

Caracterització de les pràctiques docents en  
AICLE: Una recerca en acció per a un  
ensenyament-aprenentatge integrat de  
continguts i llengua estrangera més efectiu.

"Práctica Docente Efectiva AICLE"

*Interviews' transcriptions*

Carme Florit Ballester

Llicència A

Curs 2009-2010

## Table of Contents

Roser Nebot, La Garriga, IES Manuel de Blancafort, September 22nd 2009 .....	3
Florià Belinchón, Escola Pràctiques I, Lleida, October 7 <sup>th</sup> 2009 .....	4
Javier Muro, IES Vilatzara, Vilassar de Mar, 15 <sup>th</sup> October 2009.....	6
Carolina González, CEIP El Turó, Montcada i Reixac, 28th October 2009.....	8
Mia Victori - UAB English Department - February 11 <sup>th</sup> 2010 .....	10
Isabel Palomares, Escola Isaac Peral, Terrassa. November 27 <sup>th</sup> 2009.....	11
Maria del Mar Tort - Escola d'Hosteleria i Turisme de Barcelona - October 5 <sup>th</sup> 2009 .....	13
Patricia Santander - Escola Santa Susanna - February 25 <sup>th</sup> 2010 .....	14
Manel Piñeiro - Escola Els Secallets, Comarruga, El Vendrell - March 5 <sup>th</sup> 2010.....	15
Imma Romero - Institut La Segarra, Cervera - April 7th 2010 .....	16
Lidia Barreiro - Institut La Provençana, Hospitalet de Llobregat - October 14 <sup>th</sup> 2009 .....	19
Lauretta d'Angelo – Milano, Italy – January 28 <sup>th</sup> 2010.....	21
Natàlia Maldonado, Department of Education, CIREL – March 1 <sup>st</sup> 2010.....	22
Pilar Olivares - Department of Education, Carrer Casp - March 1 <sup>st</sup> 2010.....	25
Teresa Navés – UB, English Department - May 28th 2010 .....	28

**Roser Nebot, La Garriga, IES Manuel de Blancafort, September 22nd 2009**

The problem is, for me, to make them to talk to me and then the other problem is that my students ask a lot of questions when we do the class in Catalan, there are lots of questions and when I do the class in English, last year, I begun to do the class in English, everything in English in the second of ESO. I knew them from the year before so that's good and then we had confidence in each other but they were like, and then one day I said okay I can't bear that and one day I said now in Catalan and all the questions arose there no? So what I would like to find is a way for them to be confident to ask questions in English and, I don't know, that's what I would like to learn.

I'd like to know how to encourage them to talk because they are shy. The problem with the younger ones is that they are shy they don't want to make mistakes. And even with the people who know a lot of English because they don't want to show in front of the others sometimes.

Spontaneous talking is lacking.

Help me to find the ways for them to interact more with me.

My materials are, in general, the same that I do in Catalan, that's my problem.

I would like them to ask more things and participate more.

They are expected to do exactly the same.

**Florià Belinchón, Escola Pràctiques I, Lleida, October 7<sup>th</sup> 2009**

The materials you find on the internet or the books you find abroad, the units we have in our curriculum are quite different so it's difficult to find the right materials, for example, human reproduction in 5th level is something that is very difficult to find in GB or in America, you need all materials about that, about this specific topic.

In Nottingham, we had time to take a break in our work, in jobs, and have some time to study, to reflect in the methodologies we need to use.

I tend to use posters, grids, a reference to construct the sentence, but when it is something personal, I say "Let's try to say it in Catalan" and then I try to translate it into English. When they really need Catalan for understanding, if that helps to understand what's going on, it's ok then to use Catalan.

Content is important, so if I want them to get to the content in a perfect way, in a normal way, I want them to understand things and they need 10% of a sentence in Catalan, or a situation in Catalan, why not, and then I try to compensate helping them translating it into English.

Motivational activities, activities that motivate them (games with the interactive whiteboard, games, things they have to relate or memory games) help them to use English because they need it to keep on working, and obviously scaffolding, but this is more guided, I do believe they understand English, I try to be fluent, I don't care that much, things are going.

Gathering resources from everywhere to make a unit because making what we did in Nottingham for 10 lessons, it's impossible, so if there are plenty of amazing things, worksheets, power point presentations, and websites, why don't use them? I've got books from GB or USA (Amazon.com), I have a blog, I print worksheets from websites, picking and choosing things from everywhere creating a unit, I adapt what I need to be adapted but the rest is fine, more worksheets are perfect. (Materials from Key Stage 1 are good to adapt to our Key Stage 3).

The good thing about CLIL is that it changes all, it changes the way of thinking, it changes the methodology, so when I was doing Naturals in Catalan this following the book giving them some instructions, why don't we do Naturals in Catalan with the CLIL Methodology? I tried it; we did activities with the laptop, interactive board...

It gives the opportunity to use many resources; it opens your mind because you are learning in another language.

If we do the same content in Catalan, the content would be deeper, because of the restriction of the language.

Main one for me is the lack of mastery in structures and vocabulary the pupils have, I don't know if we have to change the methodology to adapt it to CLIL or the other way round, but children, most of the time, they go like "I don't understand, it's difficult".

Finding materials it's difficult as well, we have the websites and all that, but it's difficult because we have to choose the appropriate content with the appropriate vocabulary.

After school you keep on working in your house and that's a never ending story, and it's horrible, lots and lots of work.

They are over-excited, they love the interactive whiteboard, they love the power point presentations, they are motivated, but spontaneous language is missing because I teach them how to ask questions before starting, but it's difficult for them to use it, to review with them every day.

Let's compare the same lesson in Catalan or in English it takes double time to develop it in English than in Catalan, it takes time because you have to scaffold the language.

In English, lessons are more time consuming and you get tired, because you can explain in Catalan, they understand every single thing you say, they do activity 1 and 2 and then you can

have 5 minutes, 10 minutes break, you don't have to explain that much, but with CLIL it's impossible, there is always a feedback, "can you help me with this, I don't understand" they need you.

There are some students that understand everything, maybe because they pay more attention, they need double attention, but it's difficult, they are not used of this way of working, sometimes you think is that what they want is worksheet, worksheet, worksheet, they are more used to the traditional way, they are not used to listen, speak, change grouping.

Yes, I prepare different activities when I teach in CLIL. Planning is very important but sometimes it is not possible to do a great, great plan, because I need more time to plan perfectly well. You always need to plan but not that much if you teach in Catalan, because you need to create it, you have to add it, all the scaffolding, language of learning, the language the teacher will need...

CLIL changes it all; it's a very big challenge.

**Javier Muro, IES Vilatzara, Vilassar de Mar, 15<sup>th</sup> October 2009**

CLIL in IES Vilatzara.

CLIL optional subject in 3<sup>rd</sup> of ESO, Classical Sculpture.

CLIL optional subject in 2<sup>nd</sup> of ESO, Classical Mythology.

CLIL some activities in Chemistry in 4<sup>th</sup> of ESO

Some little activities in 2<sup>nd</sup> of Batxillerat in English, like short films, some commentaries in English.

Teachers of non linguistic subjects are not very well prepared for teaching in English. There is a lack of preparation, a lack of training, in this issue; I think the Department should give us more training in this language.

I went to Nottingham because I thought it was maybe the best opportunity for learning English, this is the real truth, this was my main goal for Nottingham, but when I arrived there I noticed, I realized that the methodology they were explaining to us was very interesting, and was suitable for our way of learning and teaching not just in CLIL but in Catalan or in Spanish, and then I realized it was a significant shift of point of view because we here in secondary level, we are very focused on information always, on information provided by the teacher, and then I realized that sometimes they can learn more if we change the point of view and we put the centre in our students, in what they need, in what they want, and then it was very interesting for me because I realized it was an interesting methodology.

