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**FLEMISH CLIL STUDY DAY**

**RETHINKING INCLUSION IN  
BILINGUAL EDUCATION:  
*WHERE DO WE STAND AND WHERE  
DO WE NEED TO GO?***



*1. Introduction*

*2. The non-issues*

*3. Elitism*

*4. The real issues*

*4. Conclusion*

**TEACHER  
TRAINER**

**RESEARCHER**

**TOP-DOWN**

1. Introduction

2. The non-issues

3. Elitism

4. The real issues

4. Conclusion

# CLIL

“... my understanding of the current situation is that it is **an unstoppable train**. Better therefore that we do everything we can to keep it on the rails and **allow its passengers to reach their destination safely** than to try to block its progress.”

*(Macaro, 2015: 7)*

1. Introduction

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4. Conclusion

CLIL initiatives are

# CROSSROADS



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4. Conclusion

# THE NEW 4 Cs

Stotz and Meuter (2003): Beraroth

(2006); Jäppinen (2006); Casal &  
Moore (2008); Lorenzo, Casal, &  
Moore (2009); Lorenzo, Casal,

## PROBLEM

Moore, & Afonso (2009)



CLIL

CRAZE

TIMO

PLAGA

HECA-  
TOMBE

BATALLA

BANDOS

<https://www.xlsemanal.com/firmas/20190304/asnos-bilingues-juan-manuel-prada.html>

Asno



Juan Manuel De Prada

ANIMALES DE COMPAÑÍA

Han... instituto de Torre Pacheco a algún momento de mi 'acción bilingüe'. Y, para de los chavales. Luego profesores del instituto. De... fiebre del bilingüismo y a esta lamentable práctica educativa... insando: «Si a los chavales no les gusta que les expliquen la geografía en inglés y a sus profesores tampoco, ¿quién sostiene este invento calamitoso?».

Por supuesto, cuando hablo de bilingüismo no me refiero al propio de tierras como Cataluña, donde conviven la lengua castellana con la propia del país (y aclaro, antes de que las hienas empiecen a lanzar sus dentelladas, que utilizo la palabra sin intenciones políticas); pues este bilingüismo lo considero muy sano y constitutivo del carácter hispánico. Me refiero, naturalmente, a esa infausta moda consistente en otorgar el mismo estatuto a una lengua foránea (que siempre es, por supuesto, el inglés) y a la lengua materna, con la pretensión de que los alumnos empleen con la misma desenvoltura una y otra. Esto es una aberración completa, pues las lenguas maternas son el alma que constituye a los pueblos; mientras que las lenguas adquiridas son conocimientos que incorporamos por razones instrumentales. Hablamos en inglés por necesidad profesional, o por imposición de circunstancias sobrevenidas; hablamos en nuestra lengua materna porque necesitamos expresar nuestros anhelos y sentimientos más hondos. Las lenguas maternas son, en fin, el meollo de nuestra genealogía espiritual, el vehículo a través del

Mariano Rajoy hora de aprende inteligencia mi ¿Carecemos de es no. Entonc universidad, es

Todo empieza inglés puede e podrá impartir

Los estudios f conocimiento desarrollo de Magisterio en otras palabras, la UCAJ. En la 'cierta' dificultad inglés. Los vni interpretación.

De esta manera magisterio se resulta evidente tanto por la ca personas. Cu es porque un n

En resumen, l idiomas con li pero no mejor centros de prim mediocres. Así

Por lo tanto, p las instituciones es suficiente o mejorará su in

Para romper e hacerlo en las idioma extranj de primaria y extranjera has pagar.

Lamentableme



Profes

Al... Ma... Com... maría... Tiempo b

10.09.2016 - 08

El colegio Palon año en la Comu en la lengua de motivos para no años de trayect

Las caracteristic como la sogreg: en la misma pos empieza a ser o

Discriminac

"Cuando se ha lengua, pero cre importante del a centro,

Esperanza Aguirre, m

MANUEL VILASEI

JUEVES, 7 DE ENE

En las conversa generalizado co había". Pero de que muchos cor mucho mejor q implantado en l

