



Universidad
Complutense
Madrid

CTEP CLIL ONLINE Seminar No.3

March 7, 2024

School of Education
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**“Teacher collaboration and Initial Teacher
Education for CLIL in Spain: an
Interdisciplinary Teaching Innovation Project”**

スペイン



<https://www.cia.gov/the-world-factbook/countries/spain/summaries>

A multilingual country



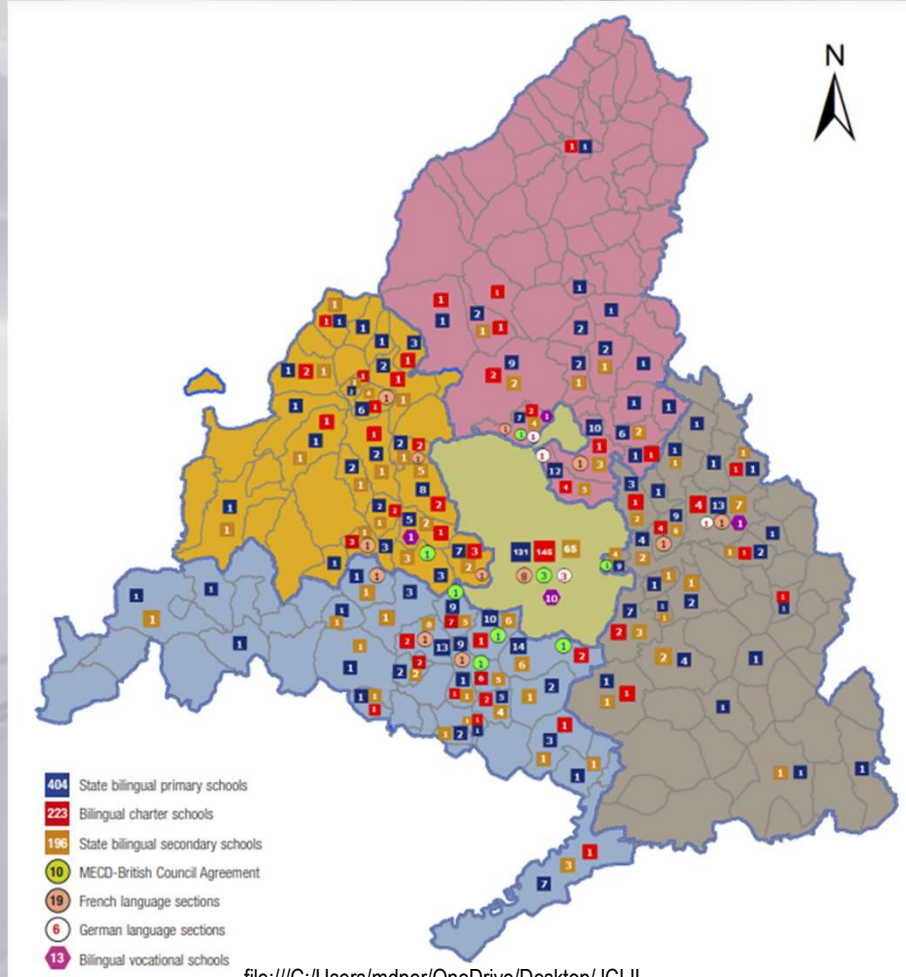
Approximately 40% of the Spanish population live in bilingual areas (Lasagabaster and Huguet, 2007).

CLIL schools in Madrid (2022-2023)

Pre-CLIL Schools (MEFP/BC): **10**
(1996-97)



State Bilingual Pre/Primary schools: **404**



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State Bilingual Secondary schools: **196**



French Language sections: 19
German language sections: 6



Bilingual Charter schools: **223**
(Charter schools funded by MEFP)

State Vocational bilingual schools: **13**

Overview of presentation

1. Complutense University of Madrid (UCM):
International dimension
2. Training and developmement of English
Medium Instruction (EMI) teachers
3. An Interdisciplinary Teaching Innovation
Project
4. Concluding remarks

1. Complutense University of Madrid (UCM): International dimension

UCM is the largest university in Spain with over 70.000 students and more than 6.000 professors. It has two campuses in Madrid. In 2007, the University Reform Law established the structure and organisation of official Spanish university studies, to adapt them to the European Higher Education Area (EHEA): <https://ehea.info/>

Following the implementation of this law the university started offering Bilingual Bachelor's Degrees (English/Spanish):

Business Administration
Economics
Law & Business Administration
Economics & International Relations

Physics
Physics & Mathematics

Computer Engineering

Psychology

Primary Education

Bilingual Bachelor's Degree in Primary Education **(Entry requirements: B2 (CEFR))**

- Bilingual Primary Education Degree Programme started in 2011-12.
- ✓ Years 1-4: more than 50% instruction in English by English and Content specialists.
- A year later (2012-2013), a specialization module for Foreign Language Major (Mención de inglés) was set up.
- ✓ Years 2-4: about 20% instruction in English, by English specialists

2. Training and development of EMI teachers at UCM

- Top down Initiatives
- Bottom up: Teaching Innovation Projects
INNOVA

Top down initiatives



Dates: 6-24 May, 2024 (30 hours)

Communication
Strategies for English-
Medium Instruction in
the International
University (INTER-COM)

<https://cfp.ucm.es/formacionprofesorado/communication-strategies-english-medium-instruction-international-university-inter-com-2>

The course is targeted at university lecturers who teach through the medium of English and have no experience in English-medium instruction.

