

Liverpool Hope  
University

  
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University

Working with  
ITE trainees to  
develop Primary  
CLIL  
approaches.

Jan Rowe and  
Maria Herrera





## EUCLID : APPC

# EUropean CLil In Development: A Primary Phase Consortium

Jan Rowe – Project coordinator: Liverpool Hope University.

# Aims and Objectives of the project

The consortium, comprising teacher educators in five countries, aims to contribute to an innovative approach to teacher education by coming to an agreed understanding of CLIL terminology and potential CLIL approaches within primary classrooms through the sharing of research findings and an exploration of best practice.

Following a successful bid, the project received Comenius funding from the European Commission and commenced its work in December 2008.

# Our partners

- We are working in collaboration with universities from Sevilla, Venice, Krakow, Berlin, Chester.
- Project website:
- [www.primaryclil.org](http://www.primaryclil.org)



# What is CLIL?

CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language.

**C**ONTENT AND  
**L**ANGUAGE  
**I**NTEGRATED  
**L**EARNING

# What is CLIL?

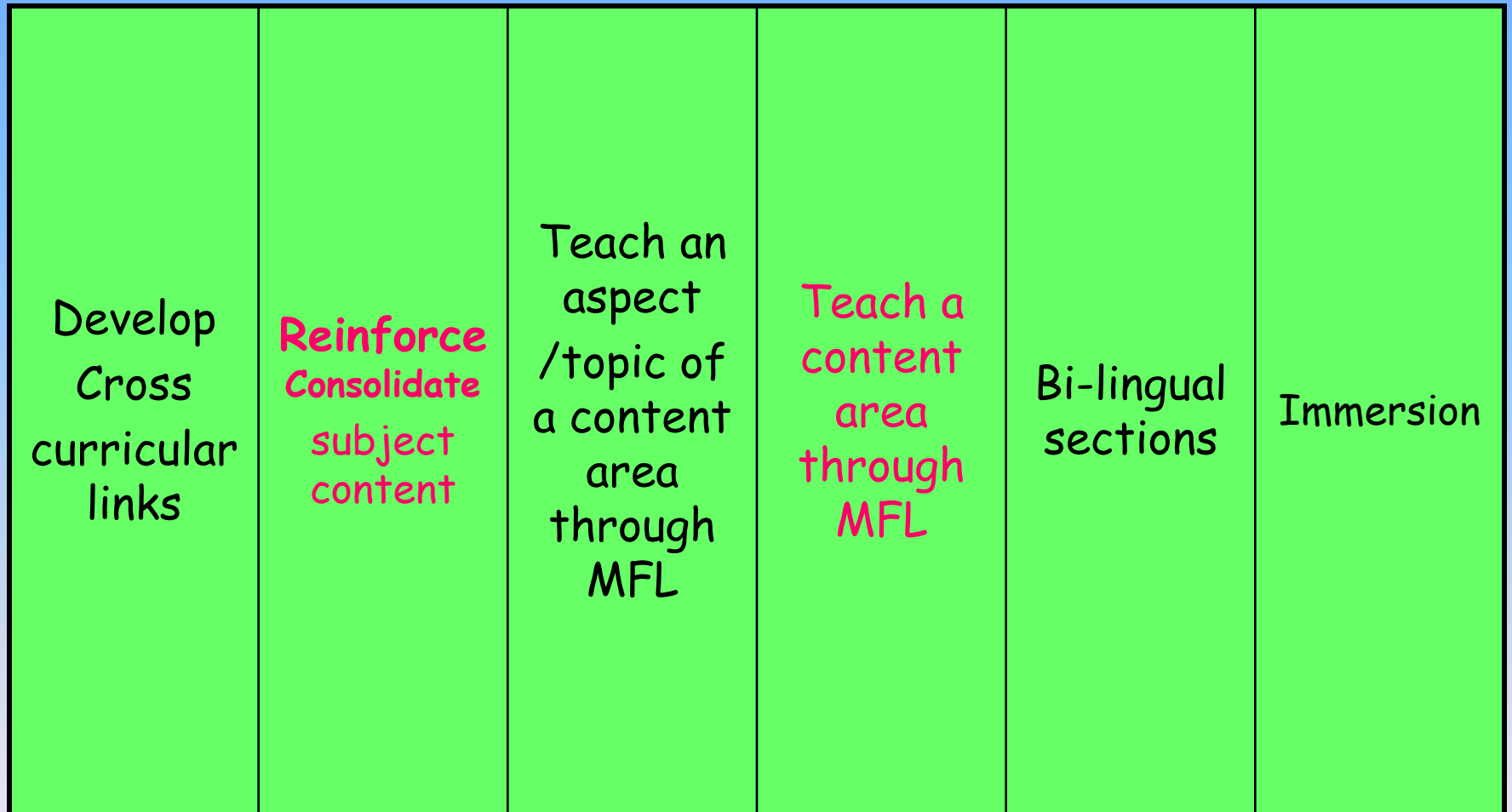
Do Coyle suggests that: Content and Language Integrated Learning ..... is not a panacea but an alternative means to providing opportunities for students to use language to learn rather than learning to use languages which is the core task of language lessons.

