



School of Education
Complutense Univ.

日本CLIL教育学会
JCLIL

CLIL SEMINAR
Waseda University 15 July, 2017

**“INITIAL TEACHER
EDUCATION FOR CLIL:
A CROSS-CURRICULAR
APPROACH”**



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**Initial Teacher Education for CLIL:
A Cross-Curricular Approach**

- 1. Initial Teacher Education for CLIL in Spain: a case study**
- 2. Cross-curricular projects with prospective teachers**
- 3. Concluding remarks**

Content and Language Integrated Learning (CLIL) in Spain

- CLIL programmes have become increasingly popular in Spain (Pérez-Vidal, 2002), following European multilingual policy (Scott & Beadle, 2014).
- The Education Authorities promote the creation of **bilingual schools** (Spanish-English, French or German) or **multilingual schools** (co-official language, Spanish, English, French or German) through the Plans for Promoting Multilingualism.

**I. INITIAL TEACHER EDUCATION
IN SPAIN: THE CASE OF THE
SCHOOL OF EDUCATION (UCM)**



**Challenges in Foreign Language
Teacher Education**

In spite of the increase in
bilingual programmes,

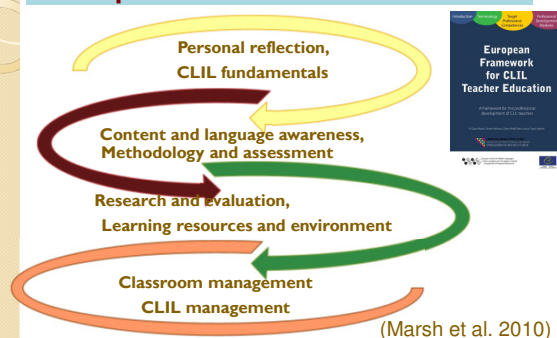
the need still remains to adapt initial and
continuing teacher education to the
current educational demands.

(Coyle et al., 2010; Escobar, 2011;
Madrid & Pérez Cañado, 2012; Marsh
& Langé, 2000; Navés, 2006).

**Preparing teachers for the Foreign
Language Primary classroom**

“Teachers should be educated in the following domains: **proficiency in the target language**; description of this language, including comparison with the mother tongue (and/or the majority language of the school); **processes of final and second language acquisition**; **pedagogy for pre-primary and primary education and for language teaching at those levels**” (Blondin et al, 1999, p. 41)

Framework for the professional development of CLIL teachers



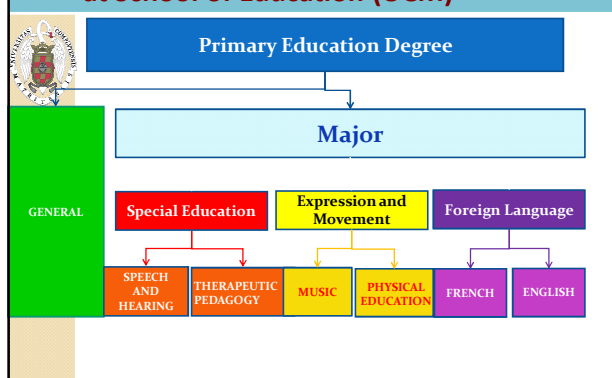
Impact of European Higher Education Reform (Bologna Declaration, 1999)

The number of hours allocated to Language and Didactics in university teacher education programmes has actually **decreased more than 50%**.

"... the previous amount of approximately university 80 credit hours in language and didactics (in the Primary Foreign Language Teaching Degree) has been reduced to between 18 and 36 credits, depending on the university".

(Toledo, Rubio & Hermosín, 2012, p. 222).