According to the “Plan para la Internacionalización de la Docencia” the applicants need to certify a C1 level in English and, preferably, be currently teaching a subject in English.

Bottom-up: Teaching Innovation Projects (TIP)

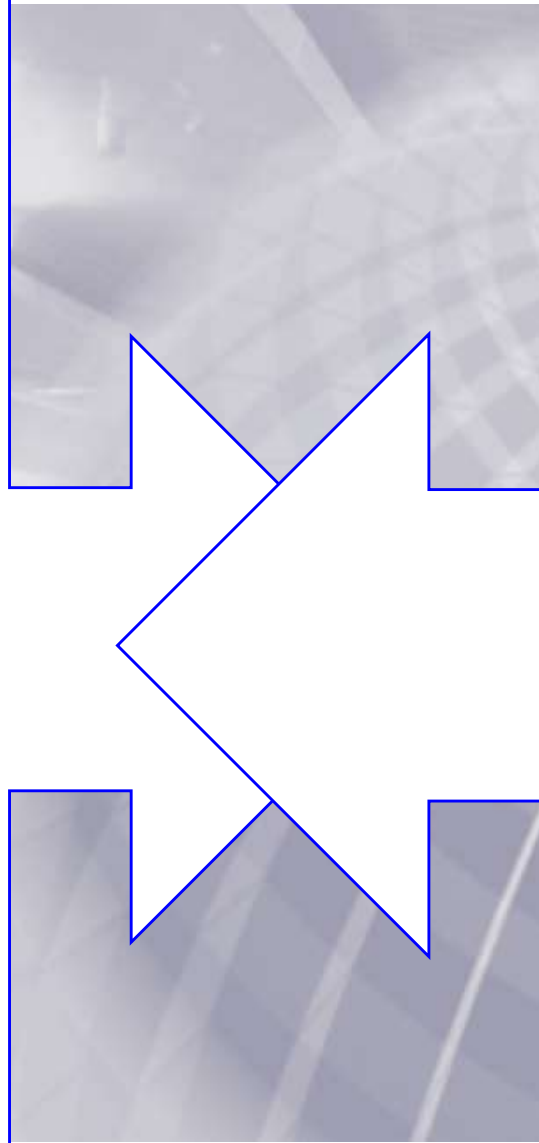
- Annual call (Vice-Rectorate for Quality)
- Teaching Innovation Projects allow Faculty funding to introduce innovation in the classroom, by working collaboratively.
- At least four UCM members (Faculty, non-Faculty members and students) and additional non-UCM members.
- The team members can only participate in one Project.

3. An Interdisciplinary Teaching Innovation: “Initial Teacher Education for CLIL”

1. Interdisciplinary teaching and learning

“Interdisciplinarity has become more central to knowledge. It should not be peripheral to teacher education” (Klein, 2002, p. 201).

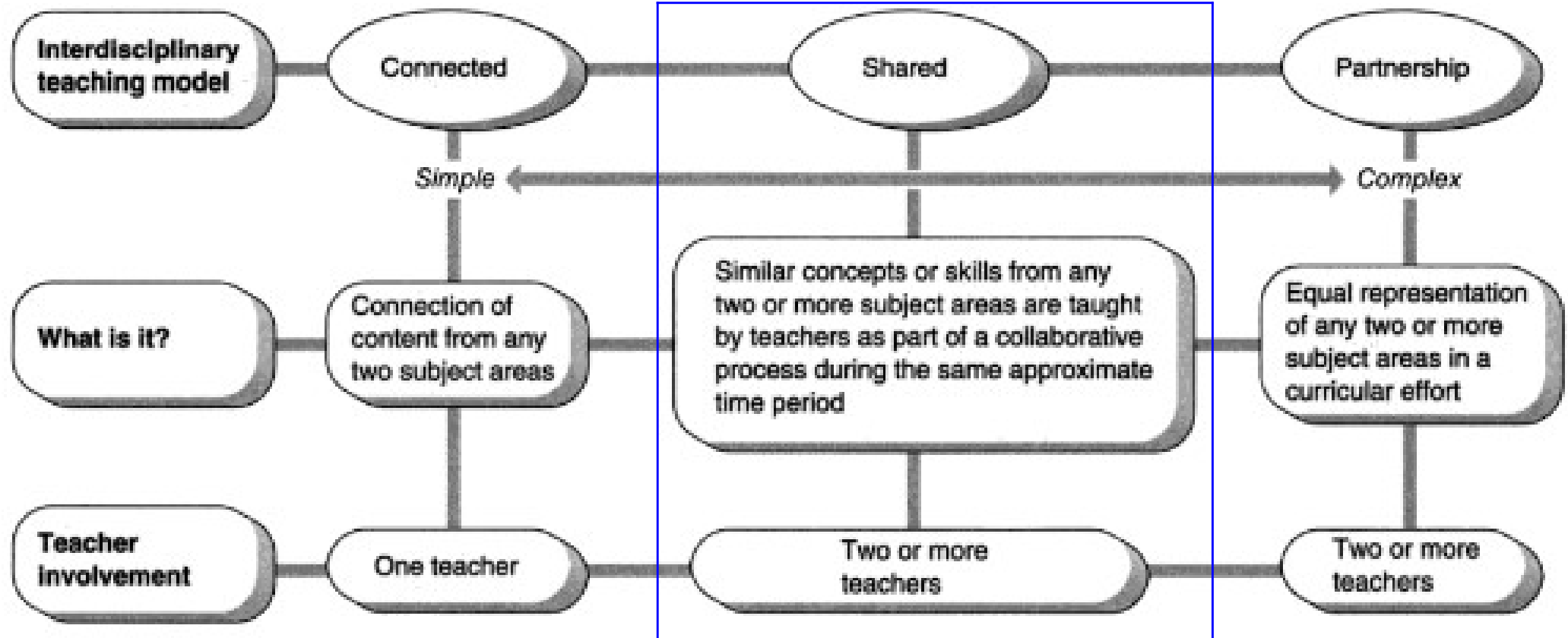
- Shared model
(Cone, Werner & Cone, 2009)



