Bilingual Education at the Faculty of Education at the University of Málaga: Getting started and the potential risks of jumping into a void

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Languages in Europe

- Linguistic panorama in Europe
  - 24 official languages,
  - approximately 60 minority languages
  - other languages spoken by the immigrants (Baetens-Beardsmore, 2015).

Communication?
A new educational approach

- Europe-wide discussion →→ how to bring **language learning excellence** into schools and colleges
- Political drive →→ **mobility** required **higher levels of language competence**
- Content and Language Integrated Learning (**CLIL**) →→ launched during **1994**

- **Improving access to additional languages**
  + **Bringing innovative practices** into the curriculum as a whole
CLIL: an educational approach

- ... which supports linguistic diversity
- ... with a strong impact on language learning
- ... dynamic and motivating
- ... which may be implemented in a variety of ways

CLIL involves the development of social, cultural, cognitive, linguistic, academic and other learning skills
CLIL: Why?
## Implementing CLIL: challenges

**Students**
- Problems to understand
- Gaps in the L2
- Poor at speaking
- Problems to learn the contents
- More work-load

**Teachers**
- Difficult to deal with the L2 naturally
- Fluency
- Answering students’ unexpected questions
- Promoting participation
- Providing scaffolding
- Providing feedback
- More work-load
- Embed L2 into daily classes
Implementing CLIL

One of the most important, and most difficult roles of the CLIL teacher is to train learners how to be independent.

- Teachers have to try to change their traditional approach, to face losing their central role. They need to pass some control over to their learners.
I’m a content teacher. How should I incorporate a focus on language in my subject teaching?

What makes CLIL language learning different from normal language learning?

How can I teach the new language if my own level is not very high?

How can I get through the whole syllabus if I have to teach language as well as content?

I already have a huge workload. Do I have to create all the materials and resources that I need?

As a subject teacher, do I need to assess students’ language?

Where can I find suitable resources at the correct level?

I already have a huge workload. Do I have to create all the materials and resources that I need?
Teachers implementing CLIL

- Once the decision to adopt CLIL has been made, all teachers involved (1) need time:
  - to review and reflect on their teaching.
  - To decide what adaptations will be needed.
  - to gain confidence to feel that one is ready and has become knowledgeable with this student-centred and interactive way of teaching.
Teachers implementing CLIL

- Once the decision to adopt CLIL has been made, all teachers involved (2) need support:
  - to review and reflect on their teaching.
  - To decide what adaptations will be needed.
  - to gain confidence to feel that one is ready and has become knowledgeable with this student-centred and interactive way of teaching.
Teachers implementing CLIL

So what *if there is no time* for those teachers involved:

- to review and reflect on their teaching.
- To decide what *adaptations* will be needed.
- to gain *confidence* to feel that one is ready and has become *knowledgeable* with this student-centred and interactive way of teaching.
Teachers implementing CLIL

• With no guidance or support
• With no previous methodological training

• Can they become aware of the specific needs?
• How can they know that they are proficient?
• Can they be truly intrinsically motivated?
Teachers implementing CLIL

- Vulnerability
- A feel that they may not be good models for the target language
- Overwhelmed
- Lack of confidence
- Lack of training
- Lost? →→→→ Demotivated?
"When a man does not know what harbour he is making for, no wind is the right one."

SENECA
How will learners feel if teachers implementing CLIL lack awareness and/or self-confidence?

Characteristics of a Good Teacher

- Expert for teaching
- Well confident
- Ability to control the class
- Well prepared prior to coming for teaching
- Patient (do not lose temper) during teaching and dealing problems.
To what extent will learners
• ... react positively?
• ... be willing to get involved?
• ... appreciate the usefulness of active learning?
• ... appreciate the potential of self-regulated learning?
• ... feel motivated?
Bilingual Education at the Faculty of Education at the University of Málaga

- Subjects taught in English during the first two academic courses:
  - Educación en Artes Plásticas y Visuales
  - Educación Musical
  - Organización Educativa de Centros
  - Desarrollo Curricular de las Artes Plásticas y Visuales
  - Didáctica de la Educación Física
  - Fundamentos de la Enseñanza de la L. Extranjera
The experience with the subject: Foundations for FL Teaching
Learners' views on the subject: Foundations for FL Teaching

1) On Methodology
2) On Classroom Management
3) On learners themselves
4) On other aspects
Yes, we can!

- Students report to have improved their English a lot in the context of ICLHE.
- Students report to have gained confidence and motivation.
- Students have raised their awareness on what learning contents through a FL means.
So now, what?
A plan for our immediate future

• In the context of an Educational Innovation Project, teachers involved have agreed:
  • Regular meetings
  • Exchange of ideas, of supporting materials, of reading texts on this field, of news, etc.
  • Talks by experts
  • Great expectations, motivation and hope!