Major fields offered at School of Education (UCM)



Subjects at Primary Education Degree

Subject type	Requirement	Credits
Basic Education(B)	Obligatory	60
Obligatory (OB)	Obligatory	100
Elective (OP)	Optional	30
Teaching practice (P)	Obligatory	44
Final dissertation(TFG)	Obligatory	6
Total credits		240

Foreign Language Major : Entry requirement: B2 in English

- ❑ STRAND 1: 2012-13; Years 2-4
Instruction in English by English specialists: about 20 % (Total: 6 subjects, teaching practice and dissertation)
- ❑ STRAND 2: 2011-12; Years 1-4
Instruction in English by English and Content specialists: more than 50 % (Total: about 18 subjects, teaching practice and dissertation)

Hopefully, the recent trend toward implementing English-medium courses at Spanish Schools of Education may provide the opportunity for complementing future teacher development (Toledo et al, 2012)

2. CROSS-CURRICULAR PROJECTS WITH PROSPECTIVE TEACHERS



Rationale:

- **Aims for Primary Education Degree students:**

- a) **Knowledge Primary Curriculum**
- b) **Interdisciplinary Connections**
(Royal Decree 3857/2007)

Main aims of the project

1) to encourage collaboration among the staff who teach subjects in English at the School of Education, by exchanging ideas and experiences from their different perspectives.



2) to familiarise student teachers with cross-curricular teaching/learning within a CLIL context.

3) to bridge the gap between the university and the primary classroom and become familiar with the bilingual school context through teacher experiences.

A two-day workshop

Tuesday 22 and Wednesday 23 October

Venue: Room 1501

Facultad de Educación

Universidad Complutense

ReCTOR RAYO VILLANOV, 47A

28002 Madrid

Room: 1501 (Workshop & 1 Classroom)

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Salient features of the three innovation projects:

Collaboration among

- Language and content area specialists
- **joint planning**
- **decision-making**
- **goal-setting**

Adopting a Shared Model:

- **subjects are integrated through a similar theme** (Cone, Werner & Cone, 2009)

STAGES IN THE PROJECT

- 1) **Cross-curricular work:**
 - a) Initial Teacher Education for CLIL and the three other subjects: Y. 4.
- 2) **A two-day workshop**
- 3) **Cross-curricular work:**
 - a) Educational Psychology: Y. 1
 - b) Music in Primary Education: Y. 2
 - c) Art Education: Y. 3
- 4) **Project evaluation:** different research tools including questionnaires and focus group interviews.

(PIMCD)

📌 PIMCD 166/2014

“Initial Teacher Education in curricular areas that are taught through the medium of English: cross-curricular activities for Primary (Years 3 & 4)”

📌 PIMCD 124/2015

“Initial Teacher Education for CLIL: Cross-curricular activities to develop Multiple Intelligences in the Primary classroom”



📌 INNOVA-DOCENCIA 10/2016-2017

“Initial Teacher Education for CLIL: A cross-curricular approach with ICT support”



CROSS-CURRICULAR ACTIVITIES, CLIL AND ICT

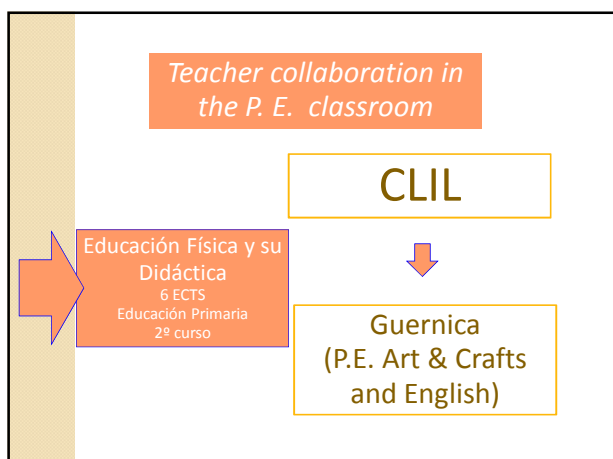
“ICT has a multimodal and vital role to play in CLIL, since it cater for the media and the resources that can enhance multidisciplinary learning, and provides the means that stimulate, guide and facilitate students in their effort to express themselves adequately and effectively in the target language” (Vlachos, 2009, p. 189)

PROJECT TEAM

Noemí Ávila Valdés (DEXPLAS)
 María José Camacho Miñano (EXPMYC)
 Rafael Carballo Santaolalla (MIDE)
 Magdalena Custodio Espinar (UCM)
 Rosa González García (In-service Teacher Trainer)
 María Dolores Pérez Murillo (DLL), Project Coordinator
 Katherine Smith (DLL)
 Irene Solbes Canales (PEE)
 Diego Rascón Moreno (DLL)
 Gabriel Rusinek (EXPMYC)

