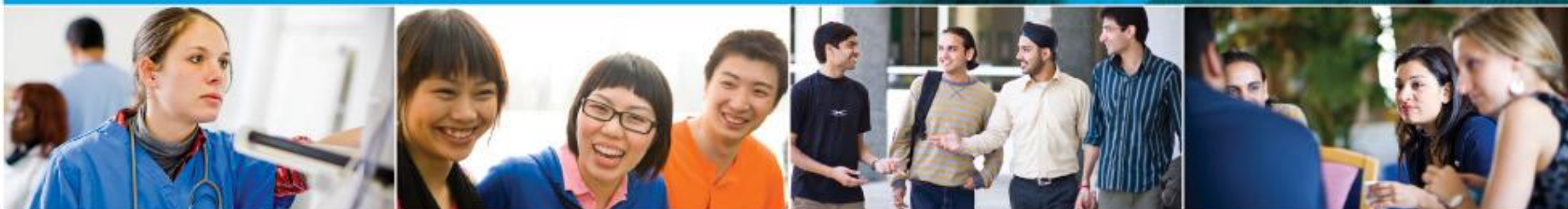
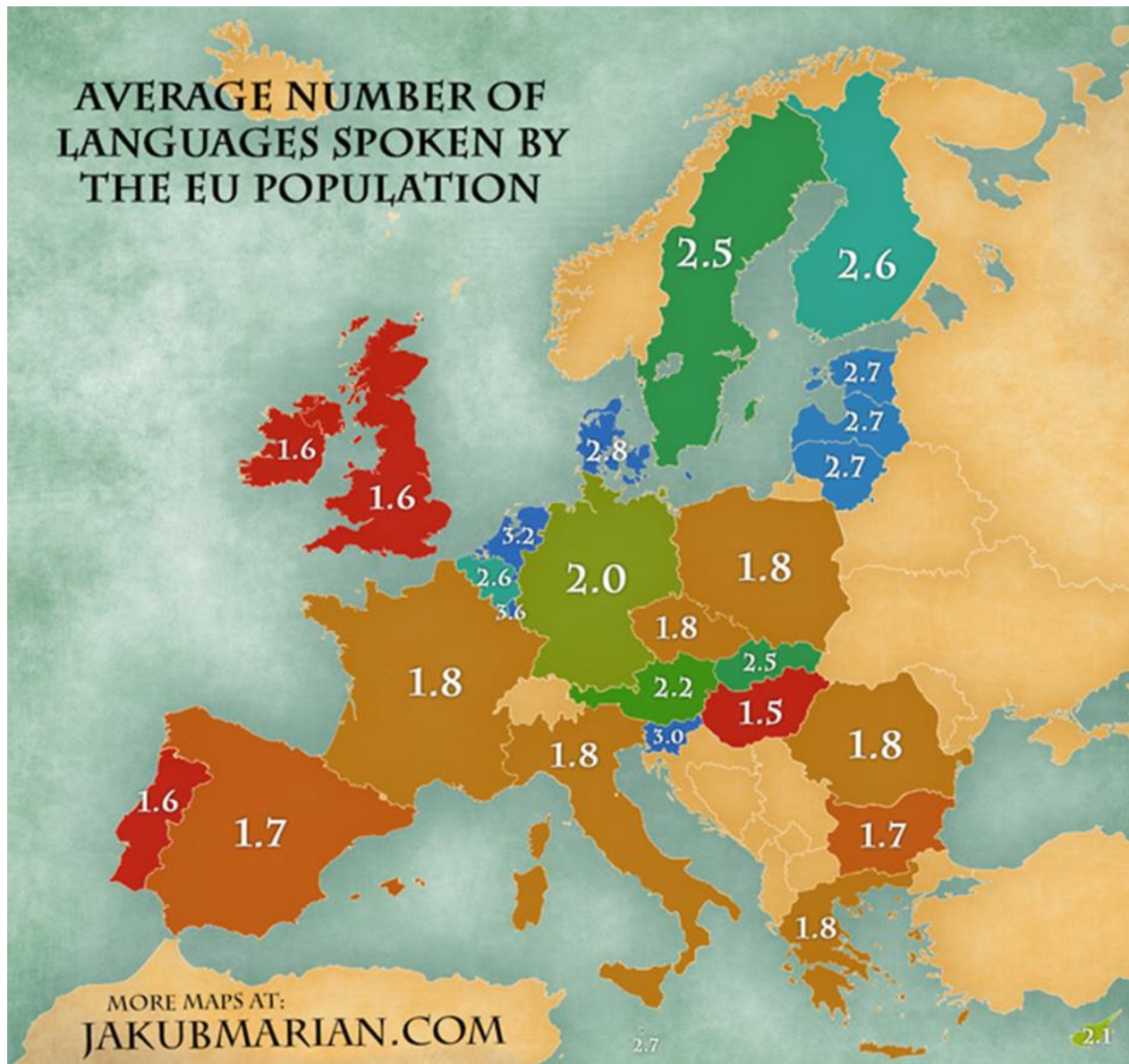