***Using language to learn as well as learning to use language***

# What is CLIL?

- CLIL is a tool for the teaching and learning of Content AND Language. The essence of CLIL is integration.
- Pupils are likely to learn more if they are not simply learning language for language's sake but using language to learn new content.
- The CLIL approach also develops learning and thinking skills

# The CLIL Continuum





# Why would we do this?

Language learning benefits from regular exposure to language, **especially when real purposes are involved.**

Good practice language teaching helps develop a range of skills, such as listening skills, concentration skills, memory skills, problem-solving skills, communicative competence, social skills, self esteem, and can therefore contribute both to **whole child development** and to the **whole curriculum.**

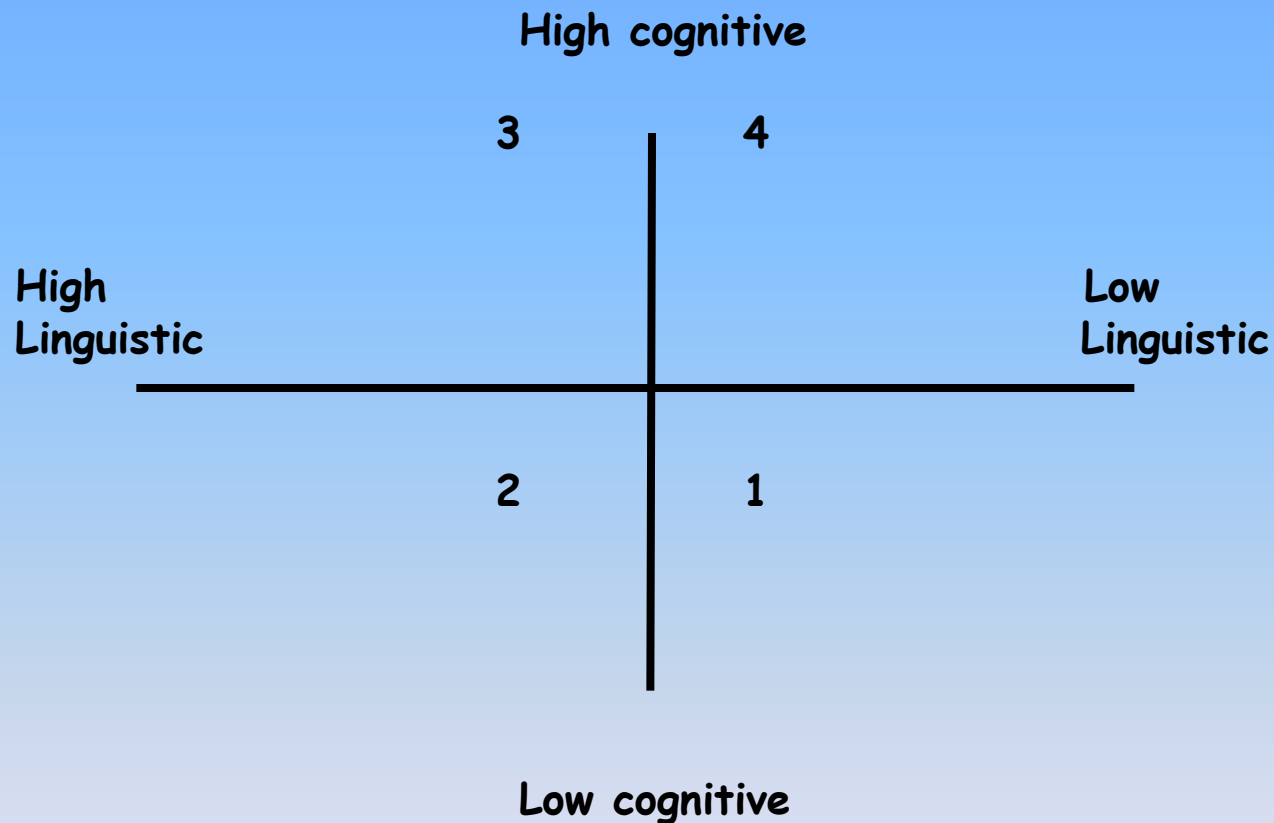
See: Hood, P. (2006) Can Early Foreign Language Learning Contribute to the Shared Emotional and Motivational Landscape of a Primary School?

