CLIL in teacher training:
A Nottingham Trent University and University of Salamanca experience

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Resumen

Al considerar cada vez más la lengua inglesa como un componente básico de la educación, muchos países europeos, entre los que se encuentra España, están introduciendo iniciativas legislativas para incorporar el enfoque AICLE en entornos de enseñanza. El artículo presenta ejemplos de la aplicación del aprendizaje integrado de lengua y contenidos en el ámbito de la formación docente a partir de una larga relación de colaboración entre las universidades de Nottingham Trent y de Salamanca, que muestran cómo es posible incrementar el potencial del enfoque AICLE y alcanzar nuevas dimensiones de integración más allá de la lengua y de los contenidos al incardinar las iniciativas AICLE en amplios marcos de referencia para la formación de profesores de idiomas, superando así la distancia entre diferentes visiones culturales y pedagógicas y haciéndolas socialmente relevantes.

Palabras clave: AICLE. Formación del profesorado. Practicum internacional

Abstract

As English tends to be regarded as a component of basic education, most European countries, Spain amongst them, are issuing legislation to establish the CLIL approach in educational settings. The article presents instances of the implementation of CLIL in the area of teacher training which stem from a long established cooperation between Nottingham Trent University and the University of Salamanca, to show how the CLIL potential can be enhanced and new levels of integration beyond subject and content can be achieved when CLIL initiatives are embedded in larger Language Teacher Education Frames of Reference thus bridging the gap between different cultural and pedagogical visions and making them socially relevant.

Key words: CLIL. Teacher training. International Practicum

1. Contextual background

Almost a decade ago a constellation of factors was suggested to explain the seminal place of English in Europe such as the perception of English as an integral dimension of ongoing globalization processes in commerce, finance, politics, science, education, and the media; the growing use of English in networking, subcultural youth groups, and the internet, which consolidate its presence at the grassroots level; a substantial investment in the teaching of English in the education systems of continental European countries; an increasing tendency for universities to offer courses and degrees taught in English, particularly in such fields as Business Studies; and a demand for English as a language that is projected in advertising and the media as connoting success, influence and consumerism (Phillipson 2003: 64-65).

Parallel to these, the first decade of this century witnessed both a significant change in the vision of teaching foreign languages as it conceived the foreign language fundamentally as a means of learning content, and no longer as an end in itself, which is but a logical corollary of a communicative approach

involving a more and more instrumental use of languages, and, as English pervaded the fabric of the everyday, a shift in the goal of ELT towards the acquisition of effective communicative competencies so as to express ideas and convey knowledge, feelings and opinions in the second language in ways similar to the mother tongue.

In fact, three years after Phillipson's rationale for the expansion of English, David Graddol (2006: 102) reassessed the findings of a previous report for the British Council (Graddol 1997) and reached the conclusion that the traditional EFL model seemed to be in decline as countries respond to the rise of global English. As a consequence, English tends to be regarded as a component of basic education, thus losing a separate identity as a discipline, and as an entry requirement rather than an exit qualification in universities. And this, in its turn, entails predictable scenarios with an ever-changing mix of age-relationships and skill levels, besides the added consequence of making former approaches to textbooks, methods and testing instruments inappropriate. Briefly stated, the combination of three new global trends -content and language integrated learning (CLIL); English as a lingua franca (ELF), with intelligibility taking a preeminent role over native-like accuracy; and English for young learners (EYL)-, requires better trained and more proficient teachers, and this poses both new challenges and unprecedented opportunities for teacher training.

At a time when Europe aims at introducing the teaching of foreign languages at earlier stages within or even prior to the foundation stages of schooling there is, indeed, a growing tendency to integrate or closely relate the foreign language and the subject contents (House 2007). Differences aside, most countries are already issuing legislation to establish CLIL, or are broadening provision of this kind since the 1990s (Eurydice 2006). With the CLIL approach becoming more and more widespread, there is also an increasing number of schools in Spain in which the teaching of certain subjects in the curriculum are either entirely offered in a foreign language or include elements (subject content vocabulary, classroom language for routines) in the foreign language (Dafouz and Guerrini 2009). This entails new demands both for the teachers of English who may have to teach another subject through English and for the subject teachers who may be encouraged to teach their subject through English. Teachers can draw inspiration from ideas and activities to teach different subjects through English (Deller and Price 2007) as they are offered alternative routes, ranging from language showers to total early immersion, to maximize the benefits of CLIL in addition to a widening range of possibilities to join international projects.