# What Makes A Successful CLIL Programme: What we've learned in Spain (and what we're still learning.)

Mark Levy  
Frontiers in CLIL & ELT  
Narva, March 2017

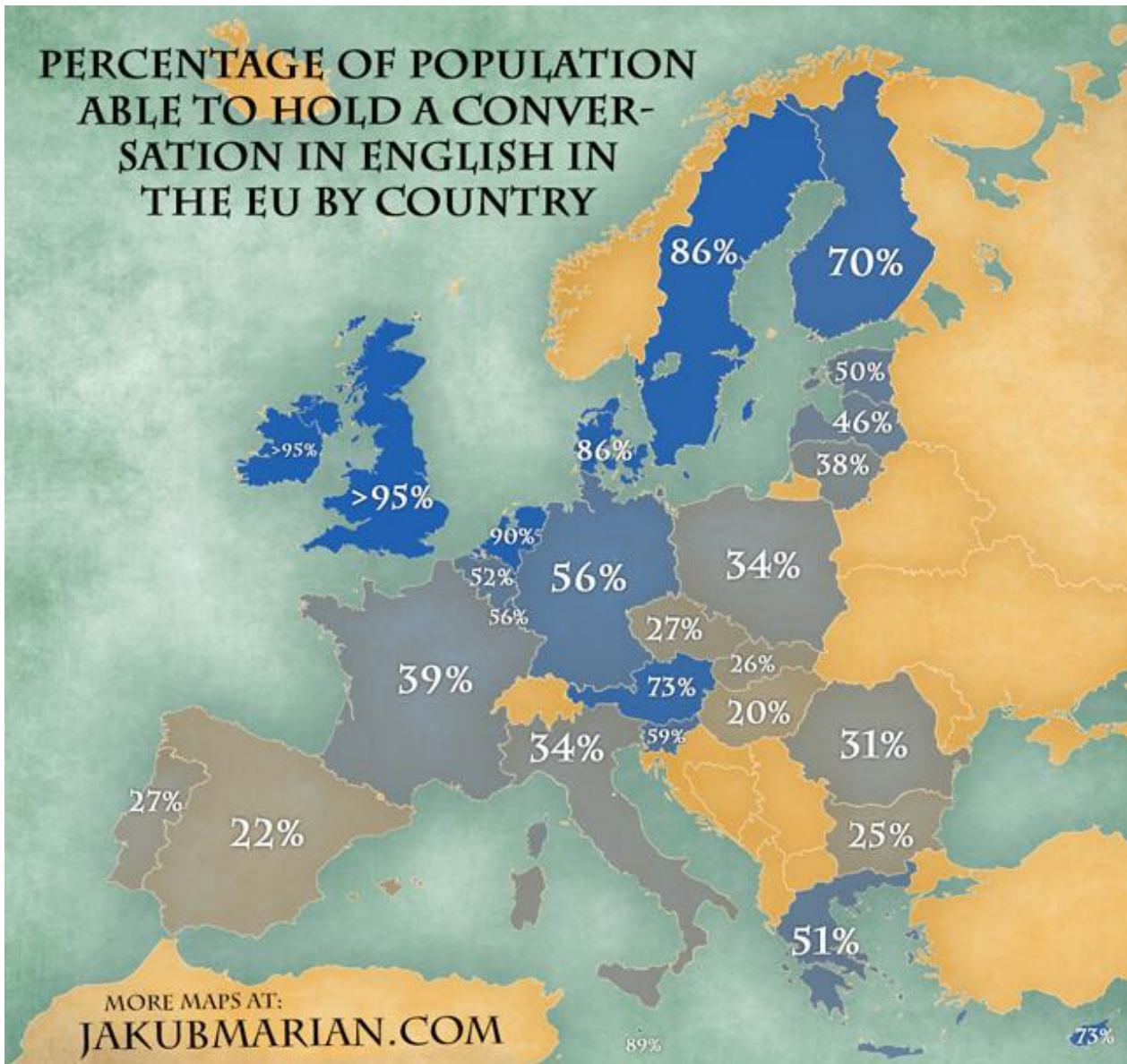




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# PERCENTAGE OF POPULATION ABLE TO HOLD A CONVER- SATION IN ENGLISH IN THE EU BY COUNTRY



<http://jakubmarian.com/>

## CLIL in Spain: Some numbers 2014-15

- **822,403\*** primary, secondary and vocational education students participated in CLIL programmes (622,529 in 2013-14 / 462,013 in 2011-12)  
**777,024 (94.5%)** of these studied in English
- **159,911\*** participated in other experiences in which a foreign language was used for instruction (146,604 in 13-14 / 91,903 in 11-12)  
**148,230** studied in English
- **76,120\*** were enrolled in schools that offer foreign education (74,948 in 13-14 / 70,165 in 11-12)

(\* Totals don't include Cataluña. 13-14 totals don't include Cataluña or Comunidad de Valencia)

<http://www.mecd.gob.es/servicios-al-ciudadano-mecd/estadisticas/educacion/no-universitaria/alumnado/Lenguas-extranjeras.html>

## CLIL in Spain: more numbers

- 27.4 % of primary schools & 24.3% of secondary schools impart CLIL programmes (overwhelmingly in English)
- Anywhere between 15% & 50% of the curriculum delivered in a foreign language

# English Medium Instruction in Higher Education

- 2013 MECED report showed 55 undergraduate courses & 127 Masters courses currently taught entirely in English
- 2014 “Strategy for the Internationalisation of Spanish Universities 2015-2020” set objective for bilingual or fully English Medium Instruction courses of:
  - 30% of undergraduate courses &
  - 50% of Masters

<http://www.mecd.gob.es/educacion-mecd/gl/dms/mecd/educacion-mecd/areas-educacion/universidades/politica-internacional/estrategia-internacionalizacion/EstrategiaInternacionalizaci-n-Final.pdf>

