CLIL TEACHER TRAINING ACROSS EUROPE. CURRENT STATE OF THE ART, GOOD PRACTICES AND GUIDELINES FOR THE FUTURE

Estefanía Almenta López almenta@uma.es
Faculty of Educational Sciences. University of Málaga
Presentation Overview

- A few words about CLIL
- CLIL across Europe
- CLIL teachers’ profile
- Pre-service training for CLIL teachers
- In-service training for CLIL teachers
- Which competences for CLIL teachers?
- How can we develop those competences?
- Guidelines for future action
- Discussion and final remarks
A few words about CLIL

- CLIL is an umbrella term covering a dozen or more educational approaches (e.g., immersion, bilingual education, multilingual education, language showers and enriched language programmes).
- CLIL synthesizes and provides a flexible way of applying the knowledge learnt from these various approaches.
- CLIL allows for low-to-high-intensity exposure to teaching/learning through the second language.
Language teaching has been present in the European recommendations on education for many years.

The goal has always been to promote linguistic diversity, understood as a key factor in ensuring the success of the European project.

In this context, the EU has developed several initiatives in the field of CLIL.

Nevertheless, the methodological approach CLIL is still new and its degree of implementation varies widely among European Union countries.
The vast majority of European countries offer CLIL programs in mainstream education, both primary and secondary, although often not all students attending CLIL schools receive CLIL teaching.

The most common situation is that schools provide parallel paths of regular education and CLIL education.

About a third of these countries also have pilot programs to implement this type of education.
Thus, the fact that the CLIL approach is part of mainstream education does not mean that it is widespread.

It is still unusual the case of countries such as Luxembourg and Malta, where the teaching of CLIL exists in all schools across the board. In other countries, this type of education seems to be aimed at a minority of students ranging between 3% and 30% in the levels of primary and/or secondary.
CLIL mode in which regional or minority languages are used is more widespread, of course, in areas with several official languages such as Spain, Italy, the Netherlands and the United Kingdom (Wales and Scotland).

From the chronological point of view, these areas have generally been first to introduce the teaching of CLIL type.

CLIL teaching in one or more foreign languages has been introduced later and at different times, starting in the 80’s.
CLIL across Europe (5/6)

- CLIL education is offered mainly in the educational levels of primary, lower secondary and upper secondary. Some countries also have CLIL from the kindergarten stage.

- The duration of the CLIL is highly variable across Europe. In some cases may comprise the entire period of compulsory education (usually between 6 and 16 years), but it is difficult to establish a general rule, given the organizational autonomy enjoyed by schools.
In most European countries, the choice of subjects taught in CLIL varies among schools and regions. The most common situation is that schools are able to choose one or more subjects in the curriculum based on the center's needs and on available resources (e.g., qualification of teachers).

In primary education, the subjects usually taught in CLIL are creative, sports or environmental.

Regarding secondary education, CLIL is mainly applied to Science areas or Social sciences.
As we have seen, CLIL programs are offered in most European countries, in almost all educational levels and in a variety of subjects.

In this context, we find a group of teachers with new training needs both in the content and the target language of CLIL programs.

CLIL teachers should be proficient in the content area and at the same time have a broad knowledge of foreign language learning, thereby providing optimal conditions for student communication (Marsh, 2002).
There is no doubt that a CLIL teacher needs a specific training that goes beyond the formation of a foreign language teacher or a subject teacher (Wolff, 2002).

This makes specific the profile of these teachers, who have therefore a double specialisation.

However, the situation of teachers responsible for delivering these programs varies greatly from country to country. This dual expertise required is sought in many ways.
CLIL teachers generally meet the necessary requirements to perform such work in the corresponding level of regular education (usually a university degree in one of the regular curriculum subjects).

There is also the case of teachers specializing in one or more non-linguistic areas, as well as of those with a double major (one language and other non-linguistic).
Besides teaching qualification, some countries require certificates to prove the level of knowledge of the target language in the CLIL program.

However, none of the certificates required relates to CLIL teaching qualifications (teaching principles and methodology).

Several factors may explain why no additional credentials are required to work as a teacher CLIL.
Sometimes the CLIL is not well developed in the country or only existed for some time as a pilot project.

If CLIL is widespread or is the normal practice, CLIL training is considered ordinary and does not specify any additional requirements.