Even if hindrances to achieve good practice in CLIL are not ignored, such as grappling with misconceptions surrounding CLIL, the shortage of CLIL teachers and materials resulting in greater workload for the teachers involved, and the difficulty to understand the implications of CLIL programming on the part of school administrators, "in an integrated world, integrated learning is increasingly viewed as a modern form of educational delivery designed to even better equip the learner with knowledge and skills suitable for the global age" (Mehisto, Marsh and Frigols 2008: 10-11).

If CLIL, then, "means that in the class there are two main aims, one related to the subject, topic or theme and one linked to the language" which explains "why CLIL is sometimes called dual-focussed education" (Marsh 2000: 6) teacher trainers are also bound to this duality and share both a cautionary stand and the excitement of introducing the CLIL approach in pre-service and in lifelong education programmes, with mixed feelings stemming from concerns about our newly acquired responsibility and expectations about uncharted avenues for learning. As Coyle (2010: viii) puts it "quite simply without appropriate teacher education programs the full potential of CLIL is unlikely to be realised and the approach unsustainable".

The following three references, among others, have been produced to help sensitize teachers and parents alike and thus pave the ground for a positive implementation of CLIL with full home and school support:

http://ec.europa.eu/education/languages/archive/teach/clil_en.html - "Content and Language Integrated Learning (CLIL), in which pupils learn a subject through the medium of a foreign language, has a major contribution to make to the Union's language learning goals. It can provide effective opportunities for pupils to use their new language skills now, rather than learn them now for use later." (last accessed 16 July 2011)

http://www.clilcompendium.com/1uk.pdf - In this concise presentation, *Using languages to learn and learning to use languages* (2000), Marsh clarifies the most important issues concerning CLIL for parents, carers or guardians, teachers, and the entire educational community. (last accessed 16 July 2011)

CLIL for the Knowledge Society (2006) – (A David Marsh-Eurydice video). The documentary shows that "there is no single model which is appearing across Europe. […] What these models share is the interweaving of content and language in a dual-focussed way. Some people have said that this is more learning by construction rather than learning by instruction." (Extract available on http://www.youtube.com/watch?v=TGnkEMjBg4g. Last accessed 16 July 2011)

In Spain, the MEC-British Council Bilingual Education Project was piloted in 1996 as a novelty within the Spanish education system which is now well established, and a report on the findings of an independent three-year investigation into the Ministry of Education / British Council Bilingual Schools project has been recently published in book format around the following three agreed aims:

"To provide […] evidence on pupils' English language proficiency […] through the study of subject-mater in a bilingual context; to identify and disseminate good practice […] in the project schools; and to provide research-based evidence on awareness, attitudes and motivation". (Dobson, Pérez and Johnstone 2010: 16)

In spite of issues concerning the future sustainability of the project, the help to be offered to low-attaining students, and the ICT provision, the Bilingual Education Project has been assessed as a most successful educational enterprise, and four sets of factors account for its positive outcomes: societal factors (political will, parental interest and social consensus on the importance of English), provision factors (specific provision of the education system at national, regional and school level), process factors (teaching and learning strategies and atmosphere, management, collaboration, assessment and evaluation) and personal factors (individual and group commitment). They may well be used in teacher training as a compass to orient the formation of prospective teachers of English and as test criteria to diagnose the feasibility of intended integrated programmes.

In what follows three specific instances of the general trends described above will be presented in the area of teacher training which are the result of a long established relationship between Nottingham Trent University and the University of Salamanca: 1. A school-based international CLIL project coordinated by senior lecturers and teacher trainers from the two universities with one of the lessons of the project offered as a sample model for teaching and teacher training purposes; 2. An International Teaching Practicum for our teacher trainees at NTU and the USAL; and 3. Excerpted samples of Graduate and Postgraduate subjects, and Continuing Education courses and modules with a CLIL focus or including CLIL components.

2. The school-based international project

A Content and Language Integrated Learning Project: Christopher Columbus (2010)[1] is a DVD and educational resource published by the University of Salamanca aimed at illustrating a real use of the CLIL approach by a team of teachers, teacher trainers and educational institutions' representatives from the UK and Spain to exemplify good teaching practice in primary schools of the two countries and hence with a potential to serve as a pedagogical tool in teacher training. Different ways of implementing the CLIL approach are shown and can be compared as they can be seen at work in six primary schools from both countries.

