



European CLIL in Development: a Primary Phase Consortium (EUCLID-APPC) – A Comenius Project, Funded with Support from the European Commission

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Abstract

This paper will be of interest to all those involved with developing Content and Language Integrated Learning (CLIL) approaches in primary education.

“Content and Language Integrated Learning describes a pedagogic approach in which language and subject area content are learnt in combination... Learners process and use language to acquire new knowledge and skills and as they do so they make progress in both language and subject area content.”¹.

The project consortium is comprised of teacher educators from 5 countries. During the project, significant field research into the potential of primary CLIL was conducted. At each stage, research findings were collated in order to inform our understanding of the skills required to teach using a CLIL approach and these findings informed the design and development of a “CLIL teacher profile” and provided a needs analysis, on which training sessions in CLIL were based.

Each partner in the consortium designed, developed and delivered introductory CLIL training sessions to either trainee or qualified teachers. Participants in the training subsequently put their emerging skills into practice through delivering CLIL lessons in primary classrooms in all 5 countries; examples of these lessons were observed, video recorded and analysed. The “novice” CLIL teachers and their pupils were interviewed.

On the basis of these findings, both the “CLIL teacher profile” and the on-line portfolio were finalised and were translated into all 5 European languages of Consortium members (English, Italian, Polish, Spanish, German). Based on the skills identified in the “CLIL teacher profile” further CLIL training packages were designed, delivered, evaluated and translated. These focused on 5 key areas identified by the research, including planning, resources, foreign language aspects and pedagogical strategies.

Our long term objectives were to use our findings to integrate CLIL training within existing initial teacher education courses and to produce materials which would support other trainers in their work with CLIL approaches in the primary classroom.