[Pastoral Care in Education Volume 24 Issue 4, Pages 4 - 12](#)

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# Using a matrix for quality audit



# Growing interest in CLIL

..... there have never been so many systemic possibilities for CLIL approaches to prosper. In all parts of the school curriculum the emphasis now is on the integration of learning - on the links between subjects and the importance of subjects in enabling children to access new meanings and develop generic thinking skills. Within the languages curriculum the focus has moved away from the ubiquitous topic to the acquisition of language through 'meanings that matter' to learners. All of this favours the integration of content and language, of meaning and form.

CLIL National Statement and Guidelines. Do Coyle, Bernardette Holmes, Lid King (2009). The Languages company.

ALL has a Special Interest CLIL group with their own WIKI:

<http://clil4teachers.pbworks.com/>

# During the project the consortium members will:

- Develop understanding of CLIL approaches at primary level;
- Build on the European Profile of a FL teacher by defining a profile of a CLIL primary teacher;
- Create an online portfolio for student or practising teachers to manage their progress in developing CLIL approaches;

# The consortium members will:

- Produce and deliver a range of primary CLIL training packages for those involved in initial and continuing teacher education
- Disseminate findings to local, national and international colleagues within Europe and potentially beyond.

# Relevant Key outcomes of Year 1

- Design and delivery of introductory CLIL training sessions in all 5 countries to an agreed format.
- Evaluation of training and identification of future training needs.
- Exemplars of experimentation in CLIL

Planning and evaluation

Resources

Video and audio material.

# CLIL and the PGCE Primary Course

- PML specialism is currently offered to 50 trainees on the PGCE primary full time course (25% of cohort).
- Trainees are graduate linguists.
- Languages offered are: French (20), Spanish (20), German (5), Italian (5)
- Trainees are also generalist primary teachers.

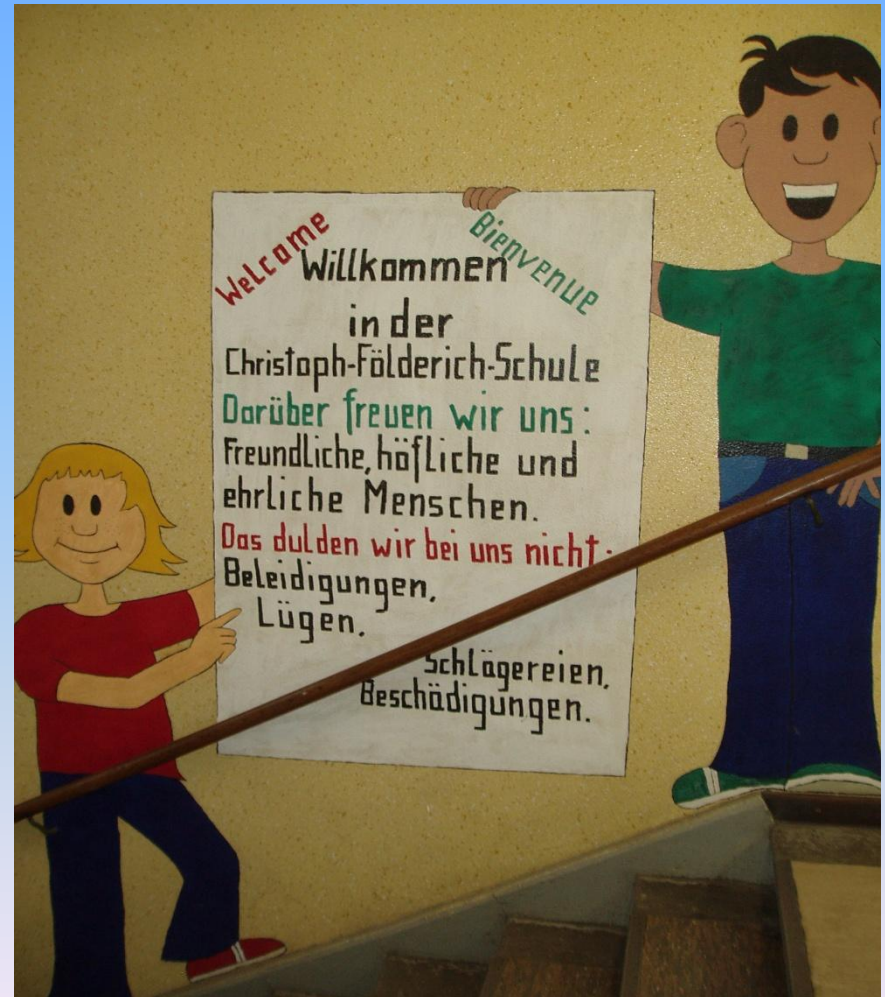
# CLIL training has focused on primary PGCE students because:

- Trained specialists with good language skills; generally first degree.
- Experience in school abroad has given them authentic experience of teaching a range of curriculum subjects to native speaker children. Classes can be adapted to suit CLIL context in England.
- Placement abroad gives them access to subject-specific language and authentic resources



# The placement abroad

German Specialists go to Berlin.