Although this educational documentary primarily addresses teachers working or aiming to work in schools with an integrated curriculum of content and foreign language learning, it also provides clear visual evidence of possible CLIL dynamics for teacher trainers and for their trainees as well as for local, regional or national educational authorities, language planners and parents or carers from the two countries. In our case, the project which preceded it and is reflected in the recorded images together with the published outcome have contributed to strengthen the already rich networking and collaboration in teaching, training and life-long learning schemes between NTU and the USAL.

This international CLIL-based project began to take shape in February of 2007 when two initial meetings took place. Representatives from Nottingham Trent University, and language consultants from the Local Educational Authority (LEA) and the Teacher and Development Agency (TDA) first gathered in England while representatives from the University of Salamanca, the *Junta de Castilla y León* and the *CFIE (Centro de formación e innovación educativa)* held a parallel encounter in Spain. These initial meetings addressed and reached agreements on the definition of the aims of the project and on the identification of the schools involved in the joint educational initiative.

The project set itself the following aims: planning and implementing a work unit across schools participating in the project, three of which were English and three Spanish; developing teaching and training materials which would be accessible to every school through the internet, researching the topic chosen to teach effectively that work unit and, finally, enhancing prospective joint initiatives among British and Spanish schools, paying particular attention to a further increase of the Teaching Practice Placements for British Modern Foreign Languages (MFL) and Spanish trainees.

The following decisions were also taken: that the work unit should have an international scope; that all six schools would allocate half a day per week to it; that the project would take place in the autumn term 2007 during 10 consecutive weeks followed by an evaluation at the end; that Spanish teachers in England would do some language of instruction and mental starters in Spanish in preparation for the project and English teachers in Spain would contribute similar kinds of activities; and that teachers in both countries would look for online teaching resources for the implementation of the project, collect information (brochures, videos, websites, etc.) about the schools to exchange with the partner schools, and use shared templates to start the planning process.

The school year groups were slightly different in both countries: whereas the British schools considered that this work unit should be carried out with Year Five pupils, Spanish schools deemed Year Five and Year Six (*quinto y sexto de Primaria*) as the most appropriate age range for this project. All schools followed a

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[1] This DVD has been reviewed by Santiago Bautista in *Encuentro* (2010) 19: 109-113.

model of CLIL-based lessons around four axes, namely, content, cognition, culture and communication, after the so-called four Cs of the Curriculum (Coyle 1999). An example of a CLIL lesson from the project combining these four elements will be shown at the end of this section.

The different tasks carried out by the teachers involved in the project and recorded on the DVD lend themselves to be adapted to other topics, language levels and school projects, and they may vary according to the availability of human, ICT or other resources and to the support of the educational community.

The activities can be regarded as belonging into two broad categories – use of the target language and cross curricular links – even if the actual interaction between learning and the use of language is always rich, complex and multidimensional.

2.1 Use of the Target Language

In order to introduce some basic facts about the life of Christopher Columbus, two different activities are shown on the DVD. In the first one, the topic is introduced through a power-point presentation combining non-linguistic clues and captions in Spanish with basic facts about the life of Christopher Columbus. As this activity is performed in an English school, the teacher uses Spanish to elicit the meaning of key words and invites the children to repeat them after her. She naturally drills frequently difficult-to-pronounce phonemes in Spanish and uses praising expressions in Spanish to positively assess their performance. In the second activity, performed in a Spanish school and working with the same historical information, the teacher chooses to sequence relevant data about Columbus' life through a time-line drawn on the blackboard. The students read the dates in English and the teacher ties in the children's answers with a summary of Columbus' journeys using the target language. Instead of using visual support, he supplies clues through expressive body language to mime key actions reinforcing meaning through synonyms.

A third activity shows pupils using fans, a very popular resource for numeracy and literacy in UK schools, which can also be useful for date reading practice. The teacher practises higher numbers so that pupils can say dates in Spanish. She invites children to show their comprehension of dates by showing her the fans ("mostradme 1492"). The children automatically imitate her pronunciation while they put the numbers in their fans in the right order. In the next activity we can see how children work in groups to solve a multiple choice quiz of their own making about Columbus using an interactive whiteboard to support learning.

