CLIL Competence Building and The European Framework for CLIL Teacher Education

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European Framework for CLIL Teacher Education

This is a framework for the professional development of CLIL teachers.

David Marsh, Peeter Mehislo, Dieter Wolff, Maria Jesus Frigols Martin
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http://clil-cd.ecml.at/
‘CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language with the objective of promoting both content and language mastery to pre-defined levels’.

(Maljers, Marsh, Wolff, Genesee, Frigols-Martin, Mehisto, 2010)
'Teachers undertaking CLIL will need to be prepared to develop multiple types of expertise, among others: in the content subject; in a language; in best practice in teaching and learning; in the integration of the previous three; and, in the integration of CLIL within an educational institution’.

(Marsh, Mehisto, Wolff, Frigols, 2010)
‘There is no single model, no blueprint, for CLIL’.

(Marsh, 2006)
“In a European context many schools and teachers involved with CLIL still operate individually without a sufficient macro framework. Fully-fledged teacher training programmes for CLIL exist only in a few countries. Thus, quality transferable European curricula are now in great demand.” (CLIL-CD ECML)
CLIL teacher training courses: Example 1

- Action research
- The school curriculum and CLIL (1): integration and synergies
- The school curriculum and CLIL (2): defining goals and objectives in CLIL
- Teaching in the new learning environment (CLIL)
  - i. investigating the epistemological nature of a school discipline and the teaching methodology associated with it
  - ii. analysis of electronic materials useful for CLIL discipline teaching (sites, podcasting, web casting, Wiki., ...)
  - iii. methodological use of materials; relate strategies and techniques to theories of learning (schema theory, L2 acquisition theory ..)
- The cultural/intercultural dimension of CLIL
- Evaluation and certification in CLIL

(Source: Carmel Mary Coonan, 2008)
CLIL teacher training courses: Example 2

- CLIL methodology (Specific characteristics of CLIL)
- Language work for teachers and students
- Ways of supporting students linguistic needs
- Analysing and planning the different components of a lesson
- Helping students understand a text
- Interactive ways of giving input
- Teaching and activating key vocabulary
- Attending and supporting multiple intelligences
- Getting students to think rather than just receive
- Recaps, consolidation and revision
- Classroom language and asking questions
- Presenting models of good lesson planning
- Presenting models of good teaching
- Demo lessons / Writing a mini lesson / Giving mini lessons

(Source: Carmel Mary Coonan, 2008)
CLIL teacher training:

- Is carried out through micro-frameworks
- Is not based on a common CLIL teacher profile, and it doesn’t have it as an objective creating one that can be certified by some type of generalised qualification.
“CLIL teachers’ qualifications should be harmonized and an academic programme for CLIL designed and implemented by key European centres of expertise in this field. (...) Such a system presupposes an agreed series of objectives for the professional development of CLIL teachers, a regular assessment of achievement and a system of review.”

(Frigols 2005)
Which type of CLIL training would be advisable?

- Defining the multiple competences needed to teach through CLIL
- Designed at macro level, to allow generalisation
- Flexible, to be adaptable to each country/region specific context
- That can be used as a dialogue basis to define a common CLIL teacher profile
- In alignment with: EPL, ECFRL, Key Competences for LLL, European Qualifications Framework, allowing reflection, assessment and feedback on teaching practice
The Aim of ECML CLIL-CD

- **Address** the needs of teacher training and professional development in CLIL
- **Provide** an adaptable framework for quality training and professional development of CLIL teachers
- **Support** unification of CLIL teacher education standards across Europe
The EFCT has been developed as a macro structure to design and implement CLIL teacher capacity-building in a flexible way.
The EFCT structure

European Framework for CLIL Teacher Education

This is a framework for the professional development of CLIL teachers.

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http://www.tm.ee/clil/
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This European Framework for CLIL Teacher Education aims to provide a set of principles and ideas for designing CLIL professional development curricula. Additionally, the Framework seeks to serve as a tool for reflection. It is proposed as a conceptual lens and model, not as a prescriptive template.
Key Terminology

The definitions presented here seek to situate key terms used in the Framework within a defined scope of meaning. Where pan-European bodies have already defined terms, these definitions are given preference.
Target Professional Competences

Introduction
1. Overview
2. Personal reflection
3. CLIL fundamentals
4. Content and language awareness
5. Methodology and assessment
6. Research and evaluation
7. Learning resources and environments
8. Classroom management
9. CLIL management

Terminology

Target Professional Competences

Professional Development Modules

These are the target professional competences that the CLIL teacher is expected to acquire or further develop during the training programme.
An understanding of the core features of CLIL, and how these link with best practices in education, is central to the CLIL approach, as are building inclusive and constructive relationships with students and other stakeholders.

**CLIL teachers are able:**

a) to describe core features of the CLIL approach (definition, models, planned outcomes, methodology, driving principles) (PDC 1, 6)

b) to describe common misconceptions vis-à-vis CLIL (PDC 1, 2, 3)

c) to contextualise CLIL with respect to the school, regional and/or national curriculum (PDC 1, 4)

d) to articulate and discuss CLIL with school’s internal and external stakeholders (PDC 4, PDC 5)

e) to describe strategies for integrating CLIL and existing school ethos (PDC 4)
These descriptions summarise the contents of the modules in the European Framework for CLIL Teacher Education. Each module consists of non-sequential components and their description. These descriptions are based on, and linked to, the Target Professional Competences defined in the previous section of this publication.
1. Situating CLIL
   - Competences for the information age
   - Bi-, multi- and plurilingualism: overview
   - Bilingual education: past and present; assumptions and facts
   - CLIL contexts, models and variants
   - CLIL objectives
   - CLIL aims and objectives within a regional/national and institutional infrastructure
   - Autonomy, authenticity, agency
   - Professionalism and personal profile
     (Target Professional Competence standards: 1, 2, 4, 8)

2. Adopting action research
   - Grounded theory and cyclic learning
   - Literature review and application
   - Action research in the school context: objectives,
What the EFCT is

- Competence-based, competence-developing tool

  that

- Incorporates good practices of general pedagogy, adapting and modelling them for CLIL contexts,

  and

- Accomodates competences that teachers acquired in previous training, but can’t translate to the CLIL context
What the EFCT is NOT

- Prescriptive
- Restrictive
The European Framework for CLIL Teacher Education is intended to serve as a point of reference for providers of teacher training across Europe.

It aims to contribute to the development or enhancement of CLIL training that will support teachers in enriching their students’ learning experience.

Curriculum development is a means for building high quality CLIL programming.
Thank you!