When you teach in CLIL the student is the centre of the working and you have to think always about what they need and it is easier for them to learn the subject, and it is a more interactive way of teaching and learning and they are more interested in learning when you use an interactive methodology.

Scaffolding is a very interesting issue because you can apply it to other subjects, for instance in Catalan or Spanish classes; you can use it in the mainstream classrooms you can provide scaffolding it's the same when you talk about basic skills.

It's an extremely slow methodology, you have to go step by step, and this is one of the problems.

The other problem is there is a clear lack of materials.

Another problem is our fluency in English, and when I say our fluency I mean teachers and students.

What to do with the mother tongue in CLIL classes? Can we say anything in Catalan or in Spanish? I think that there are two moments when I have to use Catalan: one is when I need it to deal with classroom management, there are some moments when I have to be more clear and say "STOP" and you have to say something in Catalan; and then according to the fact that the main aim is the subject, the content, sometimes it is more important that they understand the meaning, the content, sometimes they have to use Catalan because I think they have to understand what they are talking about, because it is more important to understand the content, they can use Catalan but the final product is always in English, because they can't do it in English.

Talking in English is always one of the main problems, when you prepare exercises for the students, writing exercises or reading exercises are always very easy to prepare, but when you have to create an exercise where they have to talk, this is one of the more difficult things I have found in CLIL methodology.

They can learn the same content but in a slow way, in a very slow way, in fact an idea that I explain in 2 minutes in Catalan, it can take 25 minutes in English, but they can learn in English, the idea is that they can learn spending more time.

It's interesting to use the ICT because they are more interested on doing it, and it's the first step in the unit because they have to create a Museum and they have to give a longer presentation explaining the Museum, the reasons why and this is the first step for this.

The first time I implemented the materials I realized that I needed more activities about talking, and then I introduced, I created new activities for talking, because I realized there was a lack of activities in this way.

Yes, I create my own materials when I teach in Catalan, for instance this course I created two Moodle courses with the collaboration of my wife, because we work together, then we have created a Moodle course with exercises, with information, a power point... In history, in 2<sup>nd</sup> of Batxillerat, we use a text book, but we have created the Moodle because we share the book and the Moodle. But in Art History, we just use the Moodle, we have prepared a commentary based on the Art works, the power point presentation, exercises ...

Do you think the way you teach in Catalan has changed with the way you taught before? Yes because as I said before, I realized that the CLIL methodology was related with the skills, the idea of scaffolding when using CLIL I realized I could use it in Catalan in my Batxillerat classes, then I provide them patterns for describing an Art work, and then we assess the exercise in a cooperative learning with the criteria and they can share the information or they can learn with the wrong or the mistakes of their colleagues.

The main problem is not to understand what I'm trying to say, the main problem is to create something or the main problem is that some of them they don't know anything in English, they can't use English (I'm talking about third of ESO). Some of them have serious problems using English, so this is the main problem that they have. They know what to say but they can't do it in English. I have now 12 or 13 students in this optional subject, I think that 3 or 4 of them can use English good enough, but another 4 can use English with a clear meaning, and there are maybe 3 of them that they can't use English.

I would like to criticize a little bit the organization of CLIL here in Catalonia. I think that the first year, when I began to work with CLIL, I got a very good training in CLIL in Nottingham, but the second and the third year, I felt or I feel a little bit abandoned. I'm working with my students and nobody knows (well, just you) what happens in my classroom (and your head teacher...?). Nobody knows what is happening there, nobody knows if it is a successful way of teaching or not, nobody knows anything, and I think we should create an agreement between the Department of Education and the teachers involved, and the Department of Education should say "I'm going to give you a good CLIL training and you are going to give me good materials", (this is the first point because you did it, you have training...) not but in 3 years, not 3 months, 3 years, I'm going to give you good training for teaching, you are going to learn English, more than in EOI, with the British Council or another institution, I'm going to give you good English classes during 3 years, I'm going to give you a CLIL training methodology in 3 years, and you, your agreement, your commitment is to work in a workshop of teachers preparing materials of your subject according to some guidelines we are going to give you. Here we have 2 problems: the lack of materials and the lack of training. It's not enough 3 months in Nottingham, it's very good but it's not enough. So I think this is my criticism about this. There is not a real plan about the CLIL implementation in Catalonia, they are more interested in saying "we have 55 high schools or secondary schools implementing CLIL methodology" but nobody knows what's happening. I can do what I want and they spent a lot of money with me in Nottingham but I can do what I want, because it's easier this way than to prepare a plan, to have clear guidelines, to decide who is the responsible of this, which is the last result, the final product of all this, maybe next year we finish the PELE, and that's all, write a report and that's all, maybe nobody is going to read... Now here there are 5 social science teachers, you are going to work together and you are going to prepare 5 lessons about the first of ESO, and these materials are going to be useful for the new teachers trying to start the CLIL implementation.

**Carolina González, CEIP El Turó, Montcada i Reixac, 28th October 2009**

For third graders (primary), it is very difficult to start a topic in English, different from the English class, because in the English class the dynamics is different because you have the flashcards, and they are used to it, because they've been doing it since they were four, so they know, the rhythm of the class, what they are supposed to do, and what the teacher is supposed to do, but with science is different, because yes, you can present them a power point, and you can show them pictures, and you can get them in group to do some work together, but some of the activities (are they very difficult, do you think? And what kind of activities?) until they get used to this kind of activities, they have a lot of problems. (And what kind of activities you find for them to be the most difficult ones?) Well, to start with, to have a piece of paper in front of them and you know, draw two lines to make a pie chart or to copy something from the blackboard, difficult.

(Would you say it would be difficult even when conducted in Catalan?) No, because the language is the handicap (because to say just draw a line with the ruler) it is a different vocabulary the one they are used to listen to like "open your books", "close your books", "what day is today" this is the language they've been listening for 4 years, and now it's completely different, because everything... sometimes I speak in Catalan, I have to recognize it, to admit this, because I prefer to say it and then they do it than spending most of the class repeating the same thing and trying, or I say it in English and in Catalan, and gradually I only speak in English, but sometimes it's very difficult, the language is very difficult. Sixth graders is different, and the other thing is they are still, the little ones, sixth graders they have more autonomy, they are more used, they have been doing it for one year.

And from the content point of view? From the content, we tried to choose those topics that have a visual part, and hands on sort of way, where you can experiment, like plants.

How many teachers are involved? Basically it's me, apart from the Music teacher (she is teaching a unit she created in Norwich).

Not all the students are doing CLIL, we have some pupils which they are absent, they don't come to school regularly, and when they come they are completely lost. With 5<sup>th</sup> graders, then the tutor take them out of the classroom, and works with them with Catalan and Maths. About the rest, with some of them I try to help them, or I prepare them a different activity (she tells us a case of a specific student with pre-school level). But for the rest, I do the CLIL activities with all of them together with the 25 or 23 we've got...

Can you give an idea about of sort of questions do you ask them? They are in different kind. At the beginning the questions are literal, and then they are supposed to give more their opinion and what they think, what they think it will happen, and this is very difficult, because I think teachers we tend to only ask literal questions, and this is why when they do texts for reading comprehension, they don't understand nothing at all, and I want to do this also in my English lessons because this is something we have to do all the teachers, not only CLIL, everyone should do this, and we should prepare our questions before doing the activity.

In which language do they tend to talk? It depends on the activity. Some activities are with a frame or visual help and they talk in English, but when they are doing a poster, putting a picture here or copying the text, they speak in Catalan, because for the moment most of them are only capable of answer with short sentences or only words, for example third graders words, fourth graders words, and sometimes they mix Catalan and English, so for me it's ok.

For me it is very important that they understand what I'm saying, and the vocabulary they know they say it in English, but if they don't know how to explain something, they can say it Catalan, because I want them to speak and to tell me things they know, otherwise they will be quiet.