2. Teacher collaboration

“Teaching approaches in different academic subjects can vary considerably, and much can be gained through staff engaging in Interdisciplinary cooperation” (Marsh, Pavón & Frigols, 2013, p. 26)

Interdisciplinary Approaches

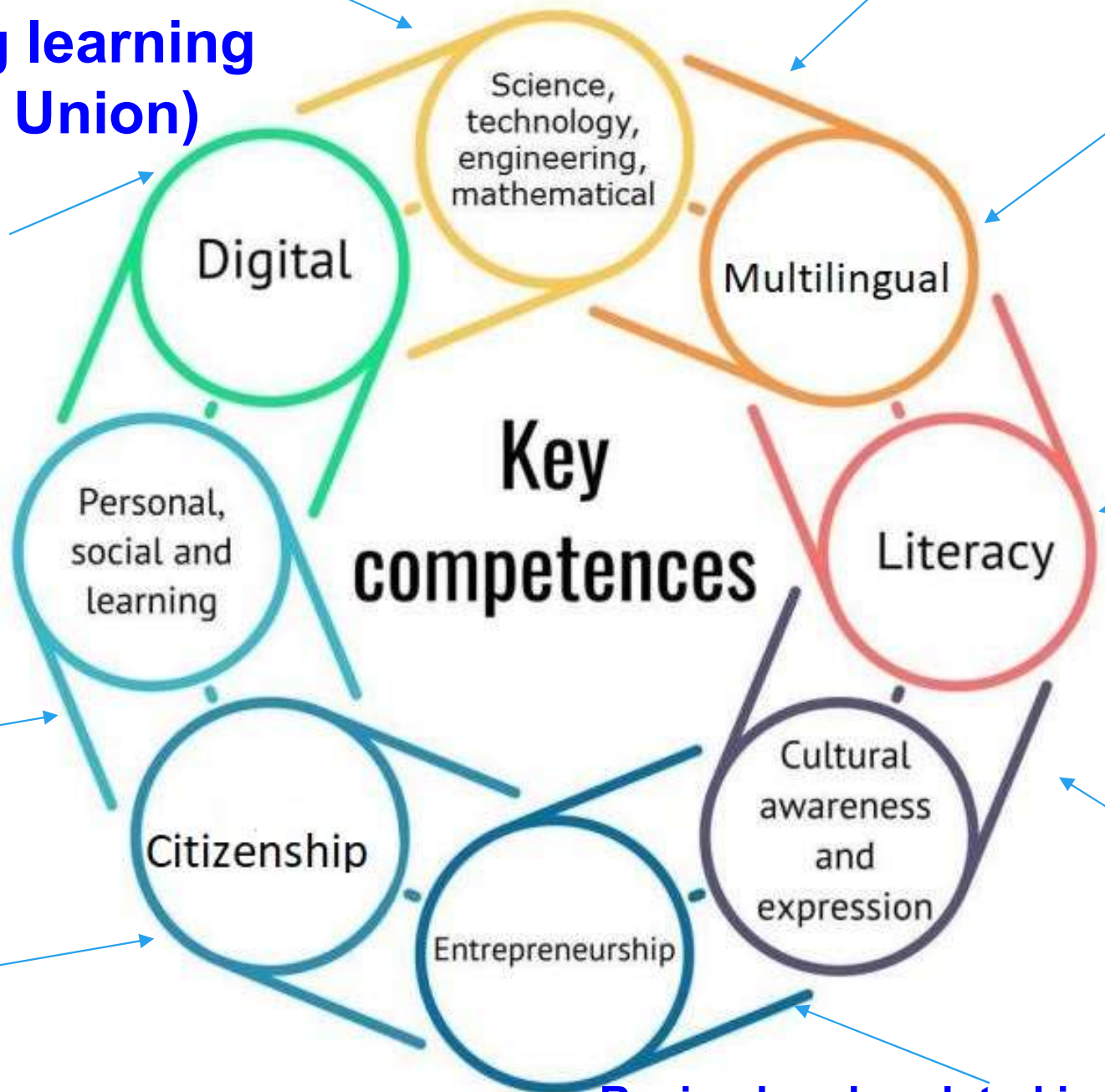


(Cone, Werner & Cone, 2009, p. 13)