Children are next shown using the language as a communication tool in a shopping role-play where food vocabulary from the New Land is firstly introduced with real fruits from the market, which allows children to pretend to buy and sell the products through patterned dialogues. In yet another activity, a battleship game is introduced to revise colours and numbers around a map of Christopher Columbus' journeys. Students make a grid and put numbers across the bottom and colours at the side and then they have to try and destroy Christopher Columbus' ships.

All of them illustrate how learning becomes meaningful as language gets activated to fulfil real purposes, including individual and group response activities, the use of various resources, many strategies and a convergence of cognitive, emotional and action-oriented activities which we frequently recommend our trainees to use (under the simplified mnemonic formula of the "the three 'hs'", that is, "head, heart and hands"), just the same as in real interactions in daily life. These examples show how teachers use the target language to share objectives with children, establish tasks, ask questions, give feedback, and provide them

with clues to help children guess the meaning of new words, sequence sentences, accompany body language, etc. In doing so, they are paving the way to link the learning of the language with other curricular areas.

2.2 Cross Curricular Links

In these clips in the menu, we can see how teachers have designed different tasks to link the learning of the foreign language with different curricular areas. Thus, in order to establish a connection between Literacy and Spanish as a foreign language, children are shown at work in groups trying to reassemble coherently the different jumbled strips of texts they are given from the captions of the power-point presentation about the life of Christopher Columbus. In another activity, children match dates with events in Spain, England and the world referring to a timeline, setting up links between History and the foreign language. This same link was also reinforced by another activity where children were asked to invent their own coat of arms inspired by traditional samples from Christopher Columbus' time. Children first describe the coat of arms of Columbus in English and next a coat of arms of their own design in Spanish containing drawings of some of their favourite things.

One of the most creative tasks links Dance and Music when children are encouraged to explore the theme of sea monsters in Columbus' time and a range of verbs of movement (i.e. swirling, waving, or twisting) as a stimulus for composing a group dance for class performance. An extension of this activity, integrating the foreign language with Art, consisted in an art project where children had to design a sea monster of their own based on the study of scientific and imaginary artwork dating from the 10th to the 19th century. This way, besides establishing a connection between the language and the subject content, the topic was explored from perspectives other than the objective knowledge of historical facts.

Total Physical Response (TPR) is used to establish links between PE and the foreign language, asking students to act out and repeat key expressions of the sailor's activities on board: "Subir la trampilla", "¡Fregar la cubierta!", etc. As for links with Geography, the teachers invented a little game for the children to learn the points of the compass in Spanish. The children had to stand North, South, East and West and one in the middle. One child said two of the places and those people had to change places before the person in the middle.

The previous activities evince, in an easily graspable and visual way, both how the learning topic determines the choice of language and how the design of teaching and learning strategies has a dual focus, linguistic and educational. It is this interaction that will allow children to learn the target language in meaningful contexts while they consolidate and expand their knowledge of other curricular areas. The DVD also shows how teachers' formative assessment is not only applied to levels of linguistic achievement but also to the assimilation of subject content.

2.3 Outcomes

The manifold benefits of an international CLIL experience should not be measured solely in terms of language or content progress but also in terms of their educational and social implications. The following are just a few of the many outcomes of this joint initiative as regarded from the perspective of their three main protagonists: children, teachers and parents.

Children claim to have learnt a lot about Columbus in an enjoyable way, gaining confidence in their use of language in a natural and engaging way and maximizing the potential of their limited vocabulary range. They also felt very proud of having produced their own learning materials, exhibited them to the school

community, and exchanged them with other schools. Working in groups allowed them to use negotiation and discussion skills to reach a consensus and share their experience with their own school peers and with children from other schools in a different country.

Teachers highlight the novelty of the CLIL approach and the way subject and language content naturally blend. They gained confidence in the use of both their teaching and foreign language skills, and links with other local and foreign schools were also strengthened, which gave them the opportunity to contrast two different educational systems. Teachers also felt that they had engaged parents in novel and appealing ways creating expectation and exhibiting the material outcomes of the project.

Finally, parents witnessed how the children were keen on investigating and working together for a learning target outside the school boundaries, bridging the gap between home and school activities. They could see the children using the L2 for different subject tasks in a very natural way and they all, with no single exception, reported on the high motivation of their children to learn a foreign language.

