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Preparing future teachers for CLIL: An in-depth investigation of three cases

Dario Luis Banegas and Marta del Pozo Beamud

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Preparing future teachers for
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About the authors

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Abstract

This multiple-case study research examined how three teacher-educators based in three different settings (Argentina, Colombia, and Spain) planned and delivered grounding on content and language integrated learning (CLIL) to future teachers of English as a foreign language according to different context-responsive needs. While in the Argentinian programme, future teachers approached CLIL as a language teaching approach, in the Colombian and Spanish programmes, CLIL was directed at the teaching of school subjects through English. The study collected data through questionnaires, interviews, classroom observation, and a detailed analysis of the teacher-educators' teaching materials as well as their student-teachers' learning artefacts. It is hoped that the findings can resonate with different contexts and provide insights into how pre-service English language teacher education (ELTE) programmes can support future teachers in the implementation of different CLIL models.



13
Question: How many people are there in the world?
Answer: There are about 7.5 billion people in the world.

14
Question: How many people are there in the world?
Answer: There are about 7.5 billion people in the world.

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1

Introduction

As once predicted by Graddol (2006), the number of people interested in learning English has been increasing steadily decade after decade. English language provision continues to expand in formal education in school systems and higher education, private language institutes, and on online platforms with or without a direct educational intent. In addition, there is an upsurge of learning through the medium of English, mainly in higher education, and in secondary education to a lesser extent. English-medium instruction (EMI) has therefore added a new layer of demand for qualified professionals who can deliver subject-specific knowledge such as science through English (Dearden, 2014; Lasagabaster & Doiz, 2021).

In response to this increasing demand, the field and provision of English language teacher education (ELTE) continues to grow as the number of student-teachers (students enrolled in teacher education programmes) rises across settings (Walsh & Mann, 2020). With this growth, educational systems around the world are under constant pressure to prepare future teachers who can offer context-responsive pedagogies: ways of teaching that consider the contextual particularities and possibilities as well as the cultural capital that learners and teachers bring with them. In addition, such systems need to ensure that they respond to the United Nations Sustainable Development Goals 2030, and particularly to two goals. Goal 4 aims to provide quality education, while Goal 5 seeks to 'achieve gender equality and empower all women and girls' (United Nations, 2016).

In this demanding global scenario, there are many approaches that attempt to provide quality language education for an inclusive and equitable society. One of such approaches is content and language integrated learning (CLIL), which can be minimally defined as an educational approach with the dual purpose of teaching learners curriculum content and an additional language (Coyle et al., 2010), usually English, in an integrated and holistic manner to harness deeper learning (Coyle & Meyer, 2021). While empirical studies and experience-based accounts

offer evidence of CLIL benefits with diverse young and adult learners in terms of additional language development, critical thinking skills, and motivation to learn, among other areas (e.g., Bauer-Marschallinger et al., 2021; Hemmi & Banegas, 2021; Pérez Cañado, 2018a), little is known about how pre-service ELTE programmes prepare future teachers to implement CLIL in different contexts (Guo et al., 2019). We, the authors of this report, are convinced that it is of paramount importance to understand and document how different teacher education institutions tackle bilingual and/or language teacher education in order to disseminate cases of good practice that can be adopted, adapted, and enhanced by institutions in diverse contexts.

As a response to this issue regarding teacher preparation for CLIL, the study described in this report sought to answer two research questions:

- How do three female teacher educators based in different settings (Argentina, Colombia, and Spain) plan and deliver CLIL in order to prepare their student-teachers for future CLIL implementation?
- What perceptions and practices do these teacher educators and their student-teachers exhibit in ELTE as they navigate modules or units of work on CLIL?

Through these two research questions, we wanted to understand how future teachers are prepared for CLIL. In this regard, our attention is centred on undergraduate student-teachers who have no teaching experience or no other teaching qualifications. We believe this is a central stage in their professional journey because it is the first time they formally come into contact with CLIL from a teaching perspective even though some of them may have experienced CLIL as learners. In addition, it is important to examine initial teacher education since many student-teachers, once they are fully qualified as teachers, do not undertake further studies such as a master's degree in (language) education.

The study was carried out in 2021 despite constraints caused by the Covid-19 pandemic and it involved three institutions from three different countries, Argentina, Colombia, and Spain. In this report, we first present a brief review of the literature on CLIL teacher education. Secondly, the nature of the study is described, along with the contexts and the participants. We also outline how data was collected through a variety of instruments (online survey, in-depth interviews with both CLIL educators and teachers-to-be, focus group interviews, class observation, educators' materials and learners' artefacts). This is followed by the findings in the three contexts, a discussion of the results and the conclusions drawn from these results.

2

A brief literature review

The purpose of this section is to provide an overview of recent studies carried out in the area of CLIL teacher education. For a comprehensive understanding of CLIL teacher education, readers may wish to refer to Coonan (2017) and Lo (2020).

As indicated above, CLIL is an educational approach which supports holistic learning. It can be operationalised through different models along a continuum of possibilities (Cenoz, 2015) (Figure 1). At one end of the continuum, we may find CLIL initiatives where content learning is prioritised. In practice, this could be represented by the teaching of school subjects through English as an additional language. For example, a secondary school in Colombia may include in the curriculum the teaching of science through English. This is what is usually called content-driven CLIL, and even though teachers will give special attention to content, they will also address English language learning since literacy is central and inherent to the process of learning, regardless of the languages used. In content-driven CLIL, learning subject-specific literacy, for example “the language of science” (academic language to understand and express science) or the “language of history” (the necessary language to establish cause and effect between historical events) is just as important as the content of the school subject. Hence, teachers need to develop a comprehensive understanding of how to support learners and what strategies they need to deploy to use language in an academic environment successfully (Coyle & Meyer, 2021).

At the other end of the continuum, we may encounter the implementation of CLIL through the additional language class; consequently, this type of CLIL is labelled as language-driven CLIL. In this case, CLIL is in the hands of language teachers and they use curricular content, for example, topics from geography, to introduce new language (e.g., functions, structures, vocabulary) and help learners develop mediation skills through reading, writing, speaking, and listening. Although both content and language are key elements, it is language which receives further attention and curricular content is employed to contextualise language learning. Language-driven CLIL may be found in English language teaching (ELT) as a language approach that promotes curriculum integration, authenticity and critical thinking skills development alongside written and oral skills improvement. Whether teachers find themselves involved in content-driven or language-driven CLIL implementation, teacher preparation is vital to ensure effective provision. The following studies have demonstrated the relationship between successful CLIL enactment and teacher education.

