

# **Thematic Network Project in the area of Languages**

## **Sub-project 6: Language Teacher Training and Bilingual Education**

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### **Towards the Establishment of a European Advanced Level Programme in Multilingual Education: CLIL (Masters Type)**

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# **Towards the Establishment of a European Advanced Level Programme in Multilingual Education: CLIL (Masters Type)**

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## **Introduction**

A major characteristic of Europe is its diversity of languages and cultures, and the intention is to maintain this diversity in a future unified European Community. Joint political, cultural and economic activities as well as a continuing increase in mobility across inner-European borders are bringing an increase in linguistic contact with languages other than the mother tongue, which in turn will increase the need for communicative skills in a second or third language. In view of this situation, the European Commission's White Paper on "Teaching and Learning. Towards the Learning Society" states as one of the general objectives of education in Europe "Proficiency in three Community Languages". Realizing this objective imposes requirements on language teachers and on institutions of Higher Education which give teaching qualifications. What is called for is the development of concepts and methods which will lead to quantitative and qualitative improvement in knowledge of the languages of the European Union, in order to create bilingual and multilingual European citizens.

Sub-project no. 6 (*Language-teacher training and bilingual education*) of the *Thematic Network Project in the Area of Languages* has been concerned with this issue. In its first year the project investigated the present state of language-teacher training and bilingual education in Europe and provided national reports as a kind of state-of-the-art in eleven countries. The second year was devoted to the study of examples of good practice. One important finding is that the most advantageous and promising approach seems to be the one called "Content and language integrated learning" (CLIL), which was the topic of the conferences in Lancaster (*Learning through a Foreign Language*, 17-19 August 1998), Strasbourg (CEILINK, 9-10 October 1998) and elsewhere. For the approach called "CLIL" other terms are also in use, namely "Content-based language learning/instruction", "Language-enriched subject-learning", "Language-enhanced content learning", "Immersion", "Teaching content through a foreign/second language", "Mainstream bilingual education", "Plurilingual education" or "Bilingual education".

In CLIL, the teaching and learning of foreign languages is integrated into wider educational curricula. In addition to more or less traditional preparatory and complementary language teaching, its essential characteristic is the teaching and learning of a content subject in a language which is not the mother tongue of the pupils. In the context of courses that integrate content and language, knowledge of the language is not the aim but the means of acquiring knowledge about the content subject. A foreign language is offered as a tool, and the pupils can put into practice the principle of "learning by doing". Compared to traditional, formal

language teaching, CLIL has the advantage of bringing real-life situations into the classroom and enhancing opportunities for meaningful and authentic communication. Pragmatic skills in using a foreign language are developed and the skills of interpersonal communication are broadened and strengthened. Since expressing oneself in a language other than the mother tongue is a constructive intercultural experience, CLIL also has advantageous intercultural implications and can promote the development of solidarity among the citizens of Europe by improving intercultural understanding.

The investigation of the state of language teacher training and bilingual education in the European countries carried out by the TNP Sub-project no. 6 (*Language-teacher training and bilingual education*) two years ago showed that CLIL or something like CLIL was applied as a teaching method in some of the countries but did not form part of the teacher training programmes. Meanwhile CLIL's popularity has been growing, and more and more schools are establishing "bilingual" branches, i.e. they offer selected content subjects in a language which is not the language of the pupils. Interestingly, the driving force behind this has been the schools, not institutions of Higher Education (and even less Ministries of Higher Education), which is to say that CLIL-like methods are used but that there are few qualified CLIL teachers. Because of the evident need, in various European countries institutions of Higher Education have started to establish programmes for CLIL teachers. Some of these are pre-service programmes, others in-service programmes. However, since CLIL is still an innovative approach requiring methods and teaching styles which are neither part of traditional foreign language teaching nor of non-language subject teaching, no generally accepted methodology has been developed as yet. What is needed, therefore, is cooperation between experts in the field to foster the development of an optimal CLIL methodology, define the components of an adequate CLIL teacher education programme, assess innovations of curricula accordingly, promote improvements and encourage wider application of good practice.

The *European Advanced Level Programme in Multilingual Education: CLIL (Masters Type)*, developed by the TNP Sub-project no. 6 (*Language-teacher training and bilingual education*) in its third year, is designed to meet these needs. Since it is a European programme involving in general two institutions of Higher Education in two European countries, a European dimension has been added. This aims at promoting cooperation across borders within Europe, spreading expertise and harmonizing curricula in order to qualify Euro-teachers. The following is a proposal for such a programme and its institutionalization.