2.4 Coyle's lesson plan as a training tool

All schools followed a model of CLIL-based lessons differentiating four main aspects: content, cognition, communication and culture. According to the so-called four Cs of the Curriculum (Coyle 1999), a carefully planned CLIL lesson should combine all these four elements as they provide a useful instrument to define both the teaching aims and the learning outcomes in which this approach is based.

From a CLIL perspective, language is not only an objective in itself but also a vehicle for learning. Content should be "linked to the community within and outside the classroom" (Mehisto *et al* 2008) and needs to be presented in an understandable way, particularly in primary education where most curricular subjects can be taught in CLIL and it may be easier to establish cross-curricular connections with any subject. Children mainly learn by participating in meaningful interaction in the classroom so communication is essential. Children's cognitive skills such as reasoning, recognizing, judging or imagining need to be developed and put at work in every subject in the curriculum. Finally, CLIL gives teachers the opportunity to introduce children to a variety of different cultural contexts. As Coyle (2007) states, "culture is at the core of CLIL".

TOPIC CRISTOPHER COLUMBUS

AIMS
To make children aware of events in the past To gain insight into other people's lives To develop empathy To engage children in producing models, diaries, calendars To develop children's autonomy To develop sustainable links with schools

TEACHING OBJECTIVES
To introduce CC and his voyages to America To introduce different geographical locations, compass points and coordinates To enhance mathematical skills related to distances and fractions To introduce different food To motivate children to read diaries and journals

LEARNING OUTCOMES

CONTENT	COGNITION	CULTURE/CITIZENSHIP	COMMUNICATION
➢ Understand time lines referred to this historical period ➢ Identify products from America ➢ Name parts of a ship ➢ Classify different types of food ➢ Locate the different Columbus voyages ➢ Explain reasons of Columbus voyages ➢ Compare American and European food ➢ Make a calendar, a diary, etc following instructions ➢ Create a new calendar, etc ➢ Research autonomously ➢ Talk about the project	➢Remembering facts ➢Memorising and using key vocabulary and phrases ➢Applying the information ➢Understanding information and interpreting facts ➢Analysing information ➢Creating ➢Evaluating	➢Show more interest in global issues ➢Be aware of different places and cultures and understand how they live ➢Be more aware of own culture ➢Beginning to understand the lives of indigenous people ➢Understand how Columbus felt and the indigenous people felt and compare this to current situations ➢Get to know Spanish/English children from partner school	➢ Language of learning: Specific vocabulary (Countries, Food, Ships and parts, Compass points, Distance, Nationalities) Dates Verbs in the past Instructions ➢ Language for learning: Classroom language, Expressing similarities and differences, Following instructions, Writing a diary ➢ Language through learning: Reading skills, Ask and answer questions, World map location skills, Dictionary skills

3. The International Teaching Practicum[2]

The UK-Spanish programme to foster international teaching practice in primary schools started in November 2003 with an agreement signed between the Spanish Ministry of Education (ME) and the Training and Development Agency for Schools (TDA), from the Department for Education and Skills of the United Kingdom[3]. The main aim of this agreement was to cooperate jointly both in the field of teacher training and in the area of foreign language teaching in primary education. The programme was so successful that in just two years 13 Spanish and 15 British universities were participating in a programme that allowed over 200 students per year enrolled in teaching training programmes in both countries to travel to overseas schools to do their compulsory teaching practice for a period of four weeks.

Our formal institutional link was preceded by a long established relationship between Nottingham Trent University and the University of Salamanca, which has resulted in a range of shared educational projects in pre-service and in-service teacher training. This led to close and productive liaisons between educational institutions in both countries: mainly primary schools, local educational authorities, university departments and lecturers and teachers' centres. Among the different cooperation programmes, the following can be highlighted: Teaching practice (Practicum I and II) in Nottingham primary schools carried out by students enrolled in teacher training at the University of Salamanca for periods of 4 to 6 weeks; intensive tailor-made courses delivered in Spain, within the TDA –British Council financially supported– 500 Teachers Project, for groups of primary school teachers from Nottingham about aspects of language, culture and education in Spain, with a practical component in primary schools; development of both an Erasmus Cooperation Programme permitting student mobility between the two universities and Socrates mobility programmes for teaching staff; the joint publication of a bilingual teaching practice guide (Durán, Gutiérrez and Beltrán 2006a); an educational project of story-sacks in primary schools, with school correspondence and exchange of materials, together with mutual visits of teachers of both countries to their school partners; collaboration of different lecturers from the two institutions in papers presented at national and international forums and in different publications, etc.