Through a mixed-methods study which combined quantitative (a survey) and qualitative (interviews) instruments of data collection and analysis, Pladevall-Ballester (2015) examined the views of learners, parents, and teachers on content-driven CLIL implementation in Catalonia (Spain). The teachers involved in the study indicated that the lack of materials, lack of subject-matter knowledge, and insufficient English language proficiency to teach content in English were the main challenges to implementing CLIL. They suggested that their own professional development should receive further attention in order to ensure CLIL quality and sustainability. Similar results were obtained from in-service teachers across Europe (Pérez Cañado, 2016). They highlighted that systematic and tailored professional development opportunities were needed in order to cope with, for example, the design of their own materials.

In Colombia, McDougald (2015) interviewed 140 teachers engaged in different models of CLIL provision. While the teachers reported having had



Figure 1. CLIL continuum

positive experiences with CLIL, they raised issues about little teacher preparation or institutional support. In Argentina, Banegas (2016) reports the findings of a project which focused on the impact of a workshop on CLIL materials development for secondary and higher education EFL teachers. Results showed that while the experience proved fruitful, the teachers felt that this kind of support should be provided in pre-service ELTE programmes. In a similar vein, through a comparative study Alcaraz-Mármol (2018) confirmed that those primary school teachers who received CLIL training boosted their practice of using bilingual instruction in their classrooms, “making use of a wider variety of activities and resources” (p. 40).

In a review of CLIL teacher education in Europe, Pérez Cañado (2018b) lists a set of competences for successful CLIL implementation: linguistic competence, pedagogical competence, scientific knowledge, organisational competences, collaborative competences, and reflective and developmental competences. While these have been explored with teachers to satisfy the demands for preparation in terms of lesson planning, delivery, and CLIL materials, the author points out that novice and experienced teachers still struggle with CLIL. Consequently, she urges institutions to guarantee that pre-service teacher education programmes include sufficient grounding on CLIL.

Recent publications describe international attempts to embed CLIL in language teacher education programmes. For example, Turner (2021) describes a module called *Bilingualism and content-based programmes* in an Australian master’s TESOL course. The module frames TESOL as bilingual education through CLIL. According to the author, CLIL pedagogy “can help to guide students’ understanding of the relationship between scaffolding learning of content, learning languages developmentally and leveraging students’ linguistic resources in a holistic manner (Turner, 2021, p. 159). The author emphasises that modules of this nature help teachers examine and reflect on the links between content learning and language teaching while encouraging the adoption of a functional perspective to language education centred on the texts that learners have to manipulate and produce.

By means of a questionnaire, Gutierrez Gamboa and Custodio Espinar (2021) investigated the perceptions of 56 undergraduate and postgraduate student-teachers of their CLIL teacher preparation in Spain. The authors conclude that those student-teachers who see themselves as being involved in bilingual education show confidence in preparation and self-efficacy to implement CLIL lessons. The study also reveals that those student-teachers with higher levels of English language proficiency perceive themselves as more able to implement teaching guided by CLIL principles. While the authors articulate the need to equip future teachers with a wide-ranging toolbox and competencies for successful CLIL provision, the study does not describe the type of teacher education provision the student-teachers navigated.

Positioned in a content-driven CLIL model, Lopriore (2020) conducted a small-scale study on a CLIL teacher education course for subject teachers she led in Italy. The participating teachers expressed that the course led them to gain powerful knowledge about the role that languages play in learning content. They also reported having improved their English-medium as well as Italian-medium teaching as they started to scaffold students’ academic language development. While the article offers details about the content, rationale, and teaching methodology behind the course, the participants were experienced teachers and already had a teaching degree in the subject they taught.

This brief review of the literature shows that we need to engage in a conversation that can offer rich descriptions of CLIL teacher education in different contexts in order to arrive at a nuanced understanding of how student-teachers are prepared for CLIL. Together with descriptions of informed practice, it is equally important to interrogate student-teachers’ perceptions of CLIL as a possible form of bilingual education. It should be clarified that the term *perception* is used to encapsulate participants’ espoused beliefs and cognitions around concepts and behaviours.

3

The study

Within an interpretivist paradigm, the investigation was framed using a case study research methodology. According to Duff (2020), a case study offers “strong heuristic properties as well as analytic possibilities for illustrating a phenomenon in very vivid, detailed, and highly contextualised ways from different perspectives” (p. 145). In this study the phenomenon investigated was pre-service (English language) student-teachers’ preparation to teach English as an additional language or subject-matter (Science) following a CLIL approach.

A multiple-case study design was adopted to understand the phenomenon in three different contexts with the aim of offering possible perspectives and initiatives about educating student-teachers within CLIL models. The cases in this study represent both ends of the CLIL continuum (Coyle et al., 2010; Hemmi & Banegas, 2021) with different target learners and educational settings.

3.1 Context and participants

The study was carried out in three different settings (Figure 2). Below, we describe each of these and provide details about the participating teacher educators (i.e., those in charge of delivering teaching to student-teachers), and student-teachers.

3.1.1 Case 1: Argentina

We examined a mandatory module on ELT Didactics at a four-year initial English language teacher education programme in Argentina. The two-term module was located in Year 3 of the programme and it provided student-teachers with an introduction to

different language learning theories and language teaching approaches such as task-based learning, English for specific purposes, and technology-enhanced language learning. CLIL was included in the first unit of the syllabus. The module was divided into two parts: (1) language learning theories and approaches, and (2) “how to”. The module was delivered following a flipped learning approach and it was carried out online given Covid-19 restrictions in Argentina at the time of data collection (March-April 2021). The focus of the three sessions on CLIL was on understanding the general principles underpinning CLIL and models. The students were required to read and discuss articles as well as to analyse lesson plans in the light of their new knowledge on CLIL.

The tutor in charge of the module was an experienced teacher educator and researcher interested in areas such as teaching approaches and feedback. She held a master’s degree in education and became module leader in 2015. Since then, she had adapted the module syllabus to reflect current trends in language pedagogy.

In 2021, the module was attended by eight student-teachers (five women and three men); however, only seven of them (five women and two men) agreed to participate in the study. Their first language was Spanish; they were all Argentinian, and the average age was 25. According to their academic performance in language-as-discourse modules, their level of English language proficiency was somewhere between B2 and C1 (Common European Framework of Reference for Languages [CEFR]).

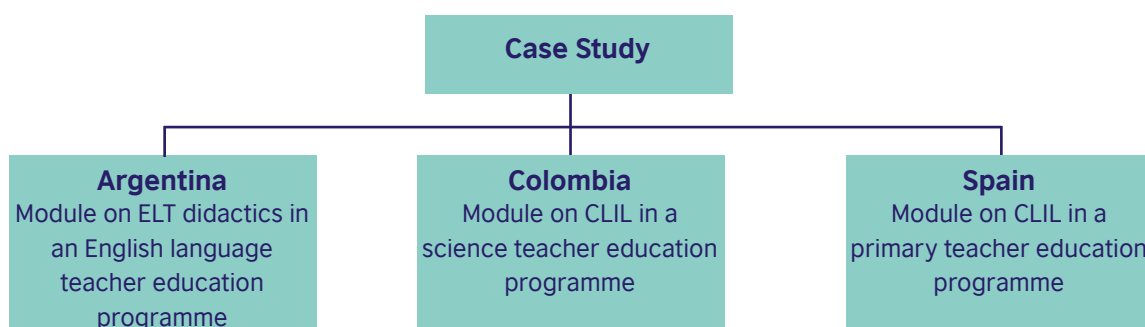


Figure 2. Cases included in the study.