# The MECD-British Council Bilingual Education Project (BEP) in Spain

1996:

- Agreement signed to introduce an integrated curriculum into Spanish state schools.
- Initially in 43 schools with 1,200 pupils aged 3 & 4

2017:

- 87 Primary schools & 48 Secondary schools / Approx 40,000 pupils
- 10 Regions: Aragón, Asturias, Baleares, Castilla y León, Castilla-La Mancha, Cantabria, Extremadura, Madrid, Murcia & Navarra; and Ceuta & Melilla.
- Over 1.000 teachers form part of the project

## Aims of the BEP

- To promote the acquisition and learning of both languages through an integrated content-based curriculum
- To encourage awareness of the diversity of both cultures
- To facilitate the exchange of teachers and children
- To encourage the use of modern technologies in learning other languages
- Where appropriate, to promote the certification of studies under both educational systems



## The BEP: more details

Schools cover a range of socio-economic, ethnic, linguistic and other contexts: not selected on basis of social or other privilege

Similarly no selection of pupils for the project

**Integrated Curriculum** supported by guidelines at **Infant, Primary** (Literacy / 'Conocimiento del Medio' / Art & Crafts ) & **Secondary** (Literacy / Social Sciences / Natural Sciences – Physics & Chemistry)

Minimum: 40%-50% of curriculum is delivered in English

Pupils can take IGCSEs at 16: e.g. : English (as 1<sup>st</sup> & 2<sup>nd</sup> Language); Spanish; Geography; Biology; Mathematics; French (Foreign Language); ICT; History; Combined Science; German (Foreign Language); Latin

**“In God we trust,  
all others bring data”**

William Edwards Deming (1900 – 1993)

American engineer, statistician, professor, author, lecturer, and management consultant.