# Italian specialists go to Padova



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# French specialists go to Normandy



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# Spanish specialists go to Seville



What do they do?

Teach a range of subjects in the children's mother tongue

Teach English

Develop language skills & cultural understanding

Reflect on a different system

Make strong links for the future.



# Skills of these new teachers are having an impact..

## **Ofsted: The Changing landscape of languages (July 2008)**

*Year 4 pupils recalled words describing the sea from their previous French lesson. They then had to show recognition of these by making a wave, while listening to a recording of the song 'La mer'. Using the interactive whiteboard they looked at images of coastlines - first from the previous week's example, Brittany, then moving on to the Mediterranean - and discussed these. This linked to their geography topic. They finished by learning how to ask for an ice cream - useful for the hotter weather in the south of France! The trainee teacher used her photos and experiences from her placement in France. Pupils were enthralled.*

# CLIL training event

1. 1 day of training for PGCE student teachers from all 4 languages and their mentors/class teachers.
2. Range of teacher backgrounds; provided CPD for them in CLIL approaches.
3. Advantages of working together:
4. For student teachers
5. For qualified teachers
6. For University staff.

# CLIL training event - content

- Morning: Introduction to CLIL and its benefits and challenges : lots of discussion.
- Evaluation of CLIL video material available from [www.primarylanguages.org](http://www.primarylanguages.org) (Science; Art; Geography lessons in French)
- Afternoon : Introduction to proposed CLIL planning proforma and opportunity for trainee and teacher to plan a CLIL lesson together for their class.



# Planning

<b>Class</b>	<b>Content area</b>	<b>Language</b>
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		<b>Curriculum content</b>	<b>Language content</b>
Teacher activity	Time	Expected Learning Outcome (What will the children learn)	Expected Learning Outcome (What will the children learn)
1.Introduction			

What resources will you use?

How will the class be organised?

		<b>Curriculum content</b>	<b>Language content</b>
Teacher activity	Time	Expected Learning Outcome (What will the children learn)	Expected Learning Outcome (What will the children learn)
1.Introduction			

		<b>Curriculum content</b>	<b>Language content</b>
Teacher activity	Time	Expected Learning Outcome (What will the children learn)	Expected Learning Outcome (What will the children learn)
2. (Main activities)			
3. Plenary			

<b>Strategies/tasks for Assessment of Curriculum content</b>	<b>Strategies/tasks for Assessment of Language content</b>

Identify the key words and phrases essential to teaching this lesson

# CLIL training event - impact

- Student teachers involved in training went on to plan and teach CLIL lessons.
- 8 students were visited/observed/videoed.
- Students and their pupils were interviewed about the experience.
- Students sent in lesson plans/self-evaluations/resources.
- All 4 languages were used. Range of subjects; Geography, History, P.E., Science

# CLIL teaching - evaluation by student teachers..

“ I really enjoyed the lesson and so did the children. The feedback from the children was that they preferred this type of lesson to a normal geography lesson. I have also taught art in the CLIL style which the children really enjoyed, and some ask me if we can do more lessons in Spanish. In future I will incorporate many more CLIL lessons into my teaching. ”

# CLIL teaching - evaluation by student teachers..

“ I was surprised how easy it was to make myself understood and the receptiveness of the children. It was important that I chose the language carefully beforehand and picked easy to understand language. I didn't find that the Spanish content took away from the curriculum content and will be doing CLIL lessons in my future teaching career.”

# CLIL teaching - evaluation by student teachers..

“ The positive features were that the children seemed to enjoy the lesson and were not at all put off by the fact it was in German. The main obstacle was the level of language of the children. It would have been much better if they had been able to answer in German. The children's concentration seemed to be much better in this lesson than in their normal language lessons.”

# CLIL teaching - evaluation by pupils..

- Appeared to be oblivious to foreign language and focused on curriculum content
- Were able to identify learning strategies and skills
- Spoke of advantages of 2 lessons in one!
- Enjoyed classes and were motivated to try more CLIL approaches.

# Some Emerging Issues:

- Balance of receptive/productive skills; how to structure learning so that children USE the T.L. without turning CLIL lessons into FL lessons.
- Activities which offer suitable cognitive challenges but are at an accessible linguistic level ; a particular issue in the UK context?



# Some Emerging Issues:

- How to use FL learning to support CLIL but remain focused on appropriate curriculum objectives.
- Planning and resources; in particular, planning a unit of work in CLIL with a focus on progression in both content and language.

These issues will form the basis of future training modules during Year 2 of the project.