

Cross-curricular CLIL courses in teacher training

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Imagine ...

...a group of students from a number of different subject disciplines attending the first meeting of the CLIL course for future teachers.

Learning objectives

- Why have they applied for the course?
- They are interested in studying CLIL.
- What are they going to learn?
- They are going to learn to run a class in their subject in English.
- Is there more to it?
- Yes, they are going to get to practice working as a cross-curricular team.

Organisation - Methods

- How are they going to study and learn?
- How are they going to practice?
- It's an interactive course that demands active participation on the parts of the students and teacher alike.
- **Phase 1:** Field building/Team building
- **Phase 2:** Subject-specific study
- **Phase 3:** Cross-curricular project

Field building/Team building

- Informative speech 3 min/student
- Pair presentations on *How Languages are Learned* 20 minutes/pair
- Role play 1: CLIL Team debate

Subject-specific study

- Summary of article
- Argumentative essay
- Classroom activity
- Lesson plan

Cross-curricular project

- Studying *Uncovering CLIL*
- Storyline method
- Case study
- Role play 2: CLIL theme team conference

Why is this CLIL course effective?

- Teacher students from different subject disciplines get to learn about how languages are learned.
- The students get to formulate themselves and use the target language in which they are going to teach, actively and in relevant, enhancing contexts.
- They get to interact and work together with colleagues in a group constellation similar to the one they will have at their future schools, i.e. cross-curricular.

For whom is the course a creative platform?

- Teacher students get to practice working together as a cross-curricular team; planning, doing research, preparing teaching materials, carrying out and evaluating the project.
- Perhaps the course would work also as an in-service course?

Conclusion:

- Having taught two CLIL courses of this kind, I can clearly see the benefits of it in teacher training.
- Teacher students get a preparation for doing something they are supposed to be doing at their future schools.

Remember

... those students attending the first meeting of the CLIL course?

Now they have come from the final portfolio conference!

They have got their portfolios, with all their journals, reflections and other texts they have written and all the teaching materials they have prepared throughout the course, back.

"It's no big deal to write in English now".

"This course has changed my life." (!)

"I see multi-culturalism in a new light now."

"I want to teach like this in the future."

"I really want to become a teacher now."

My questions to you:

- Is there a similar course in teacher education at your university?
- What is it like?
- In what way do you find useful?

Thank you! 😊