Empezando por tres meses, en c que se empezab vegetal y era ne "Mientras en lo "Science" estud

http://politic

http://www.elconfidencial

4/10/2016

Nunca hablaremos ingl LAS COOKIES PERMITE ACEPTA EL App iPhone/iPad A

4/10/2016

El Confid

Esta web utiliza 'coo uso que hacemos d

10/2016

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JAV 17 M

Un ma de de bil es eq Jo na de do col un po nu de rec sí e ch as pa es en un ch

http://elpais.c

1 de 2

1. Introduction

2. The non-issues

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4. Conclusion

# THE NEW 4 Cs

CLIL

CRAZE



CLIL

CRITIQUE

**PROBLEM**

*Bruton (2011a, 2011b, 2013, 2015), Cañado (2011, 2012); Paran (2013)*

1. Introduction

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# THE NEW 4 Cs

CLIL

CRAZE



CLIL

CRITIQUE



CLIL

CONUNDRUM



CLIL

CONTROVERSY





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4. Conclusion

Lasagabaster & Sierra  
(2010)

Somers & Surmont  
(2010)



Cenoz, Genesee, &  
Gorter (2012)

Dalton-Puffer et al.  
(2014)



**NO PROBLEM!**

Bruton (2011, 2013)

Huttner & Smit  
(2014)

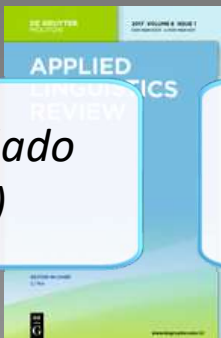
Bruton  
(2015)

Paran (2013)

Pérez Cañado  
(2017)

Bruton  
(2019)

Pérez Cañado  
(2020)



# “CUÑADISMO”



“false myths”  
(Pérez Cañado, 2020)

“mega misconceptions”  
(Rosling, 2018)



“mis-apprehensions”  
(Paradowski, 2017)

## “DOSSILIIST”

“hunt, capture, and replace”

(Rosenfeld, 2012: 45)

“some

without

“someone who constantly  
“someone who sees no  
cont

“dramatic worldview”  
celebrating progress and  
more”



1. Introduction

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4. Conclusion

# INTRODUCTION

THREE MAIN  
SECTIONS

**FIVE  
NON-ISSUES**

**INCLUSION IN  
BILINGUAL  
PROGRAMS**

**FIVE  
REAL ISSUES**

**OVER TO YOU!**

**PRACTICAL  
EXAMPLES**

**VALIDATED  
INSTRUMENTS**

**RESEARCH &  
INNOVATION  
PROJECTS**



ARE  
YOU  
READY?



# OUR (NON-)ISSUES

1. CLIL does not necessarily improve FL competence.

2. CLIL can detrimentally impact L1 competence.

3. CLIL waters down content learning.

4. CLIL is anti-pedagogical.

5. CLIL is elitist and does not work equally well in diverse contexts.

1. Catering for diversity.

2. Attuning CLIL to context-specific realities.

3. Extending bilingual programs to pre-Primary and post-Secondary stages.

4. Improving, upgrading, and fine-tuning current CLIL provision.

5. Teacher training.



**SUPERSEDING**  
*CLIL NON-ISSUES*



STUDENT-CENTEREDNESS

L2



del  
dad  
ÜE

as  
n

ELITISM

1. Introduction

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EXTERNAL LANGUAGE EVALUATIONS