The English is increasing, so they have more hours of English every day, and the other thing is that they are actually learning something, a topic, different from the usual topics, like clothes, that is a list of words and maybe you have some chunks of language, but here they are learning a topic, which is also related to some cultural fact, it may be related to their own experience, and they also can manipulate, well I think both things could be teaching the same way, and not only English and Science, all the subjects in general, because I think we tend to use the books a lot and we should be doing more experimenting.



The participation of parents is very low in my school and about pupils, they like it. For the young ones it is very difficult to get in the rhythm of the lesson, but gradually last year I saw a change between the first term and the second term, and I hope this year will be the same, and with the older ones, very good. They are older and they are more autonomous, they are more able to do things and they know more English and the language. It helps a lot that they understand English better.

With the little ones, I'm not teaching the same content that if I were doing it in Catalan, I don't think so. This is why I chose topics that can be repeated in the following year.

One of the main problems is understanding, they don't understand what I'm asking them to do, the other thing is about them speaking, because when the activity is really guided, they know what to say because they have it written on then paper or written on the blackboard, they know how to say it, but when they have to speak freely, Catalan, or as I said before, they mix both languages.

Do you use any recordings in your CLIL classes?

Do you think that this type of special activities would be done if the class was conducted in Catalan?

Do you teach grammar when you are in your CLIL lessons?

Do you collaborate with the content teacher to make some kind of reinforcement of the content you teach in English (by reading something related or any other kind of activities)?

Do you think that your CLIL lessons are fostering learners' autonomy?

The percentage of hands on activities is the same when you are teaching in CLIL or in Catalan?

It is a problem of pupils, students, which are not used to do this type of activities.

Yes, I think it takes more time, it is very slowly, we revise what we have done the previous day, every day I introduce little information and little things, very slowly, because otherwise...I have time to do it, and as far as they learn what we do it's ok with me.

I probably not have prepared the same kind of activities if I was teaching Science in Catalan, at least I wouldn't have used power points, that's for sure. And also because we have the information from Nottingham, because when you know it you can do it this way, I think the things we were taught in Nottingham are useful, it changes a little bit your mind and useful for all the teachers, not only for CLIL teachers.

**Mia Victori - UAB English Department - February 11<sup>th</sup> 2010**

That, to me, it's the main problem, it's one of the main problems, the way that CLIL is implemented in our country. There is no systematisation, that's why I said it depends on the teacher, it depends, you know, do we have at this school a teacher who is available, who has a good command of English and it's able to do it, it's willing to do it, yes? We start, and if the teacher continues there is CLIL at school but if the teacher moves, there is no more CLIL.

She complained (this teacher at my kids' school) when I interviewed her at the end of the course, at the beginning she was enthusiastic, she had showed me the materials and the books, but at the end of the course she mentioned she was exhausted, specially the first semester she was able to do lots of things, but then as the time went by and she realized she had to spend so much time, then the activities she did in the class were a kind of less and less and less, or less stimulating, because she didn't find the time to do it, and that was one of the main complaints she had, and I know by talking to other teachers they mention the same thing, now the good thing is that every time you can find more and more materials on the internet, but still you have to spend time. That's still one of the major problems.

I also think that one of the main problems is that there is no coordination between the language teachers and the content teachers, the content teacher is the one who is doing that but with no help of the language teachers.

About the content, that's one of the main fears, teachers do not take the CLIL approach because of this fear. Theoretically, the level must be the same, following some research I've read.

We want to do the follow up, there are not much studies or much research, and this is why we want to do a follow up study.

CLIL slows the process a little bit, if students understand you, they should be able to get the same level, the same knowledge. When I've been talking with other university teachers and I have asked them "do you think they will have problems in understanding if you do it in English?" They tell me they have problems understanding it in Catalan, but also when they do it in English, they say that students pay more attention on the way they say things, because it is in a foreign language.

**Isabel Palomares, Escola Isaac Peral, Terrassa. November 27<sup>th</sup> 2009.**

CLIL is implemented through Arts and Crafts from 3rd grade to 6th grade from 2006.

I don't work in collaboration with other teachers for the PELE project. I'm the only one teaching English at the school. I planned the English language with the pre-school tutors, but only at this level. I decide the Arts and Crafts curriculum. Sometimes I work in collaboration with the Maths teacher, for example, to ask about what shapes or level of Geometry they are doing, but this is only in specific moments. When I prepare the course is when I decide the topic, the level of the topic, I talk with some content teachers sometimes to agree on some specific topics, but that's all. Everybody (students) is doing CLIL at the school.

*Spontaneous talking*

I'm worried about this, yes, because when doing a subject in English the immediate result is that you hear students saying words in English, the basic words you can hear them saying are in English, but not in sentences or conversations between them when they are working in small groups or pair work, they speak in Catalan and you have to tell them "Speak in English, try it". I don't want to force at that point, I can see that they are not happy, they feel the subject like a heavy work. Spontaneous talking is not there, it's artificial, I notice that what is spontaneous is the basic words because I repeat thousand times, at the end they say that word in English and they have integrated them completely, but they do not say a discourse, long sentences or a conversation.

The ones that try to speak in English are only four or five in every class, it's a small group of students. I can't see a great amount of speaking throughout the years.

*At about the level of understanding*

I think that the level of the language is hard for the general class, they usually say *I don't understand, What does it mean*, or they say sentences that I can see that they are not following me. If I speak like a telegraph they might understand me but if I use long sentences or a speech, most of them they get out of understanding, then I speak slowly, very simple, repeating. Then they understand me and the instructions because there is a visual support or I do something, the first example or first steps, and we do the activity at the same time, so *you model the activity*.

I use the materials I produced in Nottingham and other materials that are in the CIREL website I often use them. Sometimes I make a mixture with materials I found and my own materials. I re-created the materials because I have to arrange some things, for example if a unit has too much language, I have to change it a little bit because students get tired of such an amount of language, they get fed up, they are doing Arts and Crafts, they claim *Are we doing Art or language?* and because they want to draw and paint or cut and then I cut some language activities.

*Different materials:*

It would be different because some steps would not be needed to be explained. It has to be different, the materials created for CLIL must be different because of the language.

*Added value of CLIL*

It allows to speak with the language that are you learning, so it's a live language, it's used for a real purpose, it is not artificial, it's a real situation. And they get forced to make an extra effort for understanding and to trying to speak.

*Content*

Yes, the content must be the same. I try to do the same, in general, but then topic by topic, perhaps I can't develop as much as I could do if it was in Catalan. For example, I remember now about perspective, I taught perspective from one point of view, perhaps if it had been in Catalan, I could had done two points of view, but I never taught this topic in Catalan, so I don't know, it's an impression. But maybe colouring or painting, there are some feelings in Art that they are very difficult to be expressed in English, they have more vocabulary in L1, then the expression is very guided with a group of words that they use, but with limits, restricted to the words they know. They use words I provide them but it is not spontaneous.

The basic content yes, I'm teaching the basic content, because the difficulties of the language.

*Basic problems*

Discipline because of the place where we go to do the Arts and Crafts lessons, it's a different place with moving tables of six students and they feel like if it was a party, and they get excited and they do not behave so well. Then sometimes I have to change and we stay in their own class where they seat in rows and facing the blackboard, but at the Arts and Crafts room they seat in groups facing each other. I think they are used to work in pairs in class but not in big groups, the way I group them is different and they are not used, but I need to go there for specific activities in which water is needed, for example painting.

One more problem is understanding. Some pupils try to do their best, but the most of them just say few words, and the language they use is not enough, I'm not happy, now I'm balancing because it has some disadvantages because it is not reaching the level I thought or it might be, I'm reflecting about my own work after three years and I'm not very happy.

The previous work for the teacher that must be taken into account before starting anything related to CLIL, it is a lot of previous work to prepare the language they would use, and how to prepare every activity, the order, for every session. I have to prepare each Arts and Crafts session, then prepare photocopies, I provide all the materials, papers, tools...