3.1.2 Case 2: Colombia

We investigated a mandatory module which is part of an undergraduate teaching programme that prepares future science teachers at a Colombian university. The overall programme consisted of 10 terms (semesters) and seeks to prepare science teachers who can deliver their teaching in Spanish as well as English. Therefore, together with the subject-specific and pedagogy-oriented modules, student-teachers are also required to complete five semesters on English language development, one module on English for specific purposes, and one module on CLIL.

The CLIL module was offered in Semester 6 of the programme. The module sought to prepare future science teachers to: (1) design and plan lessons that integrate content and language under the principles of CLIL and biliteracy, (2) provide original, creative, and context-responsive solutions to science learning, (3) reflect on their practice and English language proficiency, and (4) conceptualise their own views on the integration of curricular content and additional language learning. The module included topics such as the origins, evolution and features of CLIL, frameworks for CLIL implementation (e.g., the 4Cs as described in Coyle et al., 2010), scaffolding learning, translanguaging, cognitive skills development, interculturality, CLIL lesson planning and activities, CLIL course design, and assessment in CLIL. The module started in August 2021 and it was delivered face-to-face; however, students had the possibility of attending the sessions remotely via Google Teams as the classroom had cameras and other equipment to stream the sessions. Due to logistical constraints, we could only observe three lessons.

The tutor in charge of the module was an experienced teacher educator with a special interest in bilingual education. There were five student-teachers in the module, three women and two men, and their average age was 20. According to in-house tests, their English language proficiency ranged from B1 to B2 (CEFR).

3.1.3 Case 3: Spain

We examined an optional module which is part of a four-year undergraduate programme that prepares teachers for primary education in Spain. The overall programme consisted of eight terms and it contained mandatory as well as optional modules. The CLIL module was offered in Year 4, Term 1, and it is for those future teachers who would like to teach the primary curriculum in English or would like to teach English in primary education.

The CLIL module aimed at providing student-teachers with tools to (1) plan primary school lessons with a CLIL approach, (2) read and write complex academic texts connected to CLIL in Spain and the world, and (3) develop strategies to support pupils' development of pronunciation, grammar, oral and written skills. The module included the following topics: rationale for CLIL in Europe, the political background and EU language policy, CLIL in Castilla-La Mancha, CLIL and language, CLIL and pedagogy, classroom management, learning strategies, scaffolding, planning and teaching curriculum subjects, and learner assessment and evaluation in CLIL. For final assessment, the student-teachers needed to develop a series of lesson plans around a topic, and complete a written exam on theoretical aspects of CLIL. The module was delivered face-to-face between September and November 2021. Due to travel restrictions, only three lessons were observed remotely.

The tutor in charge of the module was an experienced teacher educator whose doctoral dissertation was on CLIL. There were 20 student-teachers in the module, 15 women and 5 men, and their average age was 21. According to internal exams, their level of English language proficiency ranged from B1 to B2 (CEFR).

3.2 Data collection and analysis

Within a case study methodology, we used instruments that yielded quantitative and qualitative data. Table 1 summarises the data collection instruments and data analysis procedures. The table also shows that some of the data collection instruments follow an ecological approach to research. By an ecological approach (Edwards & Burns, 2016), we mean gathering data through instruments seen as tasks which are embedded in the regular practices of the teaching and learning processes. The multiple sources of data collection contributed to achieving participant and data triangulation in order to ensure trustworthiness. All the participants signed a consent form which explained the study and described their participation. Ethical procedures entailed protecting the participants' anonymity, confidentiality, and mitigating any possible discomfort or coercion. In this paper, we refer to the participants using pseudonyms. The study received ethical clearance by the School of Education Ethics Committee at the University of Strathclyde.

Instrument	Analysis
An online survey (Google forms) to understand student-teachers' initial beliefs and experiences regarding the integration of content and language learning. The survey was administered by each of the teacher-educators as a task at the beginning of the module.	Descriptive statistics (mean and standard deviation) were used for the closed-ended items. Open-ended items were analysed through grounded theory to identify frequent codes and categories (Cohen et al., 2018).
Individual in-depth interviews with each participating teacher-educator. The aim of the interviews was to understand the process and teacher-educators' beliefs, experiences, and reflections in and on action as the unit/module unfolds. These interviews were conducted through Zoom before, during, and after the delivery of the module.	The interviews were audio-recorded and orthographically transcribed. Given the qualitative nature of the individual/focus-group interviews, grounded theory was employed to analyse the transcriptions. We read the data and identified codes (inductive coding) individually. Then, we discussed a common codebook to re-read and re-analyse the data together. A colleague external to the project acted as an inter-rater. The interview interpretations were subjected to member checking. The analysis also considered whether gender (in/equality) played a critical role in the female participants' understanding of and experience with CLIL.
Two individual in-depth interviews over Zoom with three student-teachers from each case at the beginning and end of module delivery. The aim of the interviews was to understand the student-teachers' beliefs, experiences, and reflections in and on action as the unit/module unfolds.	
One focus-group interview with each group of student-teachers towards the end of the module. The aim was to understand the student-teachers' beliefs and experiences in interaction as a group. To ensure gender equity and equality in data representation, at least 50% of the participants were female student-teachers.	
Two/Three classroom semi-structured observations. These were carried out online as sessions were delivered over Zoom due to the current pandemic. The aim was to understand what pedagogical strategies were deployed and how learning occurred in interaction between the teacher-educator and the student-teachers.	
Teacher-educators' teaching materials. The teacher-educators were invited to submit any teaching artefacts they used for teaching about CLIL. These included bibliography lists, activities, PowerPoint slides, or other resources (e.g. videos).	
Student-teachers' learning artefacts. At least 50% of these artefacts were obtained from female student-teachers. The student-teachers were invited to submit any learning artefacts they produced during the unit/module on CLIL. These included lesson plans, posters, PowerPoint slides, assignments, or presentations.	Content analysis (Selvi, 2020) was used to detect commonalities and differences. Inductive coding and categorisation was employed.

Table 1. Data collection instruments and analysis.

At this point it is important to stress the impact that the Covid-19 pandemic and related restrictions had on the study. Originally, the project included travelling to the three research sites to collect data. However, our fieldwork plans had to be adjusted on several occasions. Classroom observations and engagement with the student-teachers was restricted and we could not collect as much data as we had hoped for as we did not want to overburden the participants; their well-being was our priority.