CAMBRIDGE

PIRLS

EOI

REPORTS COMMISSIONED BY THE AUTONOMOUS COMMUNITIES

SOCIOECONOMIC STATUS

RURAL- URBAN SETTING

TIMS

TYPE OF SCHOOL

EXTRAMURAL EXPOSURE

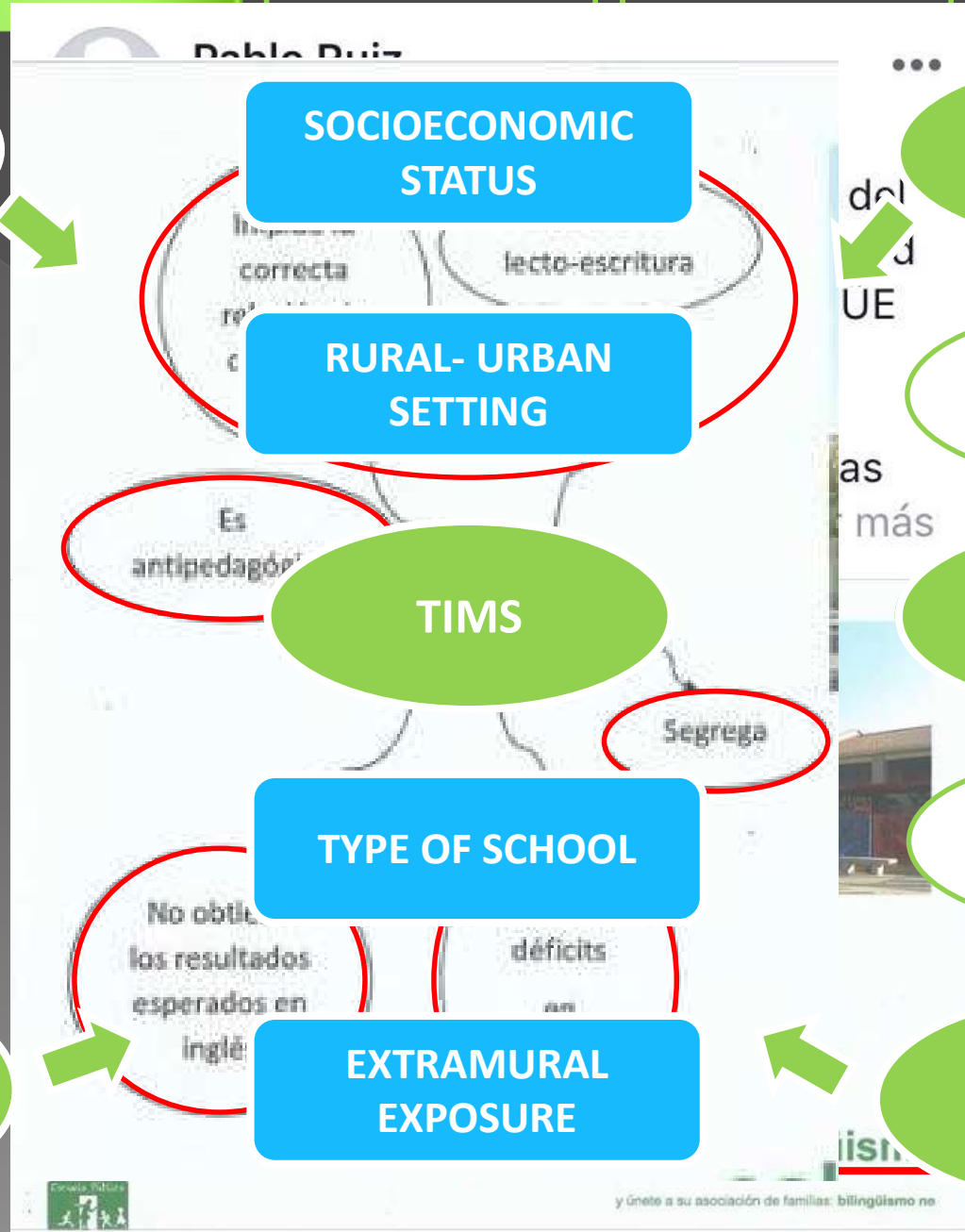
EXTERNAL RESEARCH PROJECTS

BRITISH COUNCIL

PISA

ERASMUS+

UNIVERSITY ENTRANCE EXAM RESULTS





# 1. CLIL does not necessarily improve FL competence.

USE OF ENGLISH

PRIMARY

LISTENING

SECONDARY

Linguistic outcome

BACCALAUREATE

=> huge success

story.

1. Introduction

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## 2. CLIL detrimentally impacts L1 competence.

NON-BIL.

LESSON  
LEARNED

LINGUAL

*Bergroth (2000); Merisuo-Storm  
(2006); Madrid Hughes (2011);  
Pérez Cañado (2018); Barrios  
Espínosa (2019); Navarro Pablo &*

We can **rest assured** that CLIL is **NOT** detrimental to  
our L1 competence.

### 3. CLIL improves foreign language learning at the

expense of content learning which is watered down

BILINGUALS

=> BETTER

"quizá se aprende más inglés"

HISTORY & GEOGRAPHY

NO

DIFFERENCES

LESSON

LEARNED

NON-

BILINGUALS

=> BETTER

"pero se hace a costa de la materia impartida"

SCIENCE

Wode (2007); Madrid de las asignaturas enseñadas en inglés (2016);  
perjudicado, o el aprendizaje del idioma inglés no es suficiente"  
Surmont, Struys, Van Den Noort & Van De Craen (2016);  
Pérez Cañado (2018); Hugh & Madrid (2019); Martínez  
Agudo (2020)

"No se puede intentar ayudar a los alumnos a mejorar una determinada área de  
a costa de machacar otros

**Any misgivings regarding content learning should be dismissed, especially in the long term.**

=> BETTER

1. Introduction

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## 4. CLIL is anti-pedagogical.