TIP (2014-20): “Initial Teacher Education for CLIL” (TOPICS)



Key competences for lifelong learning (European Union)



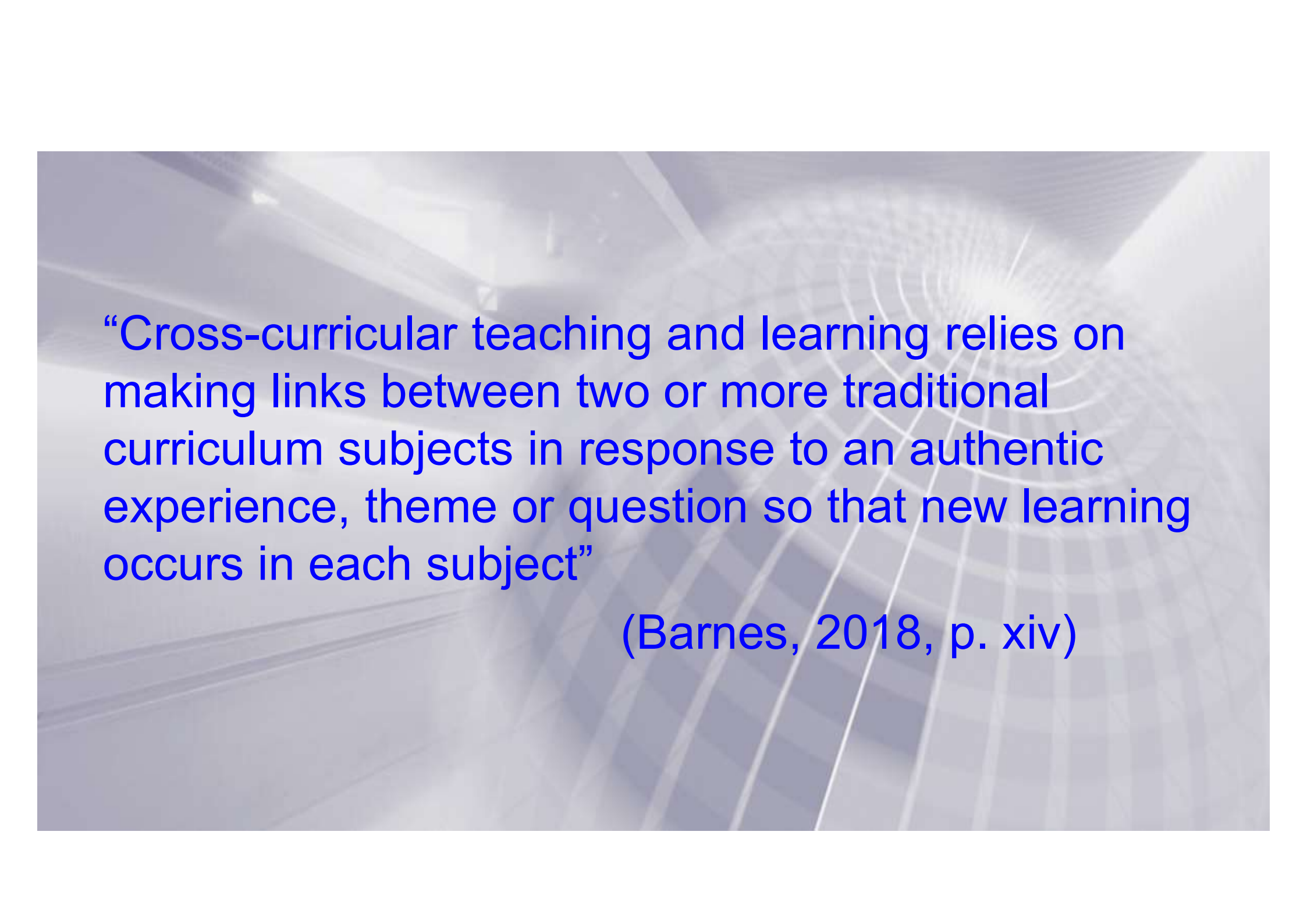
Revised and updated in May 2018

<https://kivinen.wordpress.com/2018/09/15/a-short-introduction-to-the-new-key-competences-for-lifelong-learning/>

Project Aims

- **to develop collaboration across academic disciplines** through joint planning, decision-making and reaching collective goals.
- **to grasp a fuller understanding of the CLIL approach** through the analysis and production of different cross-curricular resources and materials.
- **to team up with scholars** from other institutions to develop academic programs and joint research.