4

Findings

In this section, we report the findings collected through both the quantitative and qualitative instruments employed. First, we describe how the participating teacher educators planned and delivered their CLIL sessions or modules. We pay special attention to the criteria, resources, and activities that guided their informed practices. Second, we describe the student-teachers' prior experiences with CLIL before joining their teacher education programmes, how they translated their conceptual knowledge of CLIL into practice in the shape of lesson plans, and their perceptions of CLIL towards the end of their training.

4.1 Planning CLIL teacher education

According to the data gathered through the interviews, classroom observations, and the teacher educators' teaching materials, the participating teacher educators displayed a complex set of pedagogical criteria and strategies for planning CLIL units of work. Despite variation in the conditions surrounding their practices, such as the type of programme their teaching was embedded in, the teacher educators all adopted an inclusive approach to CLIL, i.e., addressing different CLIL models according to a variety of circumstances (Hemmi & Banegas, 2021).

Planning for CLIL teacher education was characterised by four criteria which the three teacher educators displayed to different extents. Below, each criterion is defined and illustrated by an interview extract with the teacher educators.

- Student-centredness: the student-teachers are at the centre of the sessions; therefore, priority is given to group activities that promote the co-construction of knowledge and deeper learning based on assigned sources of input (articles, teacher educators' PowerPoint slides, etc.):

When I plan my lessons, I place the student-teachers at the centre of the learning process. I plan that at the beginning, I will draw on their prior knowledge, beliefs, and experiences. I also plan pair or group work so that they can discuss among themselves and then report back. Because the lessons are organised using the flipped learning approach, they have time to access the reading material and complete some activities before the actual session. This gives them time to think and revisit the material at their own pace. (Araceli)

- Context-responsive approach to teacher education: understanding of how CLIL moves from the global to the local; thus, the participants seek to include local cases of CLIL to increase relatedness and demonstrate different possible approaches.

When I look for resources to read, I use international material as well as resources, examples, and reading material from our country, and if I can, our province. This helps me plan my sessions in ways which provide the student-teachers with examples they can relate to, and that helps make CLIL more doable. (Bianca)

- Attention to all forms of CLIL: the modules are planned to include content-driven and language-driven CLIL models found in local, regional, and international settings.

Even though I provide them with some definitions of CLIL and I have my own stance on the approach, my planning is characterised by including all sorts of CLIL models. I don't want to be prescriptive about CLIL; I want them to consider what possibilities there are out there. (Bianca)

- Orientation to informed practices: the sessions are planned to prioritise CLIL practice over in-depth discussion of CLIL rationale and research. In this study, however, CLIL practice refers to the following activities: (1) reading accounts of CLIL implementation, (2) analysing lesson plans and CLIL resources, (3) designing CLIL materials, and (4) designing lesson plans and presenting them in class.

Every year the student-teachers say they want more practice. So, this year I've planned the module with that in mind and this is why I have included more examples from teachers, more book chapters or videos in which teachers describe their CLIL practices. I've also included more lesson planning, and this year I've also incorporated micro-teaching so that they can put into practice, at least among themselves, some of their ideas (Camila)

Judging by the criteria identified above, planning for CLIL teacher education entailed a clear and systematic focus on practice, which featured contextualised research-informed accounts, and the use of multimedia resources, which could enhance the practice-oriented nature of content delivery. In addition, there is a strong interest in encouraging student-teacher autonomy as well as collaborative work, two characteristics that can support teacher learning and professional development. This, to some extent, instantiates the emphasis that CLIL has on integration, and from this stance, integration entails working with different resources and colleagues in the creation of lesson plans and other teaching artefacts for potential implementation.

4.2 Delivering CLIL teacher education

The passage from planning to delivery was a critical stage in this study as the participants saw it as an opportunity to exhibit alignment between their self-reported aims and practices and actual delivery. The data shared in this section come from the classroom observations conducted remotely and the teacher educators' pedagogical artefacts such as slides and worksheets. The three teacher educators demonstrated coherence between the criteria identified above and their practices as shown below.

The teacher educators prioritised individual as well as group work activities that encouraged the student-teachers to engage in the co-construction of knowledge. For example, they were asked to:

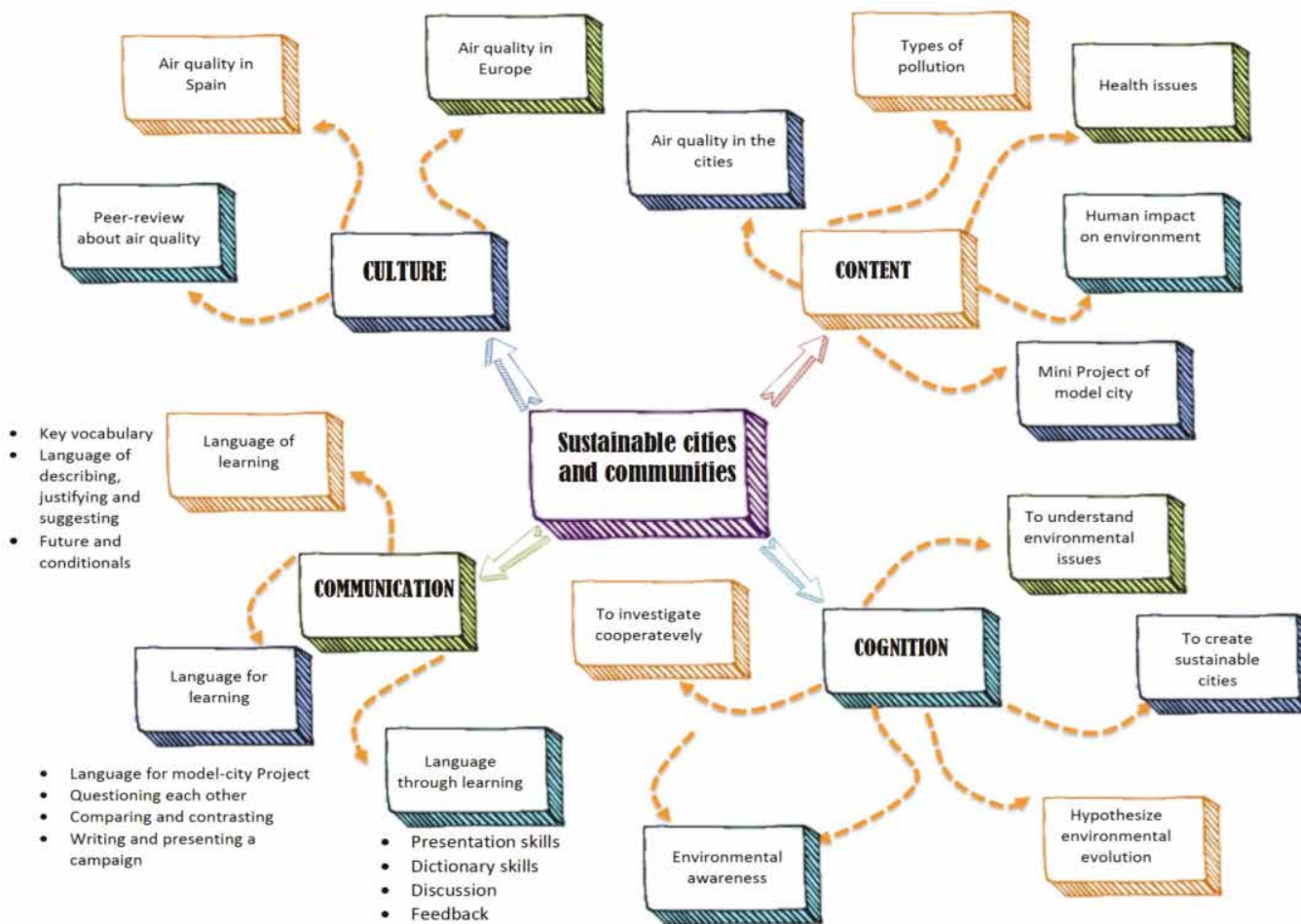
- Read two articles on CLIL rationale and features and answer the following questions on a Padlet (Figure 3): (1) Is CLIL an umbrella term? (2) Does CLIL focus on language acquisition or language learning? (3) What's the difference between content-driven and language-driven CLIL?