English-medium subjects and groups involved in the current project

Educational Psychology	Music in Primary Education	Art Education	Initial Teacher Education for CLIL
↓	↓	↓	↓
Year 1	Year 2	Year 3	Year 4
(Primary Education Degree)			




GUERNICA – INTERDISCIPLINARY PROJECT

Light Paintings
ART EDUCATION

Creative movement
PHYSICAL EDUCATION

Open-ended questions
ENGLISH



GUERNICA – INTERDISCIPLINARY PROJECT

WHY? Celebrating the 80 years after Guernica's first showing

MUSEO NACIONAL CENTRO DE ARTE REINA SOFIA

Picasso's exhibition "Pity and Terror"

GUERNICA – INTERDISCIPLINARY PROJECT IN PRIMARY EDUCATION

ART EDUCATION **PHYSICAL EDUCATION** **ENGLISH**

Related activities



May 10 - December 12, 2017
Becoming Guernica
Readings on War, Exile and Iconoclasm
[Exhibition] [Seminars and Lectures]

April 6 - 7, 2017, 3pm
The Martha Graham Dance Company
Deep Song
[Modern Dance] [Music, Dance and Performance]

Creative movement
PHYSICAL EDUCATION

Process:

- Exploration of movement possibilities (creative movement).
- Observe - Feel/Think - MOVE

Light Paintings
ART EDUCATION

Explanation of the light painting technique

- What are the "light painting drawings"?
- How is it possible to draw with light (lightpainting)?



Explain the photographic technique of capture images in movement

SHUTTER SPEED

B 2 5 30 60 125 500 1000 2000

B – BULB Shutter will open as long as you hold it. It could be 4 seconds or 10 minutes.

Shoot the light action - to create light-painting drawings

Open-ended questions
ENGLISH

GOOGLE FORM

1. WHAT DO YOU **SEE** IN THIS PICTURE?

2. WHAT **IS GOING ON** IN THIS PICTURE?

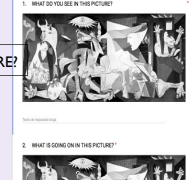
3. **Imagine yourself** inside this painting and describe what is happening around you: what do you see? what do you smell? what do you hear (music, sounds, noise...)

GOOGLE DRIVE

4. What grabs your attention in this painting? What is **different** about it?

5. What in this work of art reminds you of **your own life**?

6. IN YOUR OPINION, WHAT IS THE **ARTIST'S MESSAGE**?



Guernica's Light Painting



I will be scared right there because of the animals. I will smell the animals that are there and I will also hear the sound of the animals and people shouting.

The shapes of the human bodies. They are kind of deformed and they produce a feeling of uneasiness. It's really weird. Especially the woman at the left with the baby in his arms. It's heartrending.

If I were inside the picture I would see blood, destruction, confusion, I would smell smoke and I would listen screaming, crying and screaming with the deafening noise of the bombs in the background.

Evaluation of the project

Pre-Project
questionnaire

Cross-curricular
classroom activities

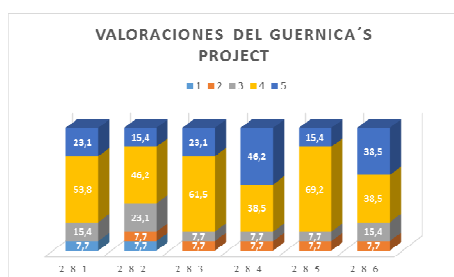
Post-Project
questionnaire

A pre-test was administered to the students to find out what they knew about interdisciplinarity before implementing the cross-curricular classroom activities.

Then, a post-test was answered after the activities had been carried out in the different groups.

Each item offered a five-point scale of response, from 1 (disagreement) to 5 (strong agreement).

Guernica Project results



4. CONCLUDING REMARKS

- In this presentation, I have explored the nature of interdisciplinary collaboration in an Initial Teacher Education project.
- The results show that the students have a positive attitude towards interdisciplinary teaching/learning.
- They view the project as a good opportunity to familiarise themselves with the CLIL approach.
- There is a need of teacher collaboration between language and content teachers, at all educational levels and teacher educators at Schools of Education should not be an exception.

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ありがとうございます

Eskerrik asko

Gràcies

Graciñas

¡Gracias!

Thank you!

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