

European Profile for Language Teacher Education – A Frame of Reference

A Final Report, 2004

Training in Content and Language Integrated Learning (CLIL) (33)

Explanation

This provides details of what the heading means, drawing on advice from experts in European language teaching.

- Trainee teachers learn the methodologies and strategies for teaching another subject through the medium of a foreign language.
- Even if trainee teachers do not intend to specialise in this area, such training improves their language competence, encourages more comprehensive use of the target language in non-CLIL classes, and gives teachers ways of raising social, cultural and value issues in their foreign language teaching.
- CLIL approaches encourage cooperation with colleagues from different disciplines.

Elaboration

This provides a detailed set of comments and observations related to the item. The information has been taken from the Delphi study data, meetings with the Consultative Group and Delphi study participants, the case studies and independent web and academic research.

- CLIL approaches are recognised as a growing area in language teacher education across Europe and many institutions already use them or are planning to introduce them.
- CLIL approaches depend on the existence of local CLIL schools in which to train trainees. Generally, CLIL approaches work better in upper secondary than in primary schools.
- In Germany, all trainee teachers already teach a language and another subject. However, even if the context does not give teachers the chance to engage in CLIL teaching for the time being, trainees still benefit from learning about them.

Exemplifications from case studies

Most items have been exemplified by specific examples taken from the eleven case studies. The exemplifications have been cross-referenced with the full case studies available in Appendix I of the Kelly Report

1. Pädagogische Akademie, Innsbruck

What happens: Those training to be primary level teachers receive specific training in CLIL methodologies. A high language competence is ensured from the start through elective language proficiency courses. At the institution, the notion of 'English across the curriculum' prevails.

Relevance: CLIL is integrated into many areas of the language teaching curriculum, especially through the institution's policy of 'English across the curriculum'.

2. University of Bremen

What happens: There are add-on CLIL modules for trainees studying to teach at secondary level. CLIL modules are aimed at trainee teachers with a second subject along with English (biology, history, geography, politics etc). Training lasts four semesters, with four hours per week of classes. There is also CLIL for primary English teachers.

Relevance: In this case, CLIL training is available as an add-on to the teacher education programme, for both secondary and primary level teachers.

3. University of Oslo

What happens: CLIL methods are covered in all language courses.

Relevance: CLIL is integrated into language teaching. However, classroom-based practice in CLIL is only available in English because there are no bilingual schools nearby for other languages. The University of Jyväskylä faces a similar problem with classroom based practice for CLIL.

Practical Implementation

This section gives details of how the item might work in practice and how it can be implemented. This is based on a checklist from the quality assurance and enhancement guidelines found in Appendix II of the Kelly report.

- Trainee teachers learn the methodologies and strategies for teaching another subject through the medium of a foreign language.
- Trainees have the opportunity to improve their language competence and are given the chance to raise social, cultural and value issues in their own foreign language teaching.
- Trainee teachers are able to use the teaching of other subjects like history and a foreign language in an integrated manner.
- Trainee teachers are confident in teaching their subject course and in the use of a foreign language.
- Trainee teachers have a high level of language competency and are confident enough in order to teach subjects like history and geography in another foreign language.

Issues

This section also outlines issues which may be encountered when the item is put into practice, based on the case studies

- Many trainees do 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.