Figure 3: QR code to access the blog post about the training session and to see the Padlet.



- In groups, analyse lesson plans to identify CLIL models, strategies, and underlying conceptual framework such as the 4Cs or the language triptych (Coyle et al., 2010).
- Play an online quiz using Kahoot with questions about the teacher educator's presentations at the start of each session.
- In groups, design lesson plans for local settings and deliver two presentations: (1) a mindmap (Figure 4) on the intended lesson plan, and (2) a summary of the finalised lesson plan. It should be clarified that due to different circumstances, the student-teachers did not implement their lesson plans.
- Choose an article on CLIL research/experiences carried out in the student-teachers' national/regional/local context and deliver a presentation summarising the main findings and reflecting on takeaways.

Figure 4: A mindmap on a lesson plan about designing an ideal city.



In addition, the teacher educators provided input through PowerPoint-supported presentations. The presentations discussed CLIL definitions,

characteristics, frameworks, benefits, challenges, lesson planning, and CLIL in local/(trans)national policy (Figure 5).

Figure 5: Slide on regional language education policy.

LANGUAGES AND EUROPEAN PROGRAMMES IN Castilla-La Mancha

- ▶ [II Congreso-Fórum "Plurilingüismo: nuevos horizontes"](#)
- ▶ [Plan Integral de Enseñanza de Lenguas Extranjeras de Castilla-La Mancha](#)
- ▶ [Teaching assistants](#)
- ▶ [French programmes](#)
- ▶ [European programmes](#)
- ▶ [Centro Rural de Innovación Educativa de Cuenca \(CRIEC\)](#)
- ▶ [EOI](#)
- ▶ [Language courses](#)
- ▶ [Fake news workshop](#)

<http://www.educa.jccm.es/es/sistema-educativo/idiomas-programas-europeos>

The teacher educators’ practices showed that they understood and lectured on CLIL as an approach that can accommodate to different factors, and that student-teachers can adapt it to local and personal affordances. The sessions observed maintained a distinct focus on the student-teachers’ trajectories and their understanding of CLIL in terms of theory and informed practice.

4.3 Student-teachers’ prior experiences with CLIL

Figure 6 condenses the data gathered from the three groups of student-teachers included in our sample (N=32).

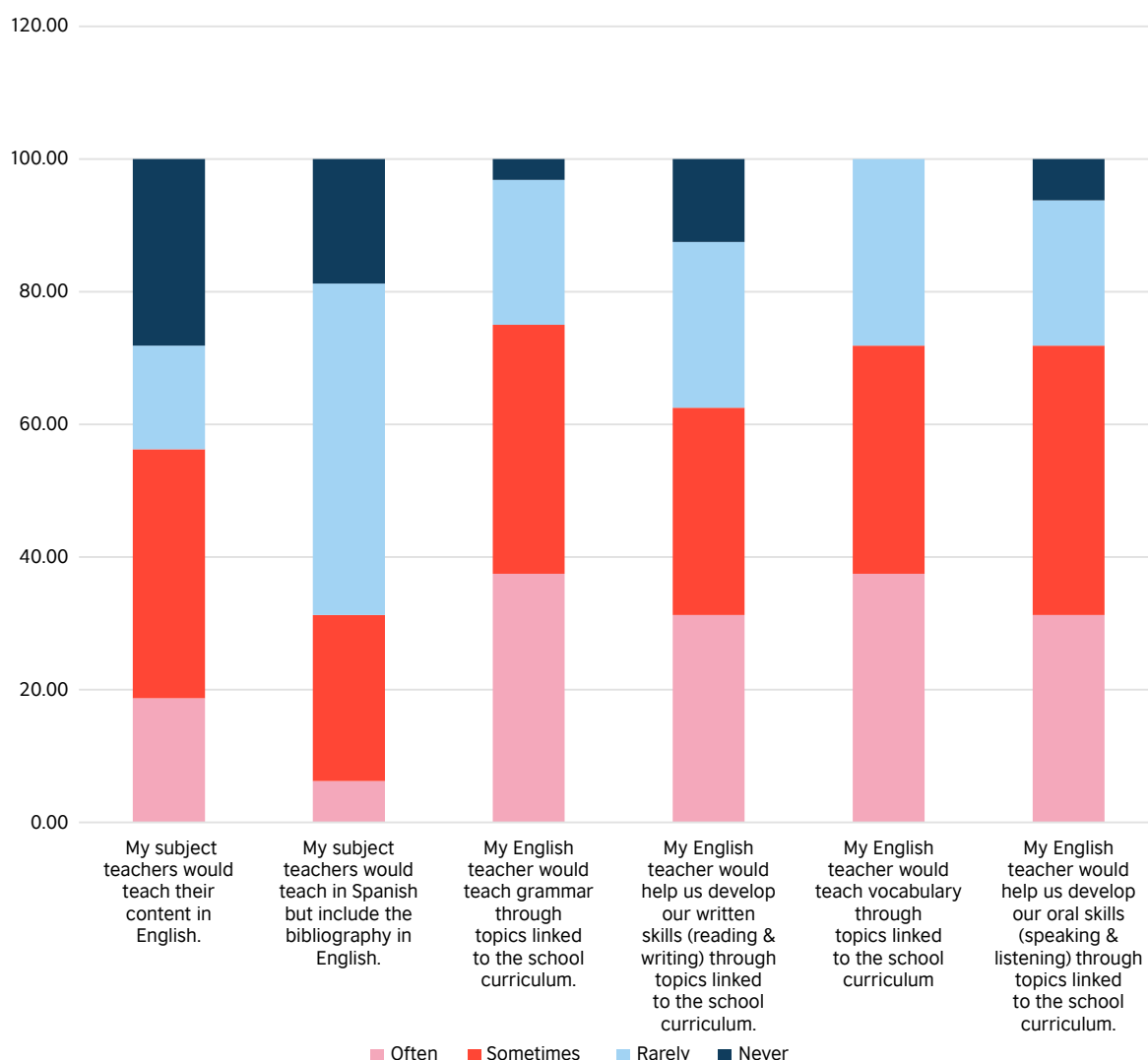
According to the survey results shown in Figure 6 the student-teachers based in Argentina, Colombia, and Spain, may have been exposed to different pedagogical mechanisms for the integration of

