

Introduction

THE ALPME TEACHER EDUCATION MODEL for Content and Language Integrated Learning

In the ALPME teacher education model for CLIL, there are two principle zones: the professional understanding and development zone and the learning and teaching zone. Each zone is divided into five key aspects. Each aspect has many elements which are connected to the aspects. There are some aspects and elements which are common to both zones. The zones are intended to assist the user in finding a flexible organisational pathway through a suggested outline for a teacher education programme. Whilst the zones may be worked through in any order, the aspects assume some chronology according to teaching and learning cycles.

Zones

THE PROFESSIONAL UNDERSTANDING & DEVELOPMENT ZONE comprises the five key aspects:

- Defining underpinning values
- Considering situational demands
- Developing theoretical frameworks
- Pursuing pluriculturalism
- Reflecting on and understanding practice

Five Key Aspects

1. Defining underpinning values

There are four strands which permeate effective CLIL learning: content, communication, cognition and culture, that is the 4Cs. Whilst the interpretation of these concepts is open to contextual interpretation and situational demands, a CLIL learning environment provides the opportunity to reconsider fundamental principles from different perspectives.

Content
Communication
Cognition
Culture

2. Considering situational demands

CLIL contexts differ widely according to situational and operational demands. These variables inherent in value systems, along with practical constraints within educational institutions and their wider environments, determine the characteristics of specific CLIL models.

Environment
Social Environment
Learning Environment
Teachers
Learners
Subjects

3. Developing theoretical frameworks

CLIL draws on a fusion of subject or discipline theories, second language acquisition theories and learning theories. Its complexity lies in re-conceptualising theoretical frameworks underpinning the symbiotic relationships between these diverse theories. CLIL usually involves a consideration of how we can effectively learn subject matter and a second/foreign language simultaneously taking into consideration cultural implications, although the emphasis between subject and language learning will depend on context and values systems as defined in aspect 1 and 2.

Learning theories
Constructivism
Socio-cultural theory
Second language learning
Input
Communicative competences
Focus on form
Output
CLIL
Skills
Reading
Writing
Speaking
Listening
Vocabulary
Learner errors
Interlanguage
Bilingualism
Mohan's knowledge framework
Strategies for communication
Learner motivation
Attention, noticing and L2 acquisition

4. Pursuing pluriculturalism

Language and culture are inextricably linked. They filter our interpretations and perception of reality. CLIL provides us with an opportunity to explore pluriculturalism through subject learning in a second/foreign language.

Different perspectives on content issues
Cultural Discourse Logic

5. Reflecting on and understanding practice

In accordance with well known research in the field, the reflective practitioner reflects in/on/about action. In an innovation, such as CLIL, reflective practice forms a core element in professional development. As such it is an important tool in deepening our understanding and realisation of effective CLIL practice. In addition, an understanding of research in fields related to CLIL is crucial to creating a professional research community.

Raising awareness of learning situation
Learning styles
Teaching styles
Reflective teaching
The CLIL Research base

THE LEARNING AND TEACHING ZONE

Comprises the following five key aspects:

- Defining CLIL programme aims, objectives and outcomes
- Planning for effective CLIL classrooms
- Considering CLIL resources and materials
- Monitoring and assessing CLIL
- Evaluating CLIL programmes

Five Key Aspects

1. Defining CLIL programme aims, objectives and outcomes

Defining a CLIL teaching programme will necessitate careful consideration of a 4Cs curriculum as an organisational framework. Whilst defining a 4Cs curriculum – content ie the subject/s demands; communication ie the language used as both a medium for learning and for communicating; cognition ie developing thinking and learning skills; and culture ie defining pluricultural opportunities – will differ according to specific contexts, it nonetheless provides the teacher with a useful guide for defining teaching aims and objectives. The cycle is completed by expressing the outcomes of the programme in terms of learning outcomes ie a definition of what we want the learners to be able to do and achieve by the end of the programme. It is usual for content and communication (language) aims to be externally defined. However, if the other ‘Cs’ are ignored, this may result in missed opportunities and a lessening of ‘value added’ offered by CLIL.

Subject methodology
Subject concepts & processes
Subject skills/Subject learning strategies
Subject vocabulary
Communicative competence
Partial competences
Skills development
Language competence
Language awareness
Thinking skills (Cognitive & metacognitive skills)
Cultural awareness

2. Planning for effective CLIL classrooms

This constitutes the most diverse and complex aspect since it reflects the practice of teaching and learning. However, the 'what' and the 'how' of CLIL teaching is dependent on the teaching and learning aims and outcomes as defined in 1. Effective classrooms require a vision of effective CLIL teaching and learning together with detailed planning of the processes involved. A parallel awareness of how teaching practice affects learning outcomes ranging from organising the classroom and setting different tasks, to taking account of individual needs and leading learners towards taking greater responsibility for their own learning in a technology oriented society, forms the basis for creating successful learning communities.

Classroom language/communication
Student talk time
Learner learner interaction
BICS/CALP
Input-output
Negotiating meaning
Code switching
Vocabulary building
Speaking skills
Listening skills
Reading skills
Writing skills
CLIL & literacy
Language awareness
Learning strategies
Dealing with grammar
Metacognitive strategies
Learner autonomy
Comprehensible input
Handling errors
Affective factors
Individual differences
Learning styles in CLIL
Collaborative teaching and learning
Task-based learning
Task structure
Task difficulty
Cooperative learning
E-learning
Portfolio

3. Considering CLIL resources and materials

Currently there are few materials and resources which are available for CLIL teaching. Therefore accessing, designing and adapting materials and resources is an important part of the CLIL teacher's role. Whilst the internet is a crucial source of materials, adapting resources and designing suitable tasks which link with aspects one and two remain fundamental to creating effective classrooms.

Finding materials
Adapting materials, Designing effective tasks for CLIL &

4. Monitoring and assessing CLIL

Appropriate monitoring and assessment procedures for CLIL learners are still being developed. It is perhaps the most contentious part of the CLIL teacher's work. More traditional forms of assessment may not be wholly appropriate. Alternative procedures are considered in this aspect.

Evaluation & Assessment
Assessment in CLIL
Assessment of L2
Peer/self portfolio

5. Evaluating CLIL programmes

Evaluating CLIL is fundamental to further developing professional understanding and creating effective learning communities. Evaluation is based on how well the programme teaching aims and learning outcomes were achieved and as such is linked with all the other aspects in this zone.

Evaluating CLIL- outcomes