*Dalton-Puffer (2015),  
Rumlich (2017), Lancaster  
(2018), Pérez Cañado (2018),  
San Isidro (2018), Barrios  
Espinosa & Milla Lara (2020)*

***“All the theory which bilingualism has generated has been translated to the practical plane”.***

- ✓ Student-centered, diversified, and communicative **methodologies** and **evaluation**
- ✓ More active and participative **student roles**
- ✓ Enhanced collaboration, transversality, and multidisciplinary among **teachers**
- ✓ More innovative and interesting **materials**, which tend to be originally elaborated or adapted
- ✓ Heightened presence of **new technologies**

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4. CLIL is anti-pedagogical.

LESSON  
LEARNED



CLIL practice => **FACT**, NOT FICTION

1. Introduction

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## 5. CLIL is elitist and does not work equally well in diverse contexts.

“there is every reason to believe some students may be prejudiced by CLIL”

“Implicitly, CLIL is likely to favour certain

“rather than increasing

in certain contexts is

IS THIS  
TRUE?

“auténtica pesadilla elitista”

“clasismo brutal”

“los ‘niños pobres’ verán negado ese acceso privado a la lengua-maná”



**ELITISM IN CLIL  
PROGRAMS:  
*PAST, PRESENT, AND  
FUTURE***





1. Introduction

2. The non-issues

3. Elitism

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4. Conclusion

# Is COVERT STREAMING (PAST)

## SUBJECT

SELF-SELECTION  
*(Lorenzo, Casal, & Moore, 2009)*

- Bulgaria

## TARGET LANGUAGE LEVEL

- France
- Romania

## BOTH

- Hungary

## NO ADMISSION

PARENTAL CHOICE

Germany

**SOCIAL CLASS**

## Is CLIL elitist? (PRESENT)

1.

Are the most intelligent, motivated, and linguistically proficient students in the CLIL groups?

2.

What is the possible differential effect of *setting*, *socioeconomic status*, and *type of school* on L2 competence?

3.

Does CLIL have the potential to work even in the most disenfranchised settings?

**1. Are the most intelligent, motivated, and linguistically proficient students in the CLIL groups?**

**NO**

Aspect	Group	Mean	Standard deviation	p value
Verbal intelligence	Non-CLIL	12.19	4.65	0.911
	CLIL	12.33	4.01	
Motivation factor 1: Desire to work	Non-CLIL	18	2.43	0.422
	CLIL	15	1.22	
Motivation factor 2: Anxiety	Non-CLIL	23	1.85	0.475
	CLIL	21	1.80	
Motivation factor 3: Lack of interest	Non-CLIL	25	1.89	0.405
	CLIL	20	2.31	
Motivation factor 4: Self-demand	Non-CLIL	23	2.06	0.101
	CLIL	18	1.32	
English grade (pre- test administered)	Non-CLIL	4.27	0.81	0.352
	CLIL	4.64	1.06	

1. Are the most intelligent, motivated, and linguistically proficient students in the CLIL groups?

NO

LESSON  
LEARNED



The “best” students are **no longer** in the CLIL groups.

1. Introduction

2. The non-issues

3. Elitism

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4. Conclusion

**2. What is the possible differential effect of *setting*, *socioeconomic status*, and *type of school* on L2 competence?**

*Madrid & Barrios (2018);  
Pavón Vázquez (2018);  
Pérez Cañado (2018a,  
2018b); Rascón Moreno &  
Bretones Callejas (2018)*