## **Advanced Level Programme in Multilingual Education: CLIL (Masters Type)**

### *Aims of the Programme*

The programme in Multilingual Education: CLIL aims to give students a thorough grounding in linguistic, socio-cultural, psychological and methodological aspects of CLIL. It leads to a qualification for Euro-teachers who can teach content subjects in schools in a language which is not the language of the pupils. The programme focuses on secondary school teaching. It is aimed at students and in-service language teachers with a qualification in a content subject.

### *Admission Requirements*

The programme is open to candidates who have either a BA or comparable degree in a content subject regularly taught in secondary schools. In addition, a high level of proficiency in a CLIL language is required.

### *Course Components*

The course consists of the following modules, each module comprising 30 contact hours.

1. Language Acquisition
2. Bilingualism and Bilingual Education
3. a. Approaches to Language Teaching for CLIL (Prerequisites: Introduction to  
b. Foreign Language Teaching, Introduction to the Teaching of Content Subjects)  
c. Curriculum, Syllabus, Materials for CLIL
4. Content-subject-related Practical Language Courses (e.g. English for Special Purposes)
5. Comparative European Studies
6. a. Classroom Research Project  
b. Teaching Practice in a CLIL School

The first two modules are theoretical core modules of the programme. The module on "Language Acquisition" deals with first language acquisition and the acquisition of additional languages and their specific psycholinguistic and socio-cultural features and conditions. The module on "Bilingualism and Bilingual Education" is concerned with individual and social aspects of bilingualism and with different types of bilingual education in different parts of the world.

The third module deals with CLIL-specific aspects of teaching. The sub-module "Approaches to Language Teaching for CLIL" familiarizes students with the methodological approaches used in the CLIL classroom, especially with task-based learning and learner autonomy. It has two prerequisites, an introductory course on foreign language teaching and an introductory course on the teaching of content subjects. The latter will have to be divided into different groups of content subjects, e.g. History, Geography, Social Sciences as one group, Biology, Chemistry, Physics, Mathematics as another and Sport, the Arts and Design as a third group. The sub-module "Curriculum, Syllabus, Materials for CLIL" has a strong practical orientation. It deals with curriculum theory, syllabus design and curriculum development, and it is concerned with the development of materials for language and content-subject teaching. Key issues of this model are learning strategies and their use in the CLIL classroom.

The fourth module, "Content-subject-related Practical Language Courses", is designed to make students familiar with content-subject language specificities,

e.g. English for Special Purposes (ESP). Different courses will have to be developed for each target language and each content subject.

The fifth module, "Comparative European Studies", focuses, in most general terms, on the development of cultural awareness in a European context. It is the aim of the module to have students look, for example, at European History from different perspectives, or to enable them to analyse different teaching styles and their positive and negative outcomes.

The sixth module again consists of two parts. In the first part, "Classroom Research Project", students are required to conduct their own research project in which they collect data in a CLIL classroom and analyse and evaluate these according to a specific topic. In the second part, "Teaching Practice in a CLIL School", students spend a specified number of days in a CLIL school (depending on what is possible), where, guided by experienced CLIL teachers, they teach a certain number of lessons.

### *Duration*

For regular students the programme is designed to be studied in one calendar year, i.e. two terms or semesters plus three months devoted to writing a dissertation.

For part-time students (in-service teachers) the programme may be spread over two calendar years.

### *Evaluation*

Assessment is by coursework and a dissertation on the basis of a credit point system. The subject of the dissertation must be approved by a supervisor. The dissertation is assessed by a committee of assessors from the universities involved, and may include an external assessor.

### *European Aspect of the Programme*

The programme will be offered at selected universities of the partner countries. Ideally, the students spend the first term/semester at their home university, the second abroad, and write their dissertation at their home university. In the less-than-ideal case at least some modules must be studied at a partner university.

The programme qualifies Euro-teachers and is a step towards harmonizing educational programmes.

### *Administration*

The programme should initially be launched for a three-year trial period with a restricted number of participating universities. One of these universities should serve as the first coordinating university for the programme. At present candidates for participation are the University of Barcelona (Spain), The Vrije Universiteit in Brussels (Belgium), the University of Jyväskylä (Finland), the

University of Nottingham (Great Britain) and the University of Wuppertal (Germany).

The following administrative aspects are equivalent to those proposed for the Establishment of a University Programme at Advanced Level (Masters Type) in Applied Language Studies, which are here repeated:

The programme will be coordinated by a Board of Studies nominated from among the representatives of the participating institutions by the European Language Council. Decisions will be made on the basis of a simple majority of the members of the Board present.