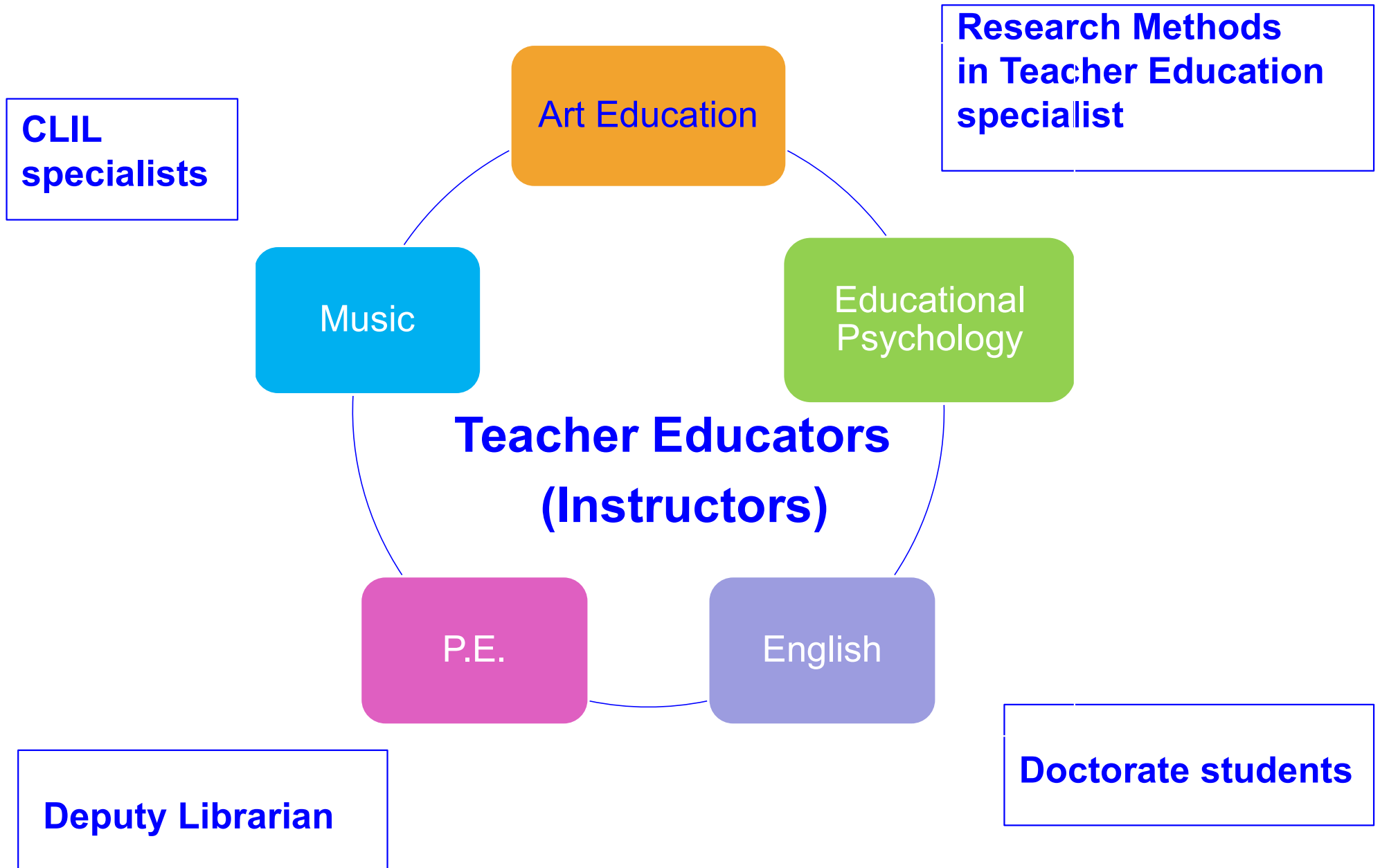
(Internationalizing Teaching and Learning)



