

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

M^a Pilar Montijano



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

Teachers implementing CLIL

I'm a content teacher.
How should I
incorporate
a *focus on language*
in my subject teaching?

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

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?

What makes CLIL
language learning
different from
normal
language learning?

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

Where can I find
suitable resources
at the
correct level?



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

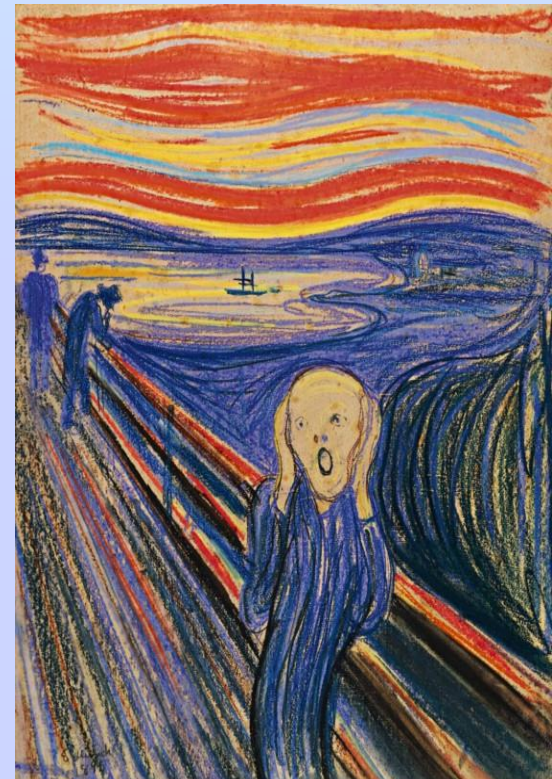
- So what **if there is no time** for those teachers involved:
 - to **review** and **reflect** on their teaching.
 - To decide what **adaptations** will be needed .
 - to gain **confidence** to feel that one is ready and has become **knowledgeable** with this student-centred and interactive way of teaching

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."*

SENTECA



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

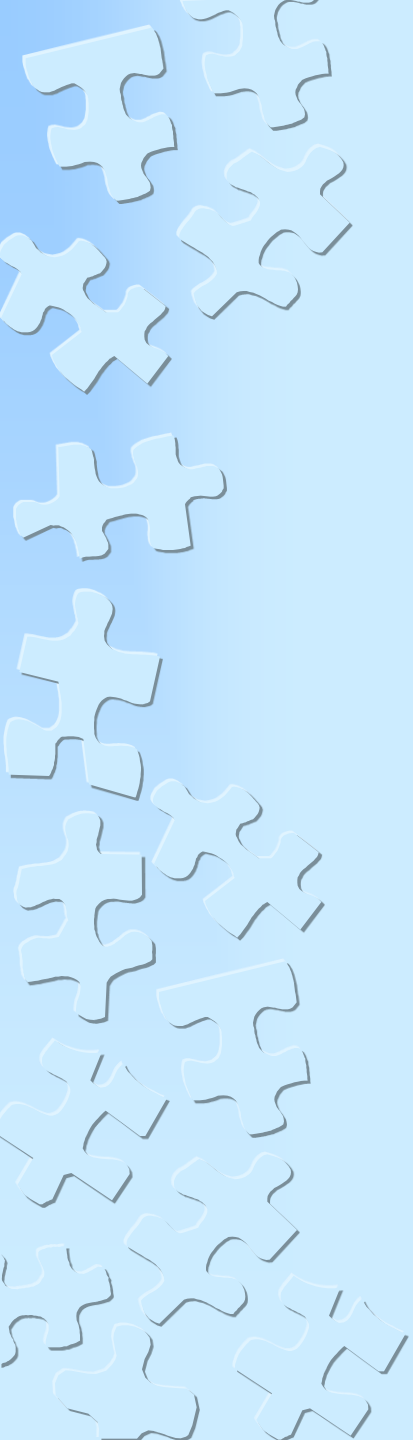


Learners' views on the subject: *Foundations for FL Teaching*

- 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!