The Board will be responsible for

- (a) decisions on all aspects of policy and strategies of the programme;
- (b) curriculum development;
- (c) monitoring and evaluating the programme;
- (d) decisions on the number of admissions to the programme;
- (e) advice to participating institutions on admittance procedures;
- (f) quality control;

#### *Funding*

It is necessary to have a solid funding policy for the programme.

### **A First Step: Foundation Module in Bilingual Education: CLIL**

The programme presented above is a proposal whose implementation requires that administrative and financial issues are settled in advance. Since there is already a need for qualified CLIL teachers, the TNP Sub-project no. 6 (*Language-teacher training and bilingual education*) has developed a Foundation Module which is designed to be integrated into existing programmes for those wanting to become teachers. It is a necessary condition, however, that these programmes comprise two subjects, a content subject and a foreign language.

The Foundation Module will be offered as an optional, additional qualification in a course of study combining a content subject and a foreign language. Because knowledge of learning theory, education theory, subject specific methodology, etc. are prerequisites to this module, it will be offered in the second year of the programme or later. It will also be offered to in-service teachers of a content subject and a foreign language.

The Foundation Module comprises 30 contact hours, 30 hours project work, and observation in a CLIL school. It is composed of two parts, a theoretical, taught part and a project and teaching practice part. The first part is divided into three areas: 1. Theories and Issues Underpinning CLIL; 2. Issues in CLIL Methodology and 3. Analysis for CLIL Methodology.

The first area, "Theories and Issues Underpinning CLIL", deals with second language acquisition, bilingualism and bilingual education and CLIL specific

issues. The second area, "Issues in CLIL Methodology", is more applied in nature with direct reference to classroom applications and, where possible, with reference to the theoretical parts touched on previously. All the topics dealt with must be considered from the point of view of their implications for CLIL, such as: Curriculum design and planning for CLIL, methodology for CLIL, teaching and learning techniques for CLIL, teacher and learner strategies in CLIL and the content issue in CLIL. The third area, "Analysis for CLIL Methodology", is concerned with analysis of the language of the content subject, analysis of materials, of activities, etc., and the production of materials, etc.

Essential parts of the programme are a project leading to a short dissertation and a visit or visits abroad to the country of the target language.

At several universities activities have been started to integrate an optional Foundation Module.

### **An Example: Additional-qualification Programme in Bilingual Content-subject Teaching offered at the University of Wuppertal**

At present, only a few institutions of Higher Education offer CLIL teaching programmes. One of these is the University of Wuppertal, which was the first to institutionalize such a programme in Germany.

The programme offered at the University of Wuppertal is an Additional-qualification Programme with the official name "Bilingualer Sachfachunterricht". It is offered to advanced students who study both a content subject and English or French in a regular teacher training programme. It is also offered to in-service teachers who teach both a content subject and English or French.

The Additional-qualification Programme comprises 28 contact hours per week, which is equivalent to 7 modules of about 30 hours each. There is a final 4-hour written examination and a 40-minute oral examination.

Following the view that pupils who attend CLIL classes are not only expected to acquire knowledge of the language of a partner country but also deeper understanding of its culture, the programme aims to qualify teachers in these two areas. It therefore consists of culture-oriented modules such as Comparative Literature or Comparative Cultural Studies in addition to language-oriented modules. It comprises the following components:

1. a. Bilingualism and Bilingual Education  
b. Issues in CLIL Methodology; Development of Materials for CLIL
2. a. Content-subject-related Practical Language Course  
b. Teaching Practice in a CLIL School
3. Contrastive Linguistics
4. Comparative Literature
5. Comparative Cultural Studies

6. Content Subject (Cultural Studies Oriented)
7. Period of Teaching Practice abroad

Since several of the components may be part of the programme of the content subject or the language subject of the regular programme as well, credits for up to 60% of the programme can be transferred from these studies.

An important part of the programme is the seventh module "Period of Teaching Practice abroad", which provides the students with personal experience in a country of the target language. To organize this and in order to exchange expertise on various aspects of the programme, there is close collaboration between the University of Wuppertal, represented by Dieter Wolff, the University of Nottingham, represented by Do Coyle and Phillip Hood, the IUFM de Strasbourg, represented by José Goedel and the Universiteit Utrecht, represented by Gerrit-Jan Koopman. These partner institutions are engaged in a similar enterprise.