In the case of CLIL with regional or minority languages, it is taken for granted that teachers generally have a good command of two languages (the mother and the co-official).
Notwithstanding the above, some countries are already developing certification to establish specific training in CLIL.

Although these certifications are not a mandatory requirement, they are beginning to be considered as an added value when applying for a job as a CLIL teacher.

This fosters the implementation of CLIL programs with greater assurance, given the consideration that one of the main obstacles to the success of this type of education is the shortage of qualified teachers.
In almost all EU countries with CLIL teaching, educational authorities offer a course, module, subject or even specific degree for training in this methodology.

However, training options are very limited in practice, and is not accessible to the majority of future teachers.

In any case, these training opportunities are not usually a requirement for the practice of CLIL teaching in most countries. Furthermore, characteristics and duration are highly variable.
In Austria, training can consist of some classes or a course (one or two semesters). However, this training is not a requirement for selection for CLIL teachers.

In the Netherlands and the United Kingdom (England), some universities offer graduate degrees or other qualifications focused on bilingual and international education. However, as it is the case in Austria, they are not a requirement to work as a CLIL teacher.
In the United Kingdom (Wales), the so-called ‘Welsh Medium Incentive Supplement’ aims to encourage student teachers to finish their initial teacher training in Welsh to improve their language proficiency for teaching purposes.

In the United Kingdom (Northern Ireland) there is a certificate of bilingual education and immersion for the primary level, though it is not a requirement for the practice of teaching.
In Germany, some Länder have developed special further qualifications for bilingual education (Bilinguales Lernen; Euregio-Lehrer) both in the target language and in another subject of the curriculum. Students are able to obtain these qualifications while doing their studies, after their first degree or during their practical training (internship).

In France there is an additional certificate for teaching non-language areas in a foreign language since December 2003 (although not a requirement to practice as a CLIL teacher).
In Finland, there are two types of initial training for CLIL: one for teaching the language in which CLIL is the other official language, and one for teaching the language in which CLIL is a foreign language. The first mode is the most widespread and better organized, because it has a longer tradition in the country.

In Spain there are optional modules in some degrees and post-graduate courses. Recently some Master degrees completely dedicated to CLIL training have been created.
In Poland, the new legislation introduced in 2004 established the obligation for new teachers to specialize in a second subject. If they choose to specialize in a linguistic area and a foreign language, C2 level (CEFR) is required.

In some countries such as Lithuania, Poland and Bulgaria, training in collaboration with the embassies or cultural services of foreign countries have been established, such as the British Council (jointly organized courses, teaching practice periods and visits to the country of the CLIL target language).
In-service training education for CLIL teachers varies widely between different regions. In general, the characteristics of the training options depend on the type of CLIL to which they are directed.

For CLIL teaching in pilot experiments, usually specific courses or temporary groups are organised to support implementation of these experiences. This is the case in Belgium (Flemish Community).
In-service training for CLIL teachers (2/8)

- In some countries like the Czech Republic, in-service training is based on international cooperation agreements with agencies for the dissemination of foreign language (such as Alliance Française and the Goethe Institut).

- In Latvia, the National Agency for Latvian Language Training (NALLT), offers courses in bilingual teaching methodology (Latvian and Russian) for teachers.
In-service training for CLIL teachers (3/8)

- In Estonia there is a program that aims the introduction in Russian schools of Estonian as the language of instruction. This program includes teacher training and materials development.

- In the case of Sweden, teachers who have extensive experience act as trainers for new teachers, in cooperation with teacher training institutions abroad.
In-service training for CLIL teachers (4/8)

- In the case of Spain, usually the ‘Teachers Training Centres’ are in charge of CLIL teachers training. This training includes specific courses on methodology, in integrating content and language, on preparation of teaching materials and on teacher cooperation. There are also refresher language courses for non-linguistic areas teachers. Teachers can also apply for courses abroad to improve their language and methodological skills.
In-service training for CLIL teachers (5/8)

- While training is generally not mandatory, some countries (Italy, the Netherlands, Austria and Finland in the case of CLIL with foreign language) strongly recommend that teachers receive in-service training for CLIL.

- In some countries teachers receive incentives or compensation for taking the time to continue their education.