*CLIL Influence in your teaching*

Not the methodology but I'm more conscious what I have to work in the language classroom because I'm the English teacher at the same time, then I reinforce the vocabulary they need at language lessons. About me I improved in my fluency because I have to speak in English all the time and that's good for me.

Things I do when they do not understand: If they don't understand me I translate the crucial word into Catalan, but I try to do it individually, when they do not understand.

**Maria del Mar Tort - Escola d'Hosteleria i Turisme de Barcelona - October 5<sup>th</sup> 2009**

I teach in the travel and tourism area, vocational training studies and I have students that want to become guides and they want to promote products and services that there are related to tourism and I also teach students that they are going to work in hotels it can be called accommodation. I started the CLIL program 5 years ago. I teach a subject called marketing, tourism concepts, ecotourism, which must have been involved in environment.

They do English and French as a language and they do Marketing in English and Geography in French. They only study here for one year.

I work in collaboration with other teachers, the English teacher. We make a wee difference between the English lessons and the Marketing lessons, because I'm not their English teacher. Our students they are older than 18 and their level of English is quite good. We cooperate in some activities but that's all.

*English level of students*

Sometimes they do not understand and then I explained some few things in Catalan, because the important thing is the content. I try to encourage them to use English, I really like doing different activities in pairs, in small groups, most of them are adults and they just see the benefits of using English. There is some spontaneous talking when I teach CLIL, yes, they learn and I learn and I think is good to break this kind of fear, there are things that I know and they don't know and this is how it works. Most of the time, they just speak in English because they are competent enough but sometimes they can use Catalan if they don't get the meaning.

*Materials*

Yes, I create my own materials and I change my materials every year.

Were the materials created in Catalan before? I changed the way when I did the materials in English it was not just a translation. And they also do some content about laws in Catalonia or Spain, so I do this in Catalan, but the explanations are in English. I try to find English texts or materials but it is always good to readapt the materials to their level, but some materials are just the original (The Times, for example) but then I prepare a kind of a scaffolding with some appropriate questions or activities.

*Feelings about teaching CLIL*

CLIL is very challenging for them and for me, we are not perfect and we always can make mistakes, and if something doesn't work, then you can always change it. They consider that it's good for them.

*About the content*

I think that maybe you don't reinforce the content, but when you are a student, you sometimes learn something for the exam but then you forget it, but if you make mistakes you can improve it and learn it.

*Problems*

the English Department at school decided that only the best students would do the CLIL course. For me it was the worst year, because they were there because they were the best, and then it was no their choice, but now they are here because they want, they choose being in this group. I think it's good because for some teachers that are not keen about this kind of program, I think that they are realizing that this is very good, and this is not because a teacher says "we are going to do this because it's very good", it's because the students think it's very good.

I think I changed the way of teaching. I change my unit every year. I do some same activities in my Catalan lessons, I changed the way after being involved in CLIL.

**Patricia Santander - Escola Santa Susanna - February 25<sup>th</sup> 2010**

I'm teaching English and Art in English in year 5 and year 6.

*Added value of CLIL*

I think it's positive because they are using the language, they are applying the language, but they are not very conscious that they are speaking in English or they are understanding someone talking in English, they are really using the English they know. For example, in the English lessons, we are studying a structure, or vocabulary and we are practicing it in different activities, but in the Art lessons they are using all the vocabulary they know or the expressions they know, mixed up or they are learning new expressions without being aware; they are using what they know in a more relaxed atmosphere because they want to say something or to understand something, the language it's implicit, it is not the main content, it is a way to help the students who are not very good at English for example, they can practice more English without being conscious that is English, they are doing something else.

*Content*

well in the Art class I think it's exactly the same because they are learning the technique they would be learning in the mother tongue in Catalan and they are studying the same contents, exactly the same, I would do the same in an Art lesson in Catalan, there are not many changes, but if it was Science or Maths I think that I wouldn't be prepared to teach Maths or Science in English; trying to do the same as in Catalan because I think that there are more complicated concepts and the content is more dense, more heavy. But I didn't try, it's my opinion.

*Problems*

The first difficulty is when I started teaching Art in English because you have to introduce many routines and structures that later you are going to repeat and repeat and they are very easy to use; but the first time you teach art in English is very difficult for them because they have always done Art in Catalan. There is another thing, when they are relaxed drawing or painting they want to ask you something, they do it in Catalan, it's the first reaction to ask questions in Catalan, but now at the moment they are starting to use English more and more and I think it's also because I'm the English teacher as well. They always talk to me in English even in the playground.

They participate a lot but when they want to say something if they want to win a point they want to say it so they don't mind if it is in English or not because they know the answer.

Sometimes what I try to do, because I'm the English teacher, is I take an advantage of the work done in the Art class and I take it to the English class. For example now that we have been studying Matisse they have been doing the past but we didn't studied the past in the English class. I will bring some texts about Matisse and they would be familiar with the topic but not with the grammar.

We started CLIL two years ago and I thought it would have been better to start by improving the language by splitting groups, and then the PELE project was applied and approved. Then I didn't have a very positive opinion, I thought it was something like marketing, but parents like it and our head teacher thought it was more modern. But now I think it is positive and it has many good positive things.

**Manel Piñeiro - Escola Els Secallets, Comarruga, El Vendrell - March 5<sup>th</sup> 2010**

This interview was carried out with the participation of Alexa, a teacher from Liechtenstein.

I'm teaching English and I'm developing a project that is a comic book workshop with CLIL.

I use materials I created, digital boards, cd players, video cameras, posters, flashcards.

We try to record what we are doing. We try to do it as a product. Everything has a purpose. I use materials from the Internet, for example I look for new flashcards before creating new ones. They are motivated, at the beginning they didn't understand almost anything but with good scaffolding they started to understand. This project is how to do a reality show in the classroom. What is important is giving them confidence, it's ok, you're understanding, you are advancing, you are improving your English, I think this aspect it's very important, I'm better than yesterday but worst than tomorrow.

**Imma Romero - Institut La Segarra, Cervera - April 7th 2010**

I'm a Maths teacher, the PELE coordinator and I'm the Comenius coordinator.

I've been teaching for 7 years.

I'm teaching Maths in English in 3<sup>rd</sup> of ESO, at first it was only for the first term, but they have asked for it and I think I will do it for all the year.

*Working in collaboration*

The collaboration has been improving; at the beginning I felt a little bit alone because I had to prepare my materials and my units, and please can you revise it in case there are some mistakes....but now one of the English teachers is very interested in the project, she is attending the PELE course as well, the collaboration is getting better and then I asked my principal to share the same grades with this English teacher and then it's good for me because as I put some posters in the classrooms she can look at these posters and comment things with the students; now it's a good moment of collaboration; and the Social studies teacher is working together with her. Normally I prepare my materials and then if I have some questions I ask her and she revise it and tells me if I have to introduce some grammar, some points in my planning; with the Social studies teacher, they are preparing materials together, and this is very good, they are working a lot. He prepares the content activities with her working as a team and this is very nice. The other teachers at the English department correct abstracts. I think all this is in progress, all the staff knows that we are doing something, CLIL. People are improving their English going to the EOI, they know what we are doing, and after 4 years you can look and revise all the projects and see that this has been spreading, we started with only 2 hours a week but now there are lots of things we do.

*Nottingham training*

I started my CLIL adventure in Nottingham. About my stay in Nottingham:

My general impression is positive but I think I went there with more expectations, I thought my English was improving a lot a lot but at the end no maybe because you go there with a group with Catalan teachers, but I don't think I improved, the only thing I improved was listening.

Related to methodology, I think it was a very good experience for me because I have never heard anything about pedagogy, because I'm a physicist, I did the CAP but there you only have some psychology but this is theoretical but nothing else and then I started knowing things about Vigotsky, Bruner, and I started reading books related to pedagogy and methodology, and for me it was very rich, it was very interesting "*enriquidor*" for me. I'm really proud of the materials. For me it was a good experience, but I get nervous there because I tried to do my best, but I didn't know if I was in the good way or not and it was a bit stressful, because you were doing something but you didn't know if you were doing it well, maybe because I'm a bit perfectionist, but at the end with the new materials, the new concepts, the new methodology, and the academic English too because we had to write the rational, but it was very positive.