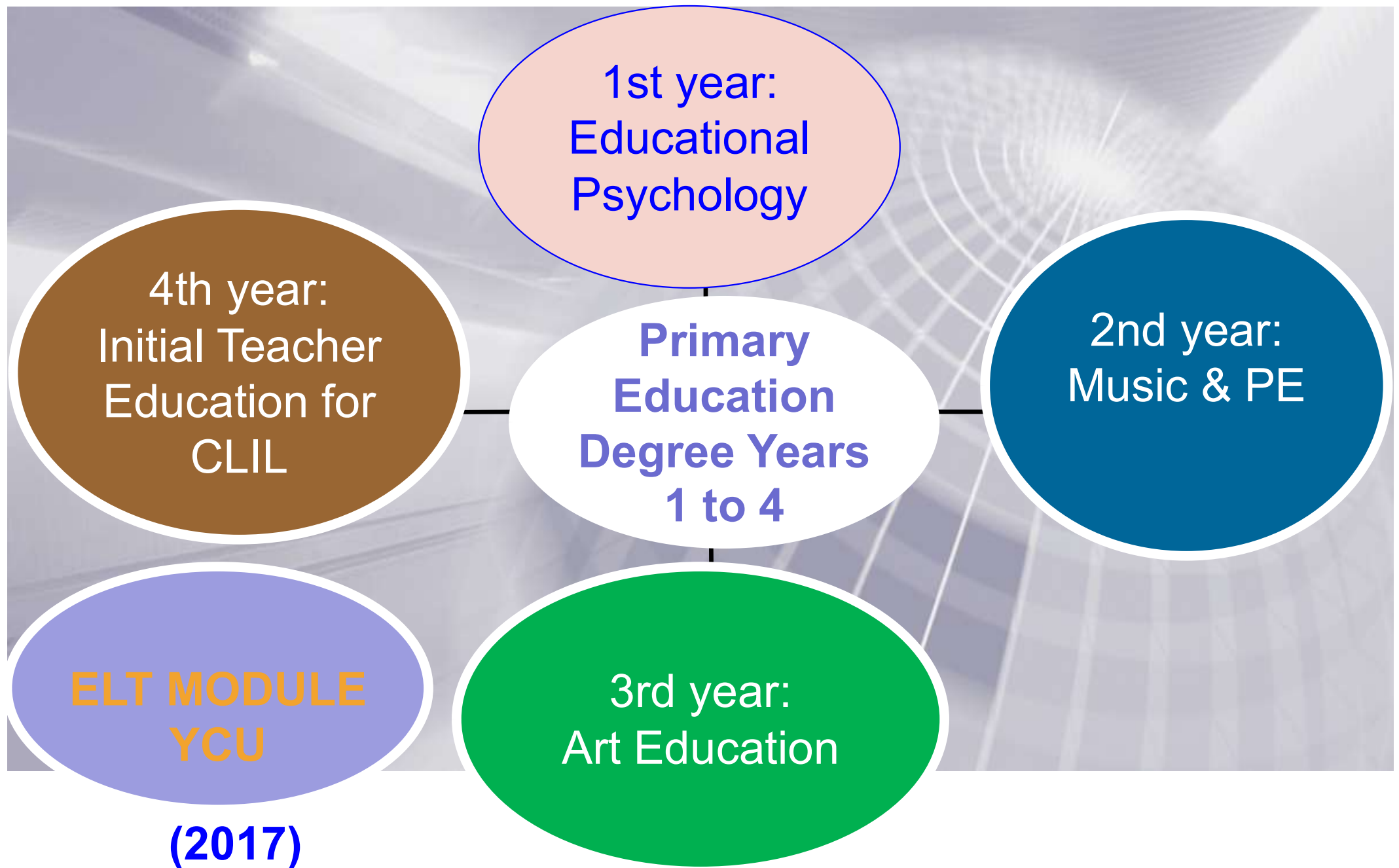
“Cross-curricular teaching and learning relies on making links between two or more traditional curriculum subjects in response to an authentic experience, theme or question so that new learning occurs in each subject”

(Barnes, 2018, p. xiv)

Project Team



English-medium subjects & groups involved in the Project at UCM/YCU



Teaching innovation projects (2014-2020)



- **PIMCD 166/2014**

“Initial Teacher Education in curricular areas that are taught through the medium of English: cross-curricular activities for Primary (Years 3 & 4)”

- **PIMCD 124/2015**

“Initial Teacher Education for CLIL: Cross-curricular activities to develop Multiple Intelligences in the Primary classroom”



2014-2015

A fantasy tale

- ✓ Shared model: three subjects are integrated through a common theme:

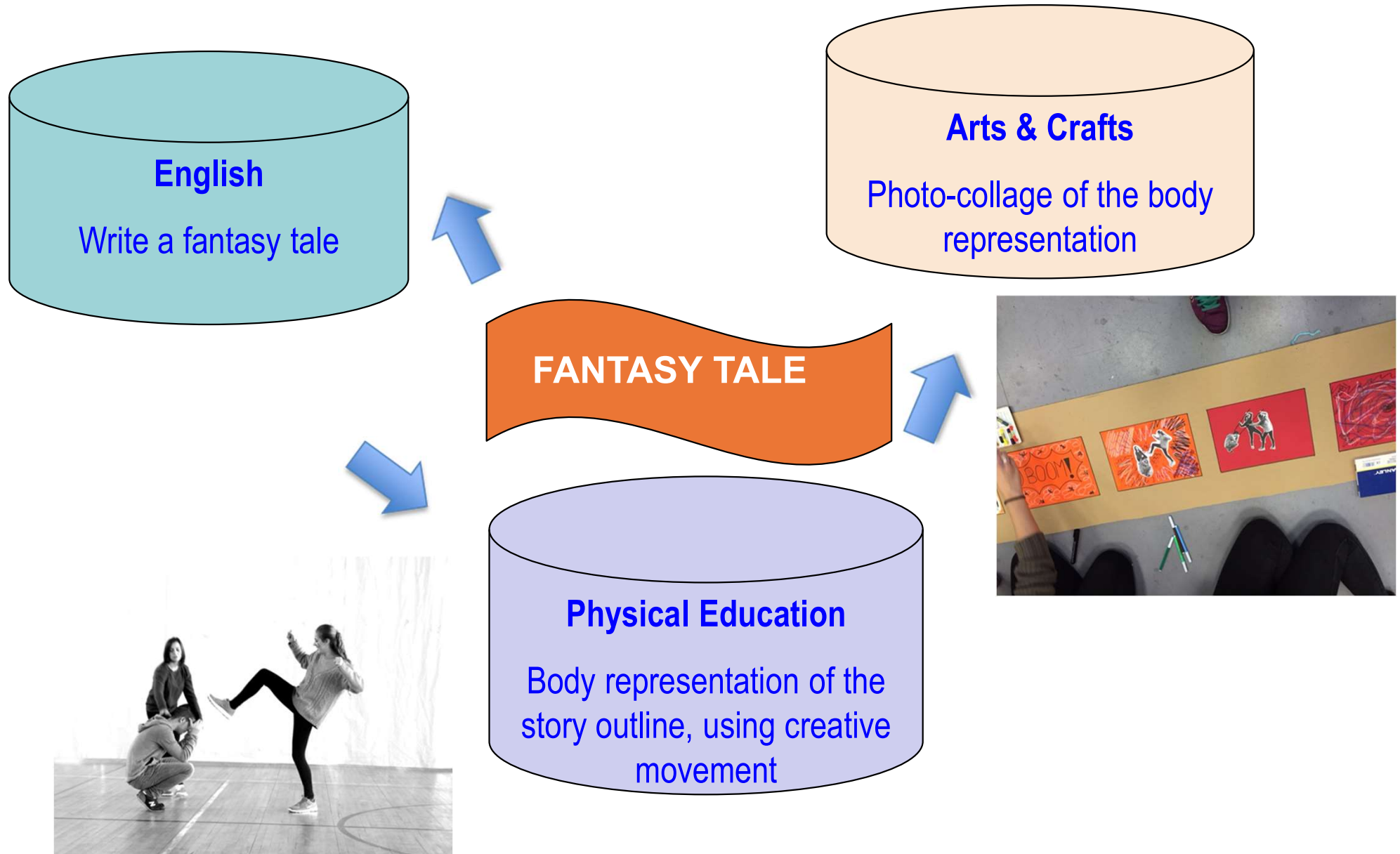


Tableau Vivant:

The Art of Creative Movement

Multiple Intelligences

The Spinners, or The Fable of Arachne.

Diego Velázquez. 1655 – 1660

Prado Museum (Madrid-Spain)

Exploring visual and kinesthetic intelligences (Donovan & Pascale, 2022)



<https://www.pinterest.com/pin/432345632955339840/>

Task: Using the characters in the picture, create a short story about what is happening and act it out.



GROUP “THE SPINNERS”

- ✓ 10 students
- ✓ Three subjects: Physical Education, Art Education & English

2015-2016



▶ **INNOVA-DOCENCIA 10/2016**

“Initial Teacher Education for CLIL: A cross-curricular approach with ICT support”

▶ **INNOVA-DOCENCIA 13/2017**

“Developing social and civic competences in Initial teacher education for CLIL: cross-curricular activities for the primary classroom”



2017-2018 *“Quilts for Social Justice”*

(Music, P.E, Art Education & English)

Child refugees in Europe: the biggest child refugee crisis since WWII

There are more child refugees in Europe than at any point since the end of the second world war. As children flee from war and disaster, borders across Europe are closing and making their journeys even more dangerous and difficult. In Greece and elsewhere, children are being stranded at refugee transit centres, unable to seek asylum or reach their families who live legally in Europe.



Art Education



P.E. & Music

▶ **INNOVA-DOCENCIA 32/2018**

“Cross-curricular activities to develop gender awareness in education”



▶ **INNOVA-DOCENCIA 47/2019**

“Cross-curricular activities to develop children’s cultural awareness and expression”



GROUP NUMBER:

GROUP MEMBERS:

Education for CLIL: Year 4 students's unit plans:

Project work was adopted for its importance in CLIL, as Salaberri & Sánchez (2012) point out:

“The comparison between the culture supported by the mother tongue and the foreign language will lead to students to relativize their beliefs, to reflect on the topics acquired and expand their cultural horizons” (p. 104)

TOPIC	
Children's Level	
<ul style="list-style-type: none"> • <u>Language aims</u> 	<ul style="list-style-type: none"> • <u>Content aims</u>
<ul style="list-style-type: none"> • <u>Other aims</u> 	
<u>Materials</u>	<u>Language</u>
<u>Getting started</u>	
<u>Project</u>	
<p>CROSS-CURRICULAR LINKS (choose any of these 5 other subject areas): SOCIAL SCIENCE, ART AND CRAFT, MUSIC, P.E., NATURAL SCIENCE, LITERACY</p>	
KEY COMPETENCES	
EVALUATION	
<ul style="list-style-type: none"> • Of language: • Of content: <p>Others:</p>	<p>(Adapted from Lauder, 2006)</p>

2018-2019 Project (Part 1)



**Educational Psychology:
Posters (Bronfenbrenner 's
Ecological Model)**

**Music: Debate about gender
inequality and musical
composition project**

**Foundations of Art
Education: A WIKI for
Spanish women artists**

As Disney films are always trying to represent that princesses are weak and they need a prince to rescue them and make them happy, we wanted to transmit an opposite message. We wrote the slogan "be your own prince" to show society that girls and women do not need any prince to rescue them.

**P.E.: Infographics on
gender stereotypes**

2018-2019 Project (Part 2)

UCM/YCU activities

- Students work in groups and are supported by their professors' construct knowledge and understanding of the subject matter.
- Develop a CLIL lesson plan in groups: a set of cross-curricular activities to develop awareness of gender and sexual diversity in the CLIL classroom.