This co-operation network culminated in a project of international teaching practice involving the University of Salamanca Schools of Education of Ávila and Zamora and the Nottingham Trent University Faculty of Education and the Arts and Humanities Modern Languages Department, with the effective collaboration of the Nottingham Local Education Authority (LEA). The partnership allowed fifteen Spanish trainees to travel every year to British primary schools to do their compulsory teaching practice (Practicum I or II) for a period of four weeks, while fifteen British PGCE (Postgraduate Certificate in Education) students had the opportunity of completing an equivalent four-week training placement in schools in Spain. Thus, the agreement signed between the Spanish Ministry of Education and the English TDA added important qualitative changes to a long and productive relationship already initiated more than ten years before. Above all, the university students of both countries were given an extraordinary incentive, as they received financial and academic backing for their aspirations, and the exchange of experiences, visits and perspectives of children, teachers, educators and collaborating institutions could be extended.

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[2] A detailed account of the International Practicum was given by Durán, R., Beltrán F., and Gutiérrez, G. (2006b) in *Encuentro* 16: 40-50.

[3] In 2003 the Spanish *ME* was called the Ministry of Education, Culture and Sports (*MECD*) while the British TDA was called the Teacher Training Agency (TTA).

This international teaching practice experience was not exempt from difficulties, mainly concerning the differences between the British and the Spanish models of educational training for MFL (Modern Foreign Languages) primary teachers. Thus, British PGCEs receive a more general preparation whereas the Spanish trainees have some degree of specialization. Another difference is that while most Spanish students are generally younger with little or non-existent working or travel abroad experience, British students tend to be more mature and possess a broader working and visits abroad experience. In the third place, in order to access the teaching training programme, Spanish students are exclusively required to pass Bachillerato (A levels) while British students should have completed an undergraduate university course and are selected by a process of presentations and interviews. These, and other cultural and pedagogical differences, explain some of the differing answers to a questionnaire about intercultural communication, but put together, all of them serve to confirm our conviction that "the responsibility for effective exposure to relevant intercultural experiences in teacher training needs to be considered as a shared objective both by the host and the guest institutions –fostering this or similar stay abroad visits, links or exchanges, beneficial to their educational agendas– and by the individual students who need to integrate these personal, cultural, educational and linguistic challenges within their experiential portfolio and professional profile" (Durán 2011: 129). From a CLIL perspective, the indisputably greatest benefit of this programme is the fact that trainees get acquainted with not only the classroom language but also with the content language, and with the strategies and resources used for all subjects, by being fully immersed and actively participating in and interacting within a global classroom dynamics. This provides them with an awareness of the what and how of all primary subjects in a foreign language but also with a clear sense of the way whereby not only the actual delivery of all subject lessons, but their previous preparation and the feedback comments, as much as the overall teaching and learning performance, are linguistically articulated. No better hands-on experiential preparation could be expected for teachers who may be required to teach the content of some or all school subjects in a foreign language.

4. CLIL in other pre-service and in-service teacher training schemes

Besides the International Practicum and the collaborative projects which have emerged from it, and inextricably bound up with its driving motivation to both thread together different cultural pedagogies and break through the boundaries of differing pedagogical cultures, while partaking in the experience gained through it, CLIL has also found a place, with major or minor roles, in other USAL courses or modules such as the following:

1. *CLIL in the English Classroom* has been designed as one out of a total of 6 new 6 ECTS subjects on offer for student teachers within the *Mención de lengua inglesa* in the new *Grado de Maestro en Educación primaria* (a Spanish equivalent to the UK Teaching Status Qualification).

PREVIOUS REQUIREMENT

As this subject will be entirely conducted in English, students are expected to have at least a B1 entry level of English according to the CEF and they are recommended to develop their listening, speaking, reading and writing skills in English to reach at least a B2 level according to the CEF.