- In the case of Italy, this training is mandatory because it is directly related to the development of pilot projects.
Moreover, in addition to the training received by teachers, many European countries have in their schools the presence of assistants (native speakers of the CLIL target language). In this way teachers and students benefit from exposure to a native language model.

The presence of these native speakers is viable in many cases through transnational agreements. In other cases the schools themselves with their resources, or with the help of funding from parent associations, hire assistants (e.g., Austria).
Another way for CLIL teacher training is the creation of websites and online teachers communities. Although these initiatives began timidly, now there are numerous physical and virtual platforms for CLIL teachers, and its development potential is much higher today.

As for training projects funded at European level, we can mention MOBIDIC (2000-2004), involving Germany, France, Poland and the UK (England). Its goal was to create modules for initial and in-service training of teachers of non-linguistic areas imparting their subjects in a foreign language.
There is also the CCN Project (CLIL Cascade Network, 2008), which is configured as a multilateral network financed by the European Commission. It aims to promote skills development and teachers training, and to build local CLIL competencies.

Recently this network has published the so-called "CLIL Teacher's Competence Grid" (Bertaux et al., 2010), which sets out the basic skills and competencies to be developed by CLIL teachers.
Which competences for CLIL teachers? (1/12)

- **CLIL teacher's competences grid** (Pat Bertaux, Carmel Mary Coonan, María Jesús Frigols-Martín, Peeter Mehisto, 2010).

- The Teacher Competences Grid is a tool for reflecting on and guiding professional development for future and currently in-service CLIL teachers. It is not a list of pre-service requirements for CLIL teachers but represents a skills set to be aimed at in CLIL.

- This grid presents teacher competences that can support the construction of rich CLIL learning environments.
Which competences for CLIL teachers? (2/12)

- These competences need to be further situated in the context of best practice in education in general. Moreover, the local context will place its own demands on CLIL teachers.

- The grid offers a point of reference for discussions pertaining to CLIL teaching and teacher development.
Which competences for CLIL teachers? (3/12)

- A successful CLIL teacher is not expected to have all of these competences.
- S/he may be able to compensate for a lack of knowledge in one area with high levels of expertise in another.
- While the grid can be used by a CLIL teacher for identifying professional development needs, its comprehensive nature means it is not a suitable tool for evaluating teaching practice.
Which competences for CLIL teachers? (4/12)

- The grid is divided into two sections: a) underpinning CLIL; b) setting CLIL in motion.
- The first section is primarily focused on the competences and stakeholder relationships that are essential to laying the foundation for establishing and maintaining a CLIL programme.
- The second focuses on the competences and stakeholder relationships which are important to CLIL implementation.
Which competences for CLIL teachers? (5/12)

- **Core CLIL activators** (Mehisto, P., Bertaux, P., Frigols-Martín, M.J., 2009)

- These 'Core CLIL Activators' represent a synthesis of key elements of good pedagogy and good CLIL practice. They also depict some of the ways CLIL stakeholders work together to build a learning community, and, in particular, rich learning environments for students.
Which competences for CLIL teachers? (6/12)

**CORE CLIL ACTIVATORS**
A synthesis of good pedagogy and good CLIL practice

- Reflecting on practice
- Cooperating for programme consolidation
- Talking through planned learning and progress with students
- Making it real
- Engaging students
- Stretching thinking
- Managing the affective side of learning
- Managing language
- Systematising integration
Which competences for CLIL teachers? (7/12)

- CLIL across contexts: A scaffolding framework for CLIL teacher education


- It is a 3-year (2006-2009) SOCRATES-COMENIUS 2.1 project which aims at proposing a model for teacher education based on classroom observation and relevant research in selected areas of bilingual education and learning in general.
Which competences for CLIL teachers? (8/12)

- It has also generated local actions in the different countries where academics, teacher educators and CLIL teachers have worked together towards identifying crucial aspects of effective teaching and learning.

- The key ideas of the project show the stress on common concerns, like the importance of teacher cooperation, classroom interaction and scaffolding for CLIL situations.
Which competences for CLIL teachers? (9/12)

- Specific local needs are taken into account. The linguistic diversity of contexts adds a multilingual perspective, which is linked to a variety of learning cultures and social expectations.