content and language. However, it should be noted while the “often” and “sometimes” options tend to represent the Spanish student-teachers, the “rarely” and “never” options were more prevalent among the Argentinian and Colombian student-teachers. This may be explained by the now long tradition of CLIL in Spain and the fact that several of the student-teachers had different degrees of CLIL provision during their secondary education. Despite this contrast between the Spanish context and the two South American countries, the student-teachers did not ignore the possibility of learning English in tandem with curricular content. The survey provided the teacher-educators with useful knowledge about their student-teachers to inform their modules.

4.4 Student-teachers’ lesson plans

In this section, we analyse the samples of the student-teachers’ CLIL lesson plans. It should be highlighted that such lesson plans were not

Figure 6: Participants’ previous experiences with CLIL



implemented since the modules examined did not include a practicum/placement element. The student-teachers designed lesson plans in groups. In total, we analysed 14 lesson plans. They all followed the CLIL lesson planning process proposed by Coyle et al. (2010, pp. 474-83), which consists of (1) creating a mindmap (Figure 4) which takes the 4Cs Framework as the starting point to organise the vision, goals, context, and teaching and assessing procedures, (2) developing a lesson plan, or a

didactic sequence including a series of lessons, which describes the lesson aims, the criteria for assessment, the teaching objectives in response to the 4Cs (communication is further broken down into the language triptych) (Figure 7), learning outcomes, and (3) developing accompanying teachers' notes with a breakdown of teaching/learning activities, instruments for assessment, scaffolding tips, and resources.

Figure 7: Teaching objectives according to the 4Cs parameters

TEACHING OBJECTIVES	
CONTENT	COGNITION
<ul style="list-style-type: none"> - Introduction of the topic. - What gender roles are. - Feminism - Mini project 	<ul style="list-style-type: none"> - Provide learners with opportunities to understand the key concepts and apply them in different contexts. - Enable learners to identify gender roles in specific situations. - Encourage knowledge transfer about gender equality. - Vocabulary building, learning, and using. - Arouse learner curiosity- creative use of language and learner questions.
CULTURE	COMMUNICATION
<ul style="list-style-type: none"> - Identify social problems from the people of their own country and other countries. - Become aware of the importance of the influence of the society. - Understand the history of feminism. - Understand that they can learn through music, no matter which language they are using. 	Language of learning <ul style="list-style-type: none"> - Key vocabulary. - Language of feminism. - Present tenses.
	Language for learning <ul style="list-style-type: none"> - Language for project work. - Arguments.
	Language through learning <ul style="list-style-type: none"> - Presentation skills. - Technological skills. - Discussion skills.

In terms of content, Table 2 summarises the topics selected by the students and the target groups. The numbers in parenthesis indicate frequency.

Table 2: Topics and intended learners

Curriculum area	Topics	Intended target groups
Natural Sciences	Life below water (3)	Year 2, 4, and 6 Primary
	Habitats (2)	Year 5 and 6 Primary
Social Sciences	Sustainable cities (2)	Year 5 and 6 Primary
	Gender equality (3)	Year 4 Primary
	Gender diversity (1)	Year 1 and 2 Secondary
	Racism in South America (1)	Year 3 Secondary
Art	Famous Latin American sculptors (2)	Year 6 Primary

Similarly to the participants in Alcaraz-Mármol's (2018) study, the student-teachers displayed a wide range of resources and activities in alignment with their aims, criteria for assessment, and objectives. Table 3 summarises what the lesson plans featured.

The student-teachers tended to use CLIL to introduce subject-specific terminology and recycle discourse functions and syntactic structures already

familiar to the learners. They also gave prominence to reading, speaking, and writing skills, where the productive skills tended to be developed through collaborative activities. It should be highlighted that writing tended to be linked to a more informal register (expressing views on a Padlet) or to shorter texts (bullet points, two/three-paragraph biographies).

Table 3: CLIL lesson plans' features.

Sources of input	Authentic animated and non-animated videos, pictures, flashcards, newspaper articles, graphic organisers, handouts, google maps, encyclopaedia.
Activities	<p>On reading skills: complete sentences, state if statements are true/false, correct statements, summarise content using bullet points, complete a table, list items (e.g., advantages and disadvantages of damaging the ocean's biodiversity), complete graphic organisers to show cause and effect.</p> <p>On listening/watching skills: take notes, complete table, circle phrases.</p> <p>On writing/integrated skills: write a script and roleplay, write a short biography of a local artist, share opinions and reflections on a Padlet, brainstorming to retrieve previous knowledge.</p> <p>On speaking/integrated skills: create a poster and deliver a presentation, present a model city project, storytelling using puppets, create a picture dictionary.</p>
Teaching strategies	Encourage pair work and group work, ask open ended questions to elicit previous and new knowledge, engage learners in guided discovery, promote peer feedback, offer formative teacher feedback, promote learner autonomy, scaffolding, engage learners in gamification.
Assessment procedures	Formative assessment (on-going), performative assessment (observation), peer-assessment, self-assessment, direct observation (checklist), teacher assessment through the use of rubrics, individual/group/pair assessment.

4.5 Student-teachers' views on CLIL lesson planning

As shown in the previous section, the student-teachers were required to design lesson plans following a CLIL model to meet the demands of different educational settings in their contexts. Drawing on the interviews, two categories synthesised the student-teachers' insights: (1) CLIL lesson planning as complex, and (2) materials development as challenging.