AIMS OF THE SUBJECT

On completion of this course, students must be able to:
-Get involved in the integrated curriculum within the Spanish state education system and its implementation
-Understand the CLIL approach: origins, rationale and case studies
-Develop CLIL teaching materials and use strategies for specific subject content in English: P.E., Arts and Crafts, Science, etc.
-Use a wide range of the CLIL-based activities and resources available
-Produce home/class-made CLIL materials
-Evaluate CLIL teaching materials
-Plan and assess a CLIL-based syllabus
-Be familiar with international teaching programmes (school twinning schemes, Comenius, international exchange programmes, etc.)

CONTENTS

The contents of this subject will be mainly based on the following sources:
1) Teaching Knowledge Test. CLIL Module developed by Cambridge ESOL (English for Speakers of Other Languages) exams
2) *Using languages to learn and learning to use languages* (Marsh 2000)
3) "CLIL: A new model for language teaching" (House 2007)

        MODULE 1. A window on CLIL: Origins and rationale. What is CLIL? How is it a different model? What does CLIL claim to do? How many models are there? What kind of problems can we find when implementing the CLIL approach?
        MODULE 2. Knowledge and principles of CLIL: communication, cognitive and learning skills across the curriculum. Evaluating, assembling and modifying CLIL materials.
        MODULE 3. Lesson Preparation and Lesson Delivery. Planning a Lesson. Language Demands of Subject Content. Materials Selection and Adaptation. Classroom Language. Monitoring and evaluating CLIL in action.
        MODULE 4. Assessment in CLIL. Types of assessment. Support strategies for assessment. Summary of assessment principles.

METHODOLOGY

Students will be required to prepare and participate in activities presented by the teacher or by other classmates. They will need to complete the tasks assigned throughout the course, such as microteaching sessions, giving short oral presentations, producing individual essays and producing didactic activities to be presented in the classroom. They will also be encouraged to put into practice the instructions commented on in the group tutorials and to develop strategies for ongoing self-study of a foreign language.

ASSESSMENT

At the end of the course students will be expected to have acquired and will have been subject to formative and summative types of assessment on basic and specific (linguistic, methodological and cross-curricular) competences.

    2. *Towards a bilingual teaching.* Intensive language courses organized since 2008 by the Junta de Castilla y León under the supervision of the public universities of the Community for in-service primary and secondary teachers willing to participate in their school content and language integrated programmes: http://www.educa.jcyl.es/profesorado/es/formacion-profesorado/actualidad-formacion-profesorado/cursos-idiomas-colaboracion-universidades-hacia-ensenanza-b (last accessed 16 July 2011).

PROGRAMME FOR DEVELOPMENT OF IN-SERVICE TEACHERS IN BILINGUAL SCHOOLS
(This was later adapted to suit the needs of the participants in subsequent editions)

AIMS

-To provide in-service teachers with the tools necessary for teaching contents of different subject areas in English, within the framework of the methodological foundations and philosophy of Content and Language Integrated Learning (CLIL)
-To reach B2 level proficiency in clearly contextualized language skills in CLIL-related areas
-To consolidate and further improve both the linguistic and the didactic grasp of CLIL

CONTENTS

MODULE 1. Phonetics. Tools and strategies for enhancing pronunciation

MODULE 2. The Communication Continuum in the classroom: fluency-accuracy, communicative strategies, receptive and productive skills, finely-tuned and roughly-tuned input, integration and balance of skills

MODULE 3. CLIL: background and origins, key concepts, goals, different models all over the world, roles of teacher, evaluation, anticipated difficulties

MODULE 4. Language in use: a lexical approach. Lexical items: Classroom English, ELT jargon, specialised vocabulary and texts for CLIL-oriented areas

MODULE 5. Visual resources in the classroom for meaningful input: diagrams and graphs, posters and murals, internet and the media, authentic materials

MODULE 6. Activities for classroom exploitation. Classroom practices

METHODOLOGY

Dynamic, highly interactive and communicative. Learner-centred, practically focussed, based on a "learning by doing" approach. Candidates may be divided into different groups according to their initial linguistic proficiency (A2, B1, B2, C1) and/or their teaching experience (Nursery, Primary or Secondary Education).

ASSESMENT

In addition to continuous assessment, participants in the course will have to present parts of a lesson from their nursery/primary/secondary sector and subject based on the CLIL approach.