- The bottom-up approach to the development of a framework reflects the intrinsic coherence of the project and the partners’ collaborative approach. This movement from observation to theoretical considerations and their impact on approaches to teacher education as well as projected outcomes in classroom practice is reflected in the different stages of the project.
Which competences for CLIL teachers? (10/12)

- Learner needs
- Planning
- Multimodality
- Interaction
- Subject Literacies
- Evaluation
- Cooperation & Reflection
- Context and Culture

Areas of CLIL teacher education
Which competences for CLIL teachers? (11/12)

- **CLIL Essentials** (Mehisto & Lucietto, 2010).
- CLIL Essentials represent some key elements essential to CLIL practice.
- Managing the affective side, making learning visible, high expectations + high levels of engagement for all, interdependence of language and cognition, making academic language visible, reflecting on learning, fostering critical thinking, taking time for making learning meaningful, scaffolding language, reflecting on teaching, scaffolding content, asymmetry in classroom talk in favour of students, connecting with CLIL language speakers, cooperative learning, fostering learner autonomy.
CLIL ESSENTIALS

Quality, ethical CLIL is:
✓ not simply a matter of changing the language of instruction
✓ not just for high achievers
✓ not elitist
✓ not an instrument for L1 submersion.

MANAGING THE AFFECTIVE SIDE

THE INTERDEPENDENCE OF LANGUAGE AND COGNITION

FOSTERING CRITICAL THINKING

FOSTERING LEARNER AUTONOMY
✓ students given choice
✓ teaching learning skills
✓ negotiating decisions pertaining to the learning process with students

THE INTERDEPENDENCE OF LANGUAGE AND COGNITION

TAKING TIME FOR MAKING LEARNING MEANINGFUL
✓ not just concentrating on understanding
✓ fostering relational links

COOPERATIVE LEARNING
✓ positive interdependence
✓ face-to-face promotive interaction
✓ individual and group accountability
✓ interpersonal and small group skills
✓ group processing

CLIL is a dual-focused teaching and learning approach in which the L1 and an additional language or two are used for promoting both content mastery and language acquisition to pre-defined levels.*
How can we develop those competencies? (Universität Wien)

**Activity matrix of the module**

- Readings
- Groupwork & Discussion
- Assignments & Portfolio
- Web-sites
- Mini-lectures
- School visit & Observation
- Videos
- Peer teaching
- Action research
- Moodle
- Mock research conference
- Trial lesson
How can we develop those competencies? (IVLOS, Universiteit Utrecht)
Guidelines for future action (1/2)

- Language proficiency (native assistants)
- Multicultural awareness
- Reflective teacher (debriefing, logbook)
- Collaborative and cooperative teaching (team teaching)
- Peer feedback
- Experienced and starting teachers working together
- Internship (School and University mentors, from observing to teaching)
Guidelines for future action (2/2)

- Theory and practice on parallel
- Research skills
- Class materials
- Literature
- Experience CLIL methodology and principles
- Physical & virtual network (resources bank, communication room, sharing ideas and problems)
- Portfolio (responsability for own learning)
- Professional attitude
- Joint enterprise
The process of globalization demands that educational systems adapt to the new configuration of society.

A focus of special attention is teaching and learning languages.

In this sense, CLIL appears in an attempt to meet the training needs of new generations.

The ability of CLIL to promote and develop multilingual and multicultural competence of citizens has already been demonstrated, but there is still much potential to be developed.
Many authors agree that the success of these programs depends on the skills of professionals responsible for their implementation.

It is not enough to master the content and language, but we must go further to be able to effectively integrate the two and have the ability to create a conducive learning environment while acquiring learning strategies. In other words, it requires a mastery of specific teaching strategies CLIL.
Thus, it is necessary to develop training programs specifically aimed at CLIL teachers, both for pre- and in-service training of these professionals.

Furthermore, these programs should be supported by activities such as specialist teacher mobility between European countries and the creation of networks on CLIL.
Many graduates will be required to practice CLIL at schools

Create & offer a basic pre-service qualification and an in-service follow-up module

In many cases, it needs to fit the mould of an existing degree curriculum

Economical resources for CLIL teacher training (organizational structure required for CLIL programs is larger than traditional teaching. The teaching materials and human resources require significant changes to accommodate this type of education.)
Thank you!
Aitäh!
спасибо

Estefanía Almenta López (almenta@uma.es)
School Organisation and Didactics Department
Faculty of Educational Sciences
University of Málaga (www.uma.es)