Do you think the way they were supervising your work was good enough? This was the problem, this is why I felt stressed. And one more thing, I think it could have been very nice if I had visited some schools and had talked talk with some Maths teachers there. I had some problems with terminology in Mathematics because the English teacher said "here is better to write sequence" and I said no, it's series, because it's a different concept, and the way to solve this, is to speak with a Maths teacher, and I think the best way to solve this is if you can share your questions with a real Maths teacher there. And the way to say things for example "the square root".

Was it the same feeling that other teachers in your Nottingham group had at that time? Yes, we need to know if the things we were doing were correct or not, maybe the support was not good enough. My supervisor was Do Coyle, and she is a very busy person, but then they need to learn to "*delegat*" in some person to get your work done. I had only two sessions supervising and she always said it is fantastic, it is very good, and I couldn't believe it, something might have been wrong and I needed to know if I was in the good way or not.

*Students understanding*

I think Mathematics is a good subject to do CLIL because we have the number support and numbers are equal in Spanish, English, Catalan... and of course there are words that are the



same, you give a handout to students and say calculate, and there are lots of fractions and they know fractions and that's all. When I explain with the blackboard support, I think they are understanding me, because I try to explain slowly and I write on the blackboard and I bring to class some visuals, I make some posters and when I notice that some of my students are in "the Moon" then I ask them if they are following the lesson and they say no, then I ask another student to explain what is happening and normally this student explains it in Catalan and then they can understand and I use this all the time, using other students to translate it but not me. I use Catalan sometimes when I finish to explain something new and I ask if it's clear because sometimes you have shy students and they are not able to say they don't understand, normally I use sometimes Catalan to revise it. The strategy to use other students to explain things it's very good because they can see another student that understands and they say "Oh if he/she if understanding why I can't understand?" I don't know if it is a good strategy or not. And it's not always the same student explaining, all of them are important. Normally they understand written things, but in Maths reading comprehension it's very important, in problem solving classes, we have a problem and we read the story of the problem, they have to read carefully, they spend more time reading the sentence, asking to the teacher, looking up a word in the dictionary, and for me this is very good because it fosters understanding. To read carefully and understand first it's very important, because they want just to give a solution. Reading comprehension is very important in Maths and doing it in English helps them to concentrate on language and on content, and they have to pay attention more than in Catalan, even when I explain, they have to be more concentrated.

#### *Students speaking*

They don't produce English language apart from normal questions "I don't understand",...but they get shy, only some students, few students, can produce a long sentence in English, the other only short sentences, but they try, some speak in *Catenglish*. They have to dictate me, three plus four..., but this is because I ask them to do it, this is not spontaneous. There are strategies to make them speaking, dictating, reading aloud, peer work, sometimes we do group work but I have 29 students and it's too much to do group work frequently. Peer work is a good opportunity to speak, when I introduce a new word I make them to repeat. I have some labels with words and they have to repeat it. Then I bring the labels and I show them and they have to pronounce it and to explain what it is in English.

#### *About the content*

The first year I started Maths in English the timetable was a problem because I couldn't finish the unit in the time it was planned. You need more time to explain the same things even though in Catalan sometimes it happens. I am very good now at planning, I might have to leave some units to do in Catalan, or for next year. Time is really a problem, you have to select the most important questions in the unit. The content is the same, you can manage it, when you have a handout with equations, you are doing it, and it is possible to reach the content. It's the same but you have to organize the syllabus in another way, because the content I give up this year it is important they do this content next year. It's a problem of organization because we have so many contents in the curriculum, there are lessons or units that you always do in a hurry or not deeply because of the time and too many things.

#### *Materials*

I use my materials or I use materials from the net. When I introduce theoretical concepts I prefer to do my own materials. But this year I don't have much time because I'm the Comenius coordinator, the PELE coordinator, and I produce the materials but using lots from the internet. They have a text book and I use it only for exercises. This book has vocabulary in English and some problems in English, so I use the book as an activity book, for support they have my handouts and the notes they have to take in class.

#### *Feelings in CLIL*

Positive, added value: for me it's very positive because you change your methodology and that allows you to have a good relation with your students because I think that CLIL allows to create an atmosphere of empathy with your students because the activities are different, because you are speaking in English, they can laugh at you when you make a mistake or your classmate, or... and they feel then valued because the students that speak English well they are valued

and students that have a low level of English but they can follow the class are valued too, then when they feel valued they love the subject and then they learn it.

For me the added value it's the change of methodology that allows you to improve your classes and students are more relaxed in your classes.

*Main problems, challenges*

One of the main problems, the big problem is time, I'm a motivated teacher but I don't find the time, for me it's the big problem. For me it's the most important problem, preparing materials, I think the learning of my students it's not a problem.

**Lidia Barreiro - Institut La Provençana, Hospitalet de Llobregat - October 14<sup>th</sup> 2009**

I'm a teacher in a vocational studies school and I'm a teacher of Chemistry. I teach basic chemistry and analytic chemistry. I'm the only person at school that wants to teach CLIL. I want to create a team of teachers interested in working on CLIL. CLIL is not easy, you need a lot of time and you need to have a team of teachers. At the Chemistry department, I want to train other teachers to start doing things like searching for information, chemistry procedures... And I want to create a group of chemistry teachers interested in preparing materials for chemistry.

One of the problems we have is a wide range of English levels in the same class.

For chemistry, the main thing is to understand procedures, information on the internet, basically what they need to do is reading comprehension in English for chemistry, as we are in the vocational training school. It's English in purpose.

With CLIL they learn but you need to have in your mind exactly what you want that they learn and be very precise and repeat the idea, the idea, and the idea in different ways. You need to be much focused. I always recommend to start with one thing that you have done several times and you control this activity, this idea, and be very clear about what you want.

*CLIL is content or language?*

You know, this is one thing I try to explain to my colleagues, it's very different to teach a language that to teach a subject, the point of view is very different so you need to get like to a middle point, so, how to get to this middle point? Because we try always to do more to the subject... This is the thing, I suppose we need to get to this middle point. I remember when I was working with Teresa at the beginning and we had discussions "Are they going to learn chemistry?" I was worried about that. It was funny because when I presented the materials to the other chemistry teachers I started with that because we are worried about the chemistry. My colleagues said at the end: Oh my god, if they don't learn chemistry it's because they are completely stupid because you are repeating, repeating. It's very important, what you have to do is to know which are the key concepts and present the key concepts in different situations and at the end they learn chemistry, what you have to do is simplify, to give these key concepts in an easy way, because in our culture we think that if we present things in a difficult way it's better than in an easy way, but students need to learn, so be simple!! This is to get to this: to be able to present complicated ideas in an easy way but that is not easy at all, you need to have a reflection about what do you want to do, how do you want to do that, how do you want them to know and repeat, repeat, repeat.

I always adapt materials to my teaching style I don't feel comfortable with a text book. Of course I use other materials like everyone else.

I also like to work with small groups, cooperative learning. One of the things we do is to write a procedure, a simple procedure.

*CLIL positive, added value*

It's another way to learn English in context because students tend to think that every subject is isolated but there are connections, we do English in the English class and we don't worry about the rest, English it's important in the other subjects and it's important in the real world because if you are not able to speak English you are not able to travel, to find a good job, learning languages allows you to know other cultures, it gives you another point of view, and it's important that they understand that the knowledge it's in a web. For the subject it's important because you need to make a very good reflection about what are you doing in the class, you need to think how to present these ideas in a very easy way, because you need to do this in English. I think it's interesting a good exercise for you, I learnt about how I do things. Things that you use in the CLIL why are you not going to use in the Catalan lessons? You are more aware of the way you do things.