The first category refers to the use of different pedagogical elements in CLIL lesson planning. The student-teachers explained that designing a lesson plan entailed revisiting policy documents, CLIL theoretical underpinnings, searching lesson plans online, and having group discussions that led to several drafts of the lesson plans. On the complexity of lesson planning, a student-teacher said:

When I realised that I had to combine the 4Cs Framework, the language triptych, notions of translanguaging, sociocultural theory, cognitive skills and clear content as well as language aims, I said to myself “ok, this will be interesting”. It was like putting together a huge puzzle with tiny parts. This showed me that translating theory

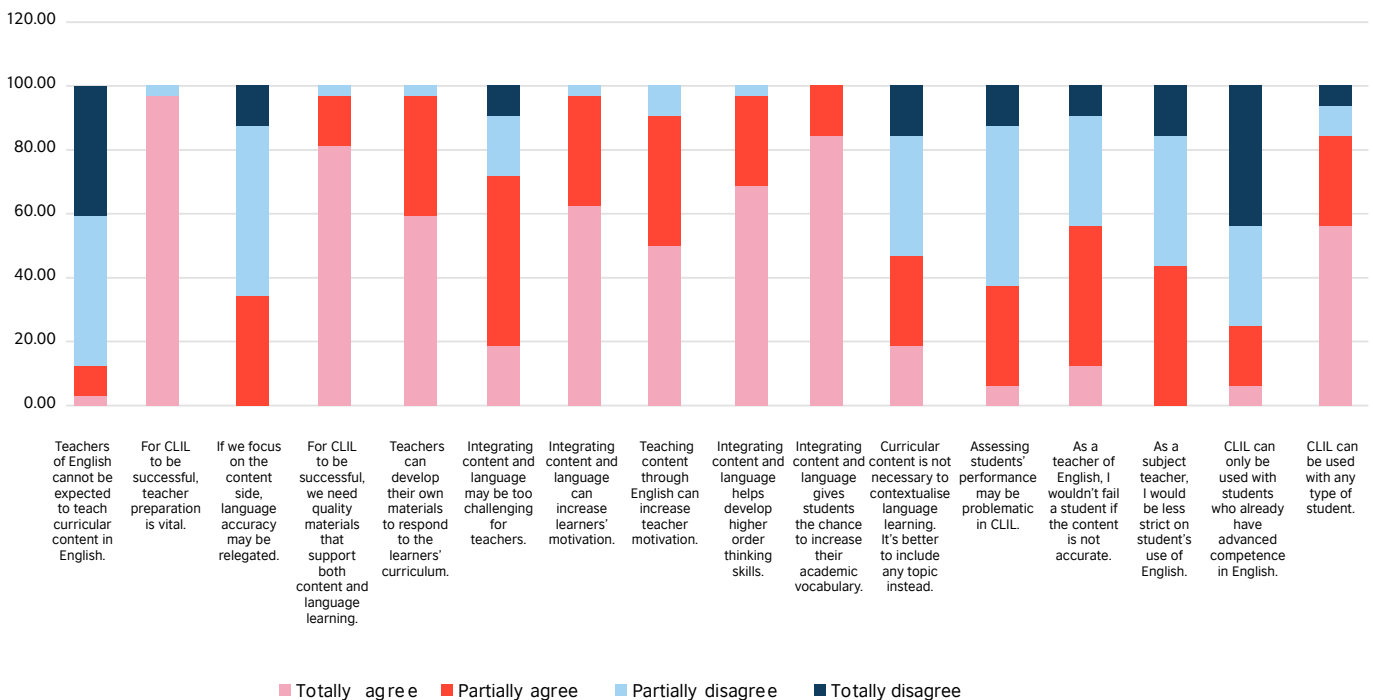
into practice is harder than you think. It's very complex, but we just need to be careful. (Elisa)

Elisa's words not only acknowledge the multifaceted nature of CLIL lesson planning but also signal the student-teachers' struggles with using different CLIL frameworks to design lessons for a specific target group of learners. Along the same lines, some student-teachers, particularly those from Spain, said that designing CLIL lesson plans with the United Nations Sustainable Development Goals (SDG) 2030 as a topical guide was also complex. For example, a student said:

I think CLIL lesson planning was complex because we had to introduce the SDGs through meaningful activities that have a real impact on the learners and encourage them to question their status quo. (Mariela)

According to the student-teachers, developing materials, which included finding sources of input as well as creating or adapting activities and other teaching resources, proved to be

Figure 8: Student-teachers' perceptions of CLIL.



challenging because of the combination of curricular content and L2 learning. In the interviews, they agreed that ensuring that content and language provision were “pitched” appropriately was the main challenge. As one student-teacher explained:

You don't want to make the language too difficult because you don't want to lose them [the learners], but then you don't want to make the content too easy because that's childish and I now understand that L2 proficiency shouldn't have a negative impact on cognitive development, but then literacy is a central element in understanding new knowledge. So, yes, it's a challenge to create materials for one class in particular, but that's what we should do anyways, right? (Estela)

The two categories reported in this section reveal that the student-teachers found CLIL lesson planning to be a challenging task in their professionalising practice and development. It should be highlighted that the participants had little or no teaching experience and for most of them, this was the first time they received formal education in this educational approach.

4.6 Student-teachers' perceptions of CLIL

Towards the end of the modules or sessions on CLIL that the 32 student-teachers completed, their perceptions were documented through a survey (Figure 8). The survey was followed up with individual as well as focus group interviews with the aim of triangulating the data. In this section, we combine the survey results with interview extracts to offer a rich description of the student-teachers' perceptions.

In general, the student-teachers had a positive perception of CLIL. They agreed that CLIL could enhance motivation (learners' and teachers'), cognitive development, and academic vocabulary. In one focus group interview, a student-teacher said that drawing on her CLIL experience as a learner, she felt that

I improved my English and school knowledge in general. Of course I can't compare it to other learning experiences but all I can say is that I learnt a lot of academic vocabulary and I enjoyed my language lessons because finally I could do something useful with the English I was learning. (Trinidad)

The student-teachers also agreed that content and language, which could holistically represent meaning and form, need to be addressed in a balanced manner. In addition, they agreed that successful CLIL depends on teacher preparation and quality materials, and that CLIL can be used with any kind of learner, regardless of their L2 proficiency. For example, a student-teacher said:

What I like about CLIL is that students can learn two things at the same time without being too worried about grammatical accuracy. As they do science projects, they can become motivated and less anxious about mistakes. [...] I don't find CLIL elitist; I think it can be helpful with any kind of learner but it's important that we teachers have the necessary skills to scaffold students' learning. (Araceli)

Araceli's words reinforce the focus on meaning (content) that CLIL offers and how this feature can help learners prioritise deeper learning provided they are efficiently supported by their teachers. However, these perceptions may contradict those views which acknowledge the issue of “watering down” content to match learners' L2 proficiency as identified in the previous section.

