CLIL Teacher Profile

Frames of Reference

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Outline

- The context of CLIL

- Varieties of CLIL

- Benefits and challenges of CLIL

- Examples of CLIL in UK schools

- Profiles for CLIL in Teacher Education

The context of CLIL

- Globalisation

  – Knowledge, Education, Work

- The multilingual challenge

  – Superdiversity, Lingua franca

- Limited language competence

  – CLIL/EMILE – the European dimension (2002)

  – Eurobarometer 386 (2012)

Varieties of CLIL - content

- Different balance of emphasis between language and content (see Toolkit at www.lanqua.eu)

    – Language preparation for content study

    – Content study with language support

    – Equal integration of content and language study

- Different integrating subjects

    – history/geography, science, music, sport, mathematics…

Varieties of CLIL - contexts

- Different contexts of country/region

- Different contexts of primary, secondary, higher education

- Different types of school

- Different languages (national, regional, local, home etc)

Benefits of CLIL

- Raise achievement in language without detriment to other subject

- Improve cognitive development

- Develop cultural awareness

- Increase motivation

Challenges of CLIL

- Teachers with subject knowledge AND language proficiency

- Training in CLIL approaches (initial teacher education, continuing professional development)

- Availability of resources

- Curriculum organisation

  - Whole school implications

  - Integration of two subjects

  - Team teaching/ collaboration

Examples of CLIL in UK schools

- FLAME, Future for Language as a Medium of Education (http://www.flameplus.net)

- Cross-curricular language learning

  - Bringing subject topics into language lessons

  - Teaching subject modules through another language

  - Teaching one or more whole subjects through another language

Examples of CLIL in UK schools

- LinguaMaths

  – Learning language and mathematics

  https://www.routesintolanguages.ac.uk/node/4797

- Score in French

  – Learning languages through sport

http://www.languagesmeetsport.eu/video1/Tele4_4.html

CLIL in Language Teacher Education

- Kelly & Grenfell, European Profile for Language Teacher Education (2004)

- Strategies and Skills No. 33. Training in Content and Language Integrated Learning (CLIL)

- Profilo Europeo per la Formazione dei Docenti di Lingue Un Quadro di Riferimento (Traduzione di Pierangela Diadori

- http://www.istruzioneveneto.it/uploads2/File/profiloeuropeonste.pdf

- See also Coonan, CLIL in (language) teacher training (2011)

Strategies for Implementation and Application

- Trainees are aware of the body of research into CLIL approaches to language teaching, and its increased use in European foreign language teaching.

- Trainees practice CLIL teaching in methodology seminars and workshops.

- Trainees have the chance to teach in local bilingual or language specialist schools using CLIL methods.

Addressing difficulties in Implementation

- Trainees may not have the chance to teach using CLIL methods because there are no available contexts, such as local bilingual schools, in which to do so. Cooperation between teacher education institutions and local schools may help develop new contexts in which CLIL teaching can take place.

- Given the limited time-frame of initial teacher education, it may be more worthwhile teaching CLIL approaches during in-service education courses.

CLIL for non-language teachers

- Every teacher a language teacher?

  - Language as a mediator (tool) rather than a subject

  - Proficiency in a second language

  - Multilingual awareness (home languages and foreign languages)

  - Access to multilingual resources in their subject

  - Collaboration with language teachers

European Framework for CLIL Teacher Education (ECML, 2011)

- Target competences

  - Personal reflection

  - Understand the core features of CLIL

  - Content and language awareness

  - Methodology and assessment

  - Research and evaluation

  - Learning resources and environment

  - Classroom management

  - CLIL management

Towards a new strategy for CLIL in Europe?

- Policy workshop, Lake Como March 2014

- Recommendations for Curriculum, Assessment, Training & Professional Development

    – Conduct a meta-analysis of existing CLIL research

    – Develop a support mechanism for curriculum developers

    – Develop European competence guidelines

    – Streamline Provision of CLIL Professional Development programmes

Towards a new strategy for CLIL in Europe?

- Policy workshop, Lake Como March 2014

- Recommendations for Curriculum, Assessment, Training & Professional Development

  - Compensate CLIL teachers through rewards and incentives

  - Inclusion of at least one subject taught through CLIL methodology and/or additional language learning into initial teacher education.

  - Emphasis on methodologies and not only language development in both initial and in-service teacher education programmes

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CLIL as national priority?

- Education is the responsibility of member-states

- Development of CLIL requires:

  – Structural measures at national, regional, local and institutional level

  – National frame of reference

  – National strategy, including curriculum development, teacher education and professional development, teaching and learning resources