*Learning the content*

Yes they learn the content the same. I'm using methodologies like when I teach in Catalan.

*Problems*

The main problem that teachers have is that they are not confident with their English level, I think this is one of the main problems for CLIL to be successful, to spread, and the second thing is that I think that they are going to waste time. I think that yes it could be true that you need more hours but maybe if you do this in a very good way in these hours you can explain more things. I think that it is not a waste of time, repeating the idea helps to fix more in the students mind the concepts. It is hard to prepare CLIL materials. But you have to start little by little, step by step. These problems are what people tells me.

**Lauretta d'Angelo – Milano, Italy – January 28<sup>th</sup> 2010**

I teach German and German literature. I'm a secondary teacher.

We teach CLIL in Maths, Sports and Art. I'm teaching Maths in German. Two hours in German and 1 hour in Italian, during 4 months.

We use different strategies to make them talk in the FL: work in pairs or small group, make the other classmates try to help, say one word helping them to start.

*Spontaneous talking is difficult*

They attend CLIL when they are at least in a level of B1, developing a B1 level. But speaking spontaneously, in German, it's difficult.

*Materials*

We use a Maths book in German and we develop exercises, activities using an original text.

*Feelings about CLIL. Added value of CLIL*

I perceive that is something innovative and new for students. It is reassuring for students, the Maths teacher speaks in German but she makes some mistakes, then they feel at ease as the teacher herself make mistakes but she speaks.

About the content: according to the Maths teacher, the results are the same. In the German lesson I help the Maths teacher with some language. We collaborate and it's hard work and we need a lot of time. She shows the materials and then we agree on what will be the development, for example the passive form, we are not still doing the passive form but she starts with it and I reinforced or work somehow the passive form.

A good experience I had was teaching history in German with a history teacher. We recreated national socialism and we worked with original texts, original videos, and language a lot of importance in this topic. But the colleague is gone and now we cannot do this lesson again.

And the Math colleague is able to speak German because she attended a course in Germany. So teachers are there by chance.

*Problems*

First one, to convince my colleagues. Then, parents, Maths are already so difficult, so I had to convince families. They were problems before starting the CLIL classes.

One of the problems that are still open is language and assessment. We are two teachers working together, and assessment it's difficult because both teachers have to assess. I think that subject teachers must be trained more in how language works, and she is not able to say which amount of language students learn. For a teacher who speaks a language it is not so easy to know how to do it, because they are not aware about how a language works, which are important mistakes, and for a content teacher it's the content what is important, but if it is a CLIL lesson it should be taken into account, but if it not acceptable...I've got a meeting with John Clegg who said also "If we do CLIL at a primitive level it is better not to do it".

*What do you think about starting CLIL at very basic levels of the foreign language?*

I think it's the quality of what you are doing what is more relevant because if you accept that students make mistakes that in a normal language lesson are not acceptable, this mistake roots and you are not doing a good job, of course you should not evaluate in a very negative way but if their production is really bad even if the content is correct but the language content is so negative, what is the value of CLIL? And it's not a question of level, it can be very simple and there is a value added in it, but it must be with a quality of language even if it is so basic.

**Natàlia Maldonado, Department of Education, CIREL – March 1<sup>st</sup> 2010**

I've been working here for 4 years, and I worked for Centre de Recursos de Llengües Estrangeres, 8 years.

*My current job, our main responsibility* is to link innovation and research that means, what is going on in our system, in our schools, regarding innovation and what is the university doing in terms of research, and how these two things can be related. This is the main role. But now we have another role here in my unit that is giving support to all the schools that are participating in this Educat 1.1 project. In this project, as you know, schools are going digital, so 1.1 means one laptop per child and what we are trying to do is to put teachers together regarding the subjects they are teaching. I'm in contact with the teachers teaching English in the 1.1 schools. I'm in touch with the foreign language teachers. And the other thing, and this is related to CLIL, is that CIREL was the unit in charge of developing a CLIL training scheme, and that was two years ago, and still we are working in this area, and related to CLIL what we are doing is to develop a bank of resources for CLIL, that is a ready to use materials bank.

*I worked for 20 years in a school in primary education before "la reforma",* I was teaching kids from 12 to 13/14, and I was a tutor as well. I never taught CLIL because at that time it was something that was unknown, this is new, but my experience regarding CLIL has been as a trainer in fact, I was involved for the first time when the Department of Education launched the first Innovative Program for primary teachers who wanted to participate in CLIL projects and I was involved from the very beginning in that project.

*When the Department of Education decided to start CLIL projects* in primary education, we contacted Do Coyle at the University of Nottingham because she had been already responsible for the training of secondary teachers. Do Coyle introduced us to Philip Hood, one of her colleagues there, we talked a lot the training of primary teachers regarding CLIL, I think we had them here for a week talking and working on CLIL training and then we started our first training of primary teachers in Nottingham, so we sent the first 10 teachers there and I spent a whole month there as well, seeing everything that was going on, and working with Philip Hood and Do Coyle developing this scheme for primary teachers.

*Why did you start with Do Coyle?* Well, in fact, as I said Do Coyle was one of the trainers that the Department of Education contacted to train secondary teachers. But why? Because we read some literature and we saw that the framework developed by Do Coyle matched quite well with our framework here, and we first contacted Do Coyle when she came for the APAC Convention, I think it was back in 1998, many years ago, and the first CLIL project for primary was in 2000, I think it was the school year 1999-2000, that was the first training for primary teachers. Do Coyle came and Philip came and they were responsible of that first training, here in Barcelona. Two years later, I'm talking and maybe it's not the exact year, maybe 3 years later, we sent the first group of primary teachers to spend 10 weeks in Nottingham. Maybe it was a little bit later, because we had some years here with Do and Philip coming again and again and maybe in 2005 was when we sent the first group.

*Why the Department of Education decided starting CLIL programs, what is your opinion, why did they decide it was a good way to implement?* I think there were many reasons, but the pedagogical ones, in some of the countries they had started at that time CLIL projects and these projects had been a success in terms of both the subject being taught in English and the English itself and I think there was a way of just experimenting a new way of teaching. This is the side I know, I guess there were other reasons, maybe political reasons. I think because there were other experiences in Europe that at that time had been already successful and it was a good start for us, looking at those experiences and thinking they could be applied here.

*What kind of research, or study, or something, did they do in terms of knowing CLIL was good (the Department of Education)?* I think that there were very few studies based on CLIL, we knew about some research in the Basque Country, we contacted them at that time, because they have a similar situation, having 2 languages already and English being the third language on the curriculum, we read some research down there and we knew about Teresa Navés and her research here in Catalonia. But we need some more research, especially now that we have a little bit more experience than some years ago.

*Do you know how many primary, secondary and vocational schools are involved in CLIL programs?* In terms of numbers I don't know, it's difficult to say, we are talking about few schools in fact if we look at the number of schools that we have here in Catalonia, especially if we look at state schools, we are talking about few schools, we cannot say that this is a general project in terms of its globalization, it's not universal, it's based on each school, so each school has the autonomy to decide if they wanted to join one of these projects, so in terms of numbers I don't know, but for example I would say that is maybe 10% of primary state schools, private or semi-private I think it's another story and I don't have the information. In secondary schools the story is quite different because it's not a part of a compulsory subject, maybe it's a part of an optional subject which is offered, and it's even more difficult to count the number of schools.

*What is the follow up, if there is any follow up, that the Department of Education is carrying on these schools that are implementing CLIL?* But I know you know all the information about the training scheme, you know all that. This year we are working on a different module of training which is going to be the CLIL training, we have offered this pilot product this year but I guess that next year it will be the important one in terms of its piloting, because teachers can have an initial training if they participate in a PELE project, they have a training of 30 hours module, then they have the possibility to apply for 10 weeks abroad, and then as the PELE is for 3 years, they can also apply to a follow up training here in Catalonia.