3. *Linguistic Tools for Teachers of English in Bilingual Contexts* was a seminar held at the School of Education and Tourism in Ávila in 2009, co-sponsored by the Council of Education of Castilla y León and the University of Salamanca, where the CLIL approach was given due attention by some of the presenters. One of the main ideas, which cut across all proposals, was the fact that all teachers use language as the main vehicle for teaching their assigned portion of the whole school curriculum. Indeed, language use is so pervasive that it is often taken for granted and is as unconsciously handled as the air we breathe. The CLIL novelty is then as simple as it can be effective since EFL teachers today may have the English language serve exactly the same purpose as the mother tongue (Durán and Sánchez-Reyes 2010).

4.- *Título propio de Especialista en docencia en programas bilingües en lengua inglesa en educación infantil, primaria y secundaria* (USAL): http://www.usal.es/webusal/node/392 (last accessed 16 july 2011).

The third, 2011-2012 edition of this 300-hour postgraduate course includes the following modules (originally published in Spanish):

MODULE 1. The bilingual curriculum and CLIL programmes. Programme design.
MODULE 2. Language and Communication.
MODULE 3. Language acquisition and classroom language.
MODULE 4. Methodology in bilingual and in CLIL classrooms.
MODULE 5. Cross-curricular workshops for Infant Education and for the First and Second Cycles of Primary Education: Science, PE, Music, Arts and Crafts, and Literacy.
MODULE 6. School placements
MODULE 7. Final Extended Essay

5.- The CLIL approach is also introduced, from different perspectives and with varying teaching loads, in specific modules of the Master Degrees by the University of Salamanca, with the collaboration of the NTU: 1) "Subject content in the English specialism" (3 ECTS) in the *Máster Universitario en Profesor de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanza de Idiomas:* http://www.usal.es/webusal/node/2261 (last accessed 16 July 2011) and 2) "Module 1. Linguistics itinerary. The English language and its methodological applications" (6 ECTS) in *Máster en Estudios Ingleses Avanzados. Lenguas y culturas en contacto:* http://www.usal.es/webusal/node/367 (last accessed 16 July 2011).

5. A "Clil-room" with a view

The preceding pages have just shown a minor case that only attests to a reality which is changing rapidly and needs to be situated within broader Spanish (Lasagabaster and Ruiz 2010) and European (Ruiz and Jiménez 2009) contexts. CLIL-based teaching and teacher training schemes ask for a continuous adaptation to complex and very different primary, secondary and tertiary education scenarios often subject to pressing demands that do reflect and try to provide responses to while drawing lessons from the complications and urgencies of society at large.

Even if CLIL is affecting both the form and the content of our training programmes in substantial ways, we still, or perhaps now more than ever, need to see its emergence from even wider angles and in the light of contemporary paradigm shifts in many areas of educational concern. Thus, a proposed European Profile for Language Teacher Educators "presents a toolkit of 40 items which could be included in a teacher education programme to equip language teachers with the necessary skills and knowledge, as well as other professional competencies, to enhance their professional development and to lead to greater transparency and portability of qualifications" (Kelly, Grenfell, Allan, Kriza and McEvoy 2004: 3). Training in Content and Language Integrated Learning (CLIL) is only item number 33 in the list, which may be humbling, but it is paradoxically equally revealing for the list also includes: experience of an intercultural and multicultural environment; participation in links with partners abroad, including visits, exchanges or ICT links; a period of work or study in a country or countries where the trainee's foreign language is spoken as native; the opportunity to observe or participate in teaching in more than one country, and training in the critical evaluation of nationally or regionally adopted curricula in terms of aims, objectives and outcomes. And what is most important, besides structural components, and alongside with elements of knowledge and understanding, and strategies and skills, the list also includes training in the following values: the diversity of languages and cultures; the importance of teaching and learning about foreign languages and cultures;

teaching European citizenship; team-working, collaboration and networking, inside and outside the immediate school context; and the importance of life-long learning.

While it is true, then, that CLIL is not incompatible with any of the competencies of this Profile, as we trust to have illustrated through the example of the NTU-USAL cooperation in the field of teacher training, our experience so far suggests that embedding any CLIL initiative within the above or similar educational frames of reference could certainly enrich the integrated learning approach by transforming its dual focus into a multifaceted reality that might well be both the premise and the promise of language teacher education for the time which lies ahead of us.

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