegts Pieaugušo pedagoģiskās izglītības centrā __.__.2016.

Dekāna pilnvarotā persona: metodiķe Agnese Kozlovska _____

(paraksts)

Darbs aizstāvēts Valsts pārbaudījuma komisijas sēdē

___.__.2016. protokola Nr. _____, vērtējums: _____

Komisijas sekretārs: _____

(vārds, uzvārds, paraksts)