*Will this be implying all the teachers in the PELE?* No, it's optional for the teachers, the first training, the 30 hours this is a compulsory module for all the teachers participating in PELE projects, then the 10 weeks is optional, and then they will have another option for those who cannot or don't want to apply for 10 weeks abroad they will be able to apply for a module here in house. They will be able to apply for both things if they want in the following year, to apply this extra module. We think that we are closing the circle, training abroad, in house training...

*Then the follow up of these teachers that has been trained, is there some kind of monitoring, or some kind of helping, just checking they are doing the right thing or developing their units?* This is something that is not developed yet, we have the idea but it has not been developed yet because we haven't got the human resources for that. What we wanted to do was to make use of these 2.0 web tools that offer this interactivity. Now we have, I think, a quite big number developed by our own teachers and are used by other teachers here in Catalonia and we want to open a kind of space where the teachers that are using the materials could give their opinions, can upload other things to make those materials even better or richer, but this hasn't happened yet unfortunately. I think we know very little about the implementation phase, we have been focused on the training mainly but we don't know, I wouldn't say we know nothing, but we know very little, about what is going on in the classrooms in terms of the implementation of the materials. That's why you are here, and you are researching that.

*How do you see the future of CLIL in our country?* It's a very wide and very complicated question because these questions have a political side. I think we have a weakness here related to CLIL, the Department of Education hasn't developed any document on policy regarding CLIL and this is missing, so I think that we cannot talk about a real future if we haven't got the map that we want to have regarding CLIL in the future, and this is something that we can't do, the people working here like me in this case, we are advisors, we cannot develop such a scheme, it's the responsibility of someone who is in a higher position, we have asked for this document, what is that horizon that we want for CLIL in our country and still don't know. I think it will remain for the next year at least as an Innovative thing but it's happening in some schools, we are giving and this is real in terms of materials and training, but we are not drawing this future map regarding CLIL and this is something that I miss for the CLIL. It is a challenge.

*Other challenges that you can think of we are facing regarding CLIL?* Yes, there is another aspect that has to be taken into account regarding, for example, the initial training of teachers. Imagine that we have this horizon that we have as a target and we need teachers, and we can't rely on voluntary basis, we need qualified teachers and this is the job of the University, I mean we are the ones hiring teachers but the University are the ones training initially. Imagine that this policy regarding CLIL is something that happens in a year time and this policy says that at each primary and secondary school there will be at least a module of 70 hours or half of the curriculum of a subject area that has to be taught through English, imagine that this is one of the

targets, we need this teachers, and we cannot rely on in service training we have to think for example in different paths on the initial training for those who want to specialize in secondary schools, for example, in Maths and in English, in Social Studies and the same for primary education as well. If this is a target, I mean, if this is one of the targets. But I don't know if this is part of the educational policy for the next 4 years or whatever. And another issue that I think it's very important is continuity, sustainability, for example, some primary schools are offering CLIL to their kids and we have some in secondary but there's no link between primary and secondary so those students who start CLIL in primary maybe they will stop their CLIL experience when they go to secondary schools in many cases and this is something again that is a weakness in our scheme.

*Do you think that this weakness is inside some primary and secondary schools because the main teacher responsible goes to another school? And then the project stops, this has to be with the sustainability of CLIL projects and these are the kind of things that bother people like you and me quite interested in CLIL.*

*What are the main benefits of CLIL? From my experience working with CLIL teachers, they say and I agree with that, CLIL is a good opportunity to re-think what good teaching could be or is, because after having a good experience of teaching in a CLIL situation, many teachers have said that they have started to teach in a different way when they are teaching in a non CLIL class, so again it confirms that having the chance to think about language and content, content in an integrated way, make us think what a good teaching can be, so this is crucial for changing education in a way, so it can be a starting point in terms of the teaching and learning, from the perspective of the teachers. From the perspective of the students, I think there are obvious benefits from the point of view of the language, language as a tool for thinking which is something that is very good and a tool for communication, for real communication inside the classroom and of course if you think, if you communicate and you work with the language, then you progress and you learn. From the subject itself it's also a good opportunity to see it from a different perspective, when you are using a language which is not your first language you are again using your brain in a different way, you are exercising your brain in a different way what is an added value.*

*Do you feel confident about the way our schools are implementing CLIL? It's difficult to answer this question in a general way. I think that we can't ask more than we could ask for other things. It is good or it is not as good as it could be depending on many factors, of the teacher itself, of the use of the materials, of the socio linguistic composition of the group or there are so many factors, but because it is CLIL sometimes we try to ask for more, you know? And I think then in reality, it's the reality and if you think and you look at Maths, not just a CLIL Maths, if you look how Maths is taught, you will see that some teachers use the materials in a creative way, their teaching is not teacher centered, but learner centered but also you will have, at the same time, other teachers who may be the opposite examples. I would say that those that go for CLIL are more risky people that maybe they want go beyond because this is not an easy job, those who teach in CLIL are the ones that want to take a step forward but I cannot say that 100% are the best teachers in the world.*

*Would you like to add something else, are there other things that must be improved? As I said my feeling is that that we need urgently to set this target, for me this is the need. So I think this is the priority.*



**Pilar Olivares - Department of Education, Carrer Casp - March 1<sup>st</sup> 2010**

I work as an advisor for schools which are implementing innovation programs in relation to foreign languages, and I also deal with paper work. This is my 4<sup>th</sup> year, so 3 years and a half.

*Description of tasks and responsibilities*

The main thing I do is advising teachers and schools, also head teachers, in relation with foreign languages, PELE and European projects. I advise these schools and I also deal with paper work, when they apply for one of these programs they have to send a project and it has to be assessed and introduce all the data in data basis. I get lots of emails from teachers asking for projects or they want teacher training courses whatever. I also deal with all the teacher training programs related to foreign languages, related to PELE or other teacher's programs, like language courses for teachers who are not English teachers, I have a relation with teacher centres because they organize teacher training and we meet once a term and we talk about this kind of things. I'm in a group of people working in different things and sometimes we have to help each other and then I have to do a presentation about specific topics, but normally is related with teacher training. I do all the computer work related to that and I have to say who is appropriate for the course or not, I have to assist the teacher trainers. And I also go to schools and visit schools to advise about PELE projects.

*Materials*

I always used my own materials when I did it in 2005-06 and before. Being Art you don't need so many materials, I just prepared power point presentations, I didn't know the word language scaffolding but I used this because I had activities in which children dictate to the other a painting, and things like a substitution table but we didn't know the name. When I prepared my paid study leave I had some ideas from the schools I worked in England.

*Student's reaction*

Their reaction was completely positive. First of all, we didn't have any pressure on content, because it was Art and if it is nice and if you do something in Art nobody is going to tell you nothing about content. So we did whatever we wanted. At the very beginning I started with 10-12 year olds, but when I came back I did it with 9-10 year olds. I can remember children that never had spoken to me in English asking me "Can I have a paintbrush?" with a perfect pronunciation. The only thing that was very difficult for me was to have them producing, but I think the comprehension level increased a lot and it was much better before doing CLIL.

*Why do you think teaching CLIL is positive?*

Because it is clear and every single researcher had said the most exposure to a language the better. We could not give the students more hours at schools of English as a language because there is a timetable very full of subjects. The only thing that you have to accomplish is "lets have some hours of Maths, or Science, or Art, or Technology, or Physics, or whatever in English in order to have the children instead of 3 hours a week 5 hours a week or 6, depending of the school even more". So then they are exposed to the language and that's the basic condition. So if you're doing CLIL in your English time you are doing CLIL for nothing it's the same amount of hours, so that's the first condition, increase the amount of hours that children are exposed to the language. I don't believe that doing CLIL children learn more than in other systems, I mean about the subject, about the content, no, no, because David Marsh and other people say that if you learn through English you learn more because you are more, no, no, they say this sort of...for me there is no added value for the content, no, not at all, because going to learn the content, if you do a specific methodology in CLIL, if you use this methodology in their own language they will learn the content even better. It's not a question of the language, it's a question of the methodology. So if teachers using Catalan would take care of cognition and language scaffolding in Catalan that would be great. The problem is that when you do it in English, if you don't do this they don't learn, they don't know the language, they can't. But if you could do it in Catalan, that would be great. The added value it is not in relation to the content, it's in relation to the language, this is the main reason, and this is my point of view.