While the survey items did not prove inherently controversial, three items stand out for having received heterogeneous responses. Item 11 shows that curricular content is not the only option to contextualise language learning. Other options could include any of the approaches or methods which favour a topic, within the broad spectrum of communicative language teaching. It may be agreed that any topic could support language learning, which may explain the spread of responses over the

Likert scale. This diversity was confirmed in the follow-up interviews as illustrated in these two extracts:

CLIL is not the only option to help with contextualisation. You can use TBL [task-based learning], or project work, or any communicative approach that invites you to create your lesson about a topic. (Mario)

While I do recognise that CLIL helps with contextualisation within the school curriculum so that English is not always the “odd” subject in which we talk about other things, it’s true that CLT [communicative language teaching] can do the trick even if the topics we use are a bit shallow sometimes, like when we talk about family, food, or sports. (Sabrina)

Items 12, 13, and 14, which refer to assessment in CLIL, appear to trigger conflicting perceptions. The student-teachers exhibited less clarity regarding the extent to which the weight that content and L2 accuracy should

have on determining learners’ performance. For instance, a student-teacher commented that

To be honest, I don’t know what I’d do as a teacher. I’ll be their teacher of English, so I’ll be looking at the students’ level of English and wanting them to be better at it, but if I’m also teaching content, I’d want them to learn that too. So, I think they need to be accurate content- and language-wise. But I wouldn’t want to be too harsh on them either!

As illustrated in this extract, the variation of responses illustrates that assessment continues to be a “thorny” issue in CLIL, one which is usually addressed through institutional agreements and the combined use of rubrics and assessment criteria. Removing language proficiency from content learning is problematic because content learning is realised through effective language use and therefore disciplinary literacy is what needs to be emphasised in CLIL provision. It also shows that CLIL teacher education may need to offer further tools to support assessment.

5

Discussion

The first research question asked about how three female teacher educators based in different settings (Argentina, Colombia, and Spain) planned and delivered CLIL in order to prepare their student-teachers for future CLIL implementation. Drawing on the findings included in this report, the teacher educators successfully prepared student-teachers for CLIL, a gap identified in the literature (e.g., Banegas, 2016; McDougald, 2015). Their interest in providing future teachers with CLIL preparation that was context-responsive, practice-situated, and inclusive of all forms or models of CLIL indicate that their teacher education practices were oriented towards the development of pedagogical, scientific, reflective, and developmental competences (Pérez Cañado, 2018b). Collaborative competences were also developed among the student-teacher groups.

The examination of the participating teacher educators' practices reveals that CLIL, like any other educational approach or language teaching strategy, can provide transformational potential and exercise a positive impact on student-teachers' preparation when it is deeply rooted in scientific and contextualised knowledge and pedagogical practices. The teacher educators systematically prioritised the local and national landscape since this is the first context in which the student-teachers will find a teaching post after graduation. Hence, the teacher educators planned and delivered CLIL with a clear sense of the local and the global. On the one hand, they showed awareness of the international literature on CLIL and recent developments around the world. On the other, they used that knowledge as the base to help student-teachers understand and develop their own views and practices around CLIL, even when these were limited to lesson planning. It is important to highlight that driven by the criteria of student-centredness and context-responsiveness, the teacher educators promoted student-teacher agency since

they allowed the student-teachers to choose the target groups and settings which would guide their lesson plan design, which included teacher-made materials. This is a central aspect of teacher education because student-teachers are not treated as educational implementers or technicians, but as agentive educators who can design and deliver localised models of CLIL.

The second research question explored the participants' perceptions and practices of CLIL. Regarding the student-teachers' perceptions, they shared similar views despite having different points of departure in terms of CLIL experiences as learners. There was unanimous belief that for CLIL to be successfully implemented, teacher preparation and the availability of quality materials are important. Such needs reinforce the CLIL competences identified in Pérez Cañado (2018b) and those expressed by in-service teachers in previous studies as reviewed above. Together with those needs, the student-teachers found CLIL to be an effective approach that can respond to cognitive, academic, linguistic, and affective factors (Lopriore, 2020; Turner, 2021). Developing professional knowledge about CLIL allowed the student-teachers to reflect on the roles that languages can play in learning and how content and language can be mutually scaffolded to ensure meaningful learning. However, it should be stressed that their perceptions were bound to their teacher preparation, which did not include a placement experience for CLIL.

The student-teachers' perceptions and lesson plans reflected two issues which are present in CLIL research: (1) whether CLIL is for all learners, regardless of their L2 proficiency, and (2) how content and language should be relatively weighed in assessment instruments and criteria. Such concerns also show that the student-teachers could envision themselves in teaching settings where CLIL was implemented and therefore they interrogated the

complete CLIL cycle from lesson planning, to implementation, to assessment. These concerns may indicate that CLIL teacher education needs to offer views of CLIL provision over a term or complete school year for student-teachers to develop greater knowledge and awareness.

6

Conclusion

The findings reported indicate that incorporating CLIL in initial English language teacher education programmes may allow teacher educators and student-teachers to engage in considering teaching and learning approaches and strategies with a stronger focus on deeper learning (Coyle & Meyer, 2021). Although English language learning continues to have a paramount role, this can be harnessed in the school curriculum to boost motivation and holistic learning. However, these findings need to be taken with caution since the data were collected during difficult circumstances given the restrictions and stress caused by the Covid-19 pandemic on teacher educators, student-teachers, and ourselves as researchers. Despite this challenging scenario, we managed to work collaboratively with those involved in the three case studies reported in this paper.

6.1 Recommendations

From this study, a number of implications and recommendations are shared with the goal of helping teacher educators develop their practices of CLIL teacher education across different contexts. It is vital that (language) teacher education programmes include CLIL in their curriculum either as a dedicated module or topic within one or several modules. The inclusion of CLIL will allow programmes to update their portfolio and offer student-teachers current notions of pluriliteracies and interdisciplinary work in formal education. In tandem with curriculum renewal, it is important that teacher educators engage in continuing professional development (CPD) to acquire the necessary competences to deliver CLIL teacher preparation. CPD can take the form of

self-directed learning (e.g., reading publications on CLIL, attending webinars) or self-initiated collective initiatives such as study groups.

As illustrated in the case studies, CLIL teacher education needs to provide student-teachers with the necessary tools to develop a context-responsive disposition towards CLIL so that they can design lessons and materials which consider the particularities and possibilities of their settings. Unlike the cases reported in this paper, teacher education programmes need to ensure that such lessons and materials can be implemented during the practicum so that student-teachers and teacher educators can assess and reflect on their performance. In this regard, it may be beneficial to embed a micro element of exploratory action research (Smith & Rebolledo, 2018) to allow student-teachers to examine their own first steps in CLIL implementation and professional understanding.

It is hoped that this report encourages teacher educators and language teacher education programmes to prepare future teachers for CLIL provision by creating opportunities that conflate international as well as local experiences and knowledge. In a world where bilingualism and multilingualism are the norm and where the boundaries between school subjects are blurred, CLIL can help promote holistic and transformative learning.



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