## BEP Evaluation (2010)

**Performance & attainments:** “ ... we discern a strongly positive picture and conclude that the majority of students are gaining much from their bilingual education. They are reaching commendable levels of attainment, in their everyday classroom performance, their spoken English, their written English, their written Spanish and also in the IGCSE examination.”

**Good Practice:**” ... wide range of practices which good teachers at both primary and secondary levels introduced into their classrooms. These good practices seemed to fall into two broad categories: good general practices and good language-focused practices, .. “

**Perceptions:** “The BEP is widely seen as conferring benefit not only on the pupils but also to teachers and schools in a number of ways which our evidence identifies.”

## Other results

### **Basque Country 'Marco de Educación Trilingüe 2014:**

- **117 schools over 3 years (with control group) / 'trilingual' students 'much better' results in English at both primary & secondary / no significant differences in their results/competencies in Euskera, Spanish, Maths or Science**

### **Madrid 1st phase of evaluations – report on 5 different 'investigations' covering Primary & Secondary published Dec 16**

- **Significant improvement in learning of English / no difference in knowledge/learning outcomes over full period of obligatory education despite slightly lower results in Sciences at end of Primary / other educational benefits, esp increase in literacy**

### **Asturias 4 studies, published/reported Nov 2016**

- **Improvements in English / same results in subject areas**

**So .... what have we learned and what  
are we still learning?**



## 3 Obvious Key Areas

- The school environment
- The teacher
- The methodology (& the evaluation!)

# The School Environment

- A multi-/bi-lingual or CLIL learning environment (What does your school ‘feel’ like?)
- School leadership .... & a ‘whole school’ approach
  - “Cómo influye la política educativa de centro en el desarrollo de los programas de enseñanza a través de una lengua extranjera.” (Granada University)
- A space for collaboration
- Mentoring & Observation

# The Teacher

What are you like as a teacher? What are your strengths & weaknesses? (Know thyself!)

# The Methodology

What does a successful CLIL methodology look like?

# What else have we learned ..... ?

## **Importance of Political Will & Support**

- Leadership & Planning
- Long term vision
- Consistency vs Constant change

## **Parents are very (& I mean very) important**

- Need to be consulted; involved; informed



and ....

## **Starting early can make sense for a number of reasons**

- Exposure to language and methodology
- Loss of the 'fear factor'
- Perceptions of 'normality'

## **Inspectors may need training too!**

- Importance of Coordination

and ....

**There's no such thing as too much teacher training/development (if it's the right sort of teacher training/development!)**

- Initial (pre-service), practical Teacher Training as the bottom line
- Collaborative, curriculum focused in-service (school - centred) training can make a real difference
- (Once teachers have 'enough' English, more methodology is usually more important than more English)

and ....

## **Success is still usually measured by Evaluation and Assessment**

- What & How to evaluate is therefore crucial
- Content & Language
- Expectations are key

## and finally ....?

- Even in a multilingual/CLIL context, a main objective of language learning at school is perhaps to be motivated to continue to learn the language/s (lifelong learning)
- The approach is therefore nearly as important as the results
- Teachers need to be motivated if they are to motivate

# Some of the challenges that remain:

- Levels of English
- Appropriate materials (& ability to use them effectively)
- Lack of awareness within universities of specific characteristics of and appropriate methodology for bilingual &/or CLIL education & limited space within university training courses for methodology training
- Reluctance of primary & secondary teachers to allow students to observe their classes
- Lack of a professional framework and support structure for teachers in bilingual education or teaching CLIL
- Agreed evaluation criteria for learning outcomes



**Thank You / aitäh / спасибо**

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