**Initial Teacher
Education for CLIL:
Lesson plans based on
Picture books**

**ELT Module: CLIL lesson
plan + Lesson Study**

2018-2019 Project (Part 3)

Students' views on the impact of interdisciplinary teaching/learning in four disciplines

a. Satisfaction with interdisciplinary work

b. Understanding what interdisciplinary teaching/learning is

c. Intention of using interdisciplinary work in the future

d. Improving my teacher training through interdisciplinary activities

e. Better understanding of the subjects

f. Teacher collaboration has a positive effect on my training

g. Understanding connection between disciplines



■ TOTAL

■ Initial Teacher Education for CLIL (Bilingual)

■ Initial Teacher Education for CLIL (Foreign Language Major)

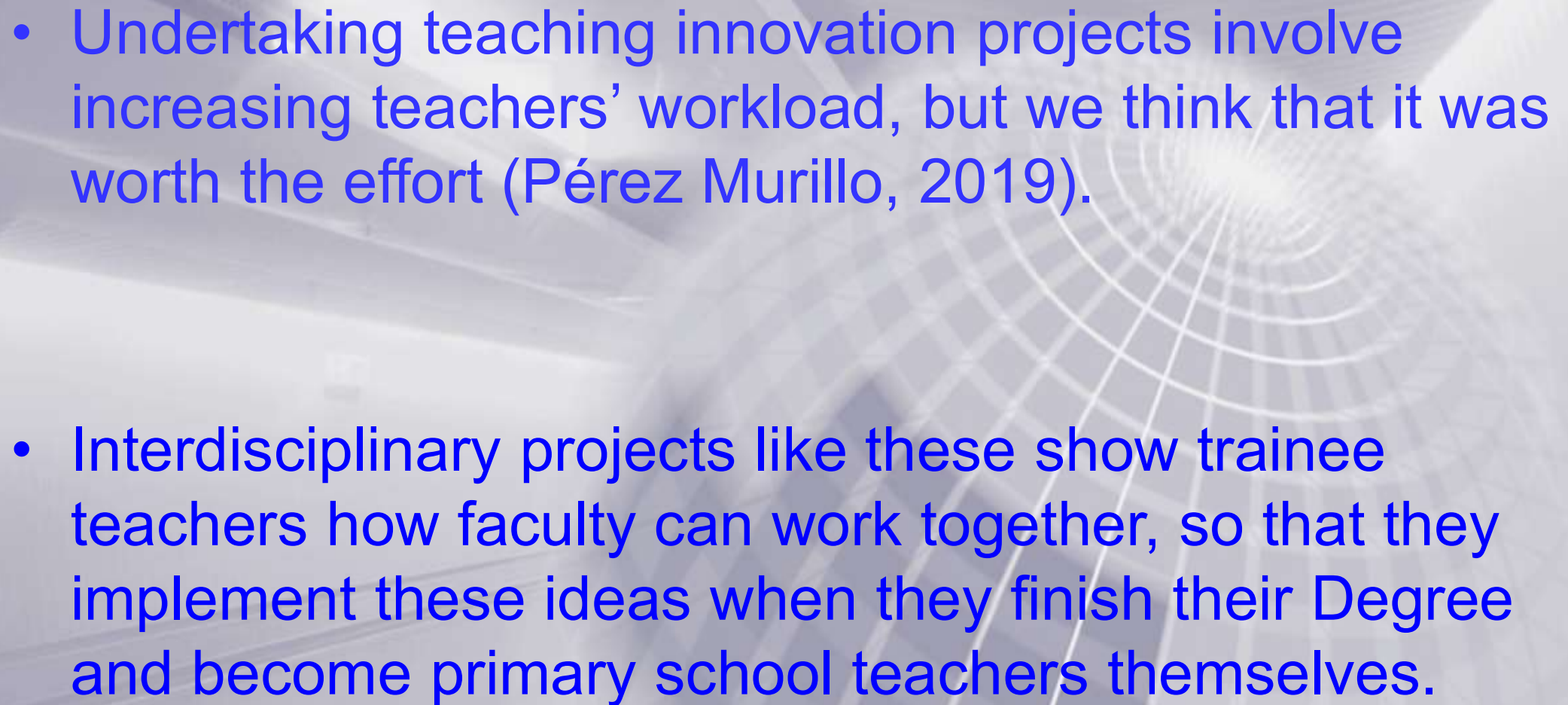
■ Art Education

■ Physical Education

■ Educational Psychology

4. Concluding remarks

- In this presentation, I have first described the courses available at UCM to support EMI teaching.
- Then, I have focused on a transnational six-year project, that addresses issues of interdisciplinary teaching/learning in English-medium subjects and teacher collaboration at the School of Education (UCM).
- The project aimed to increase the content teachers' confidence in using English in EMI classroom, together with the need of training in language teaching (Cots, 2013, O'Dowd, 2018).

- 
- Undertaking teaching innovation projects involve increasing teachers' workload, but we think that it was worth the effort (Pérez Murillo, 2019).
 - Interdisciplinary projects like these show trainee teachers how faculty can work together, so that they implement these ideas when they finish their Degree and become primary school teachers themselves.

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ありがとうございます

Eskerrik asko

Gràcies

Graciñas

¡Gracias!

Thank you!