*Main problems that you came across:*

Well, when I was teaching CLIL and what I see now in schools, I'm in a privileged situation and now I see lot of people who are doing CLIL at schools and I also teach teachers, so I have all the positions. One problem, if you don't scaffold the language to students, they don't get the

content. You cannot use a methodology that you are the teacher and you are explaining the content to the children and then they do some exercises and then you reinforce it and that's it because they don't have the language. You have to change the way you work, especially in secondary schools where is quite difficult, but even in primary schools. If you don't manage to use a high level order thinking skills to get into the content, you don't get any learning, but if you don't do that in Catalan you also you don't get into the content. Here a lot of teaching is based on memorizing and understanding, in every language, so that's one problem. The second problem is that, especially in secondary schools, not in primary schools, the older they are, the students I mean, the difference in levels of English is much wider. In 3r of ESO you can have a child that is at the beginning of A1 and a child who is B1, that's quite difficult to deal with; you can say a text that is B1 and then the child A1 can't understand. Scaffolding can be even individualized. Then that's the problem that is every child doing CLIL or just a group of them. Every single teacher who does CLIL has the same problem, differentiation. Some schools what they do is optional CLIL course, not in the main stream. What I say is that every single child who wants to do this, let them do it. Some other problems. Inspectors. Inspectors don't know about the methodology we train the teachers we use in the classrooms, so the foreign language inspectors really care about the language and ask them to teach certain structures in the technology lesson which is not what CLIL is. I think you don't have to worry much about what language are you teaching, I mean what structures or what vocabulary, you are using the language and it comes out of the content, I don't think Inspectors understand that. If I go to a school and I try to advise them in what to do in one sense and one day it comes the inspector and says in another sense, we are not helping the schools, we are not helping the school that way, which is not that clear, you have to teach the content. The results are another problem, I've been these days in APAC sessions, and I attended a session where there was a very well known teacher from the university that said that CLIL is an umbrella term which what David Marsh say and they consider CLIL from content based to whatever, and for me CLIL is not a content based approach it must be done from the subject, not from the language, then everyone does CLIL. For example there was an experience from a teacher at the EOI and they said that was CLIL, and for me that's content based. If you assess language, only language, that's not CLIL. There is another problem: materials. Teachers ask for ready to use classroom materials, and I don't think you can use ready to use classroom materials without any adaptation to your group, not even books or ... There is not enough materials for all the subjects. One of the most wonderful things you can do as a teacher is to create your own materials.

#### *What about the time?*

We work 37 hours a week not 30, but you don't have the time.

There is one more problem: the English level of teachers. B2 is OK, but sometimes is not enough, because some teachers had their exam maybe 15 years ago and they haven't used the language at all since then.

In primary, there are quite a few teachers in primary schools with a not good English level. I know lots of teachers who don't do their English lessons in English and that's a problem.

#### *More benefits of CLIL*

There is one benefit that I've seen in some schools. If you teach Science the way we tell the teachers to do, a methodology including cognition and language support, then your colleagues that are teaching Science in Catalan start asking you. I know a school in which they started teaching Science in this way and then all the school had a training course in how to teach Science, and this is a way to introduce new methodology in other subjects. It's not very common, but it has happened.

#### *Which is the CLIL policy in the Department of Education?*

They pretend that all primary schools and 75% of secondary schools are involved in an innovation program related to foreign languages in 2013. but as you know there are different ways of being involved in an innovation program, so not all of them are CLIL. About CLIL, I think the Department of Education has had a clear way to implement CLIL through the theoretical point of view, of Do Coyle and that's what we are using for CLIL trainers and it's quite clear and it's not the same what I said about the other universities for example. The Department of Education is clear in the subject, during the subject hours, and in secondary with the subject teacher not the English teachers and that is quite clear. And if you want to do a CLIL project as

a school, the Department of Education gives you 2 possibilities: through the PELE and through the Linguistic Project (without any teacher training controlled by the Department). There are lots of non state schools (*concertades*) where they are doing CLIL but no one knows what they are doing.

*What is the follow up of all these projects?*

The follow up is through inspectors and also the Department with the new law, the *LEC* and *Decret d'Autonomia de Centres*, are implementing a sort of situation for schools where they self regulated their actions. So if a project is approved by the *Consell Escolar* and the *Claustre*, they are independent enough to implement it and they don't need any extra regulation. Theoretically, when you finish your PELE you send a "*memòria*" with all your planning and someone says that's ok and it goes into your language project and that's it, you as a school keep doing things like other things you do at school, the way you teach Maths or Physical Education.

*Is there any other monitoring, some kind of evaluation of the CLIL implementation?*

No, it's the inspector. As an advisor, I visit all the schools during the first year. I tell them about the teacher training program, the possibilities the school have because of being in a PELE, the English language teaching that they can get in to because of the PELE. I try to help them to decide what they are going to do the three years. In the second year we have a meeting, three schools together, with the same type of program and the same area, all of them explain what they are doing, I tried to help them, I ask questions to make them reflect on what they are doing, and put together resources. With secondary schools, I visit them twice, because this sort of group working I don't think it works with secondary schools. In the third year, I normally do not visit schools, but this year I visited 2 schools. One of them is doing Maths in English and I thought I had to be there, give the last look at what they are doing, and then I think it is quite established there; the other school was one where all the teachers of English left at the end of the second year and I felt that I needed visiting this school. This is what my boss allows me to do. And this is not the kind of things I did when I started working as an advisor, because I've been learning through these years, and my position was created when I started, and there was not an experience before.

*The last thing I'd like to add, if you do CLIL in English all the time and you incorporate CLIL in your school, it is a great opportunity for your students but it must be done really carefully. For me in a CLIL project there are two key points: the selection of the content and the methodology you use. If you select the content appropriately then you can succeed, if not it can be a great failure. It's very important that you cross the content in the two languages and you work in collaboration with the teachers who teach that subject in Catalan, for me is a key point. You have to make sure that not the same content, but something related to that is on in another language to be sure of the learning of the content. For me, for example, doing a whole subject in English is a great mistake in our context.*

*Do you think it is worth implement CLIL in a school if you only do something, few things, for one year and that's all or do you think it has some meaning if you do something in every year. I think that everything well done is perfect, even though it's a very small thing, because it's more English for them, they are exposed to more English in primary or in secondary schools. The important is to adapt the program to the school situation. But the more you have the better, but it's not that easy.*

*Another problem that we have in the Department of Education is how to fix that in schools because we are civil servants and we can leave the school whenever we want or we have "*interins*" and you cannot guarantee, and sometimes the project disappears because the teacher disappears, being the administration fault or the teachers' fault. A teacher who had signed a paper saying "I will stay here 3 years to implement this project" and he left because they are civil servants and they have the right. This is why the Department of Education asks for someone who's got a permanent place in a school to lead, at least, the projects.*

**Teresa Navés – UB, English Department - May 28th 2010**

History and Geography, Anthropology, UB, English Philology, Applied Linguistics and Second Language Acquisition.

I was in charge of a unit about successful CLIL experiences and I tried to find the common denominators that those programs that seem to have integrated content and language seem to share.

At the UB we have also conducted some research. Unfortunately in Catalonia there is no a sort of an stable program but scattered experiences and we have collected data from some schools that have implemented CLIL and we compared the results with our own data (the BAF project) and these are the last publications I have with Mia Victori.

I think the evidence from research is scarce, and to my knowledge there isn't a single country where they have carefully planned all the variables to compare.