1. Introduction

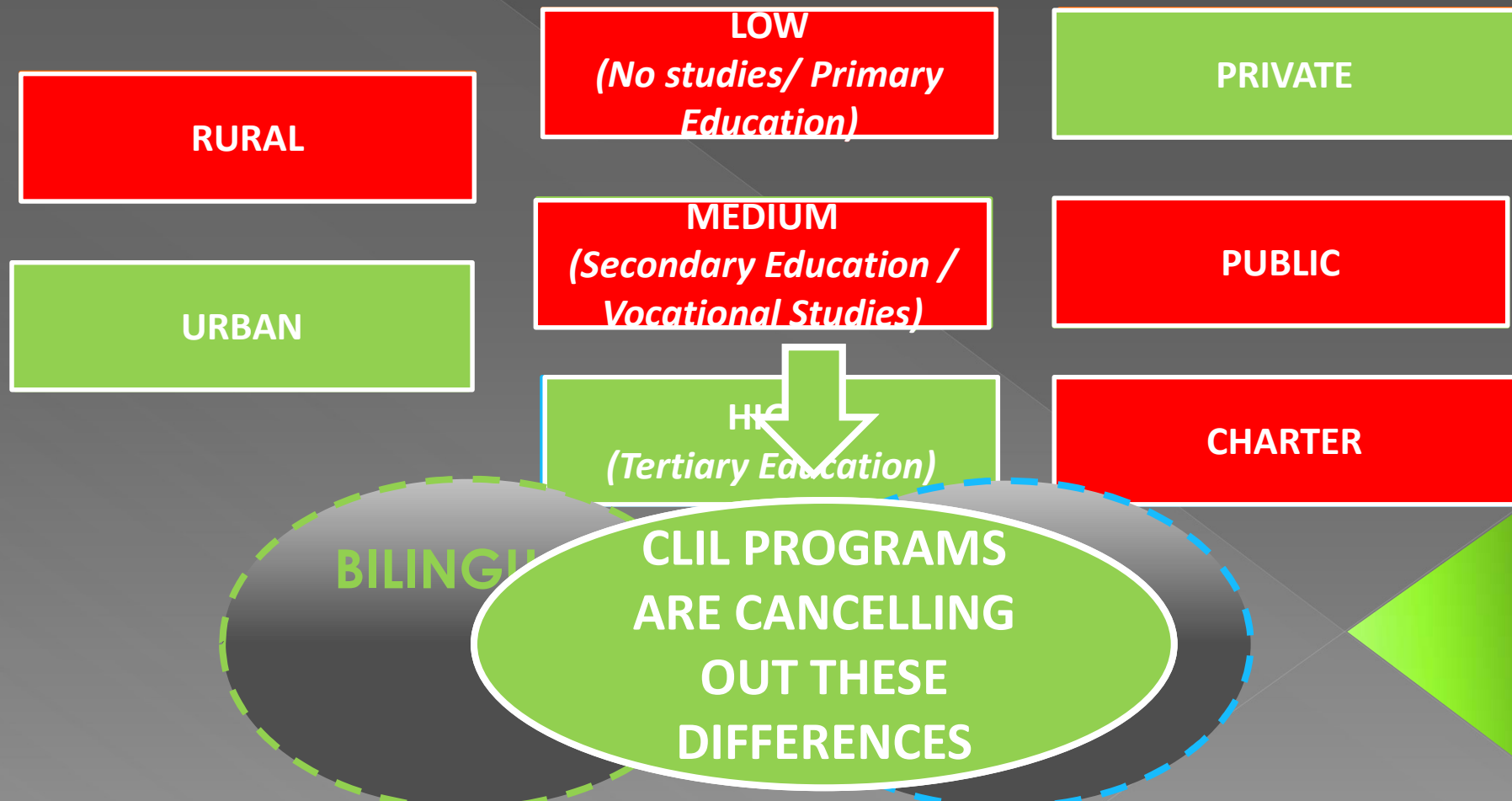
2. The non-issues

3. Elitism

4. The real issues

4. Conclusion

**2. What is the possible differential effect of *setting*, *socioeconomic status*, and *type of school* on L2 competence?**



1. Introduction

2. The non-issues

3. Elitism

4. The real issues

4. Conclusion

**2. What is the possible differential effect of *setting*, *socioeconomic status*, and *type of school* on L2 competence?**

**LESSON  
LEARNED**



**CLIL is acting as a **leveller** across diverse settings and contexts.**

1. Introduction

2. The non-issues

3. Elitism

4. The real

G  
Y!

your Pips don't pet me go ü ü



Is CLIL **NO** (PRESENT)

**Xavier Gisbert: "La enseñanza bilingüe ofrece a todo el mundo lo que estaba reservado a las élites"**

**YES!** CLIL has the potential to work even in rural, public settings, with low SES and minority groups.

CLIL is affording **all types of students** the opportunity to learn languages bilingually.

1. Introduction

2. The non-issues

3. Elitism

4. The real issues

4. Conclusion

EUROPEAN  
2018-1-ES01-KA201-  
050356

NATIONAL  
RTI2018-093390-B-I00

REGIONAL  
P18-RT-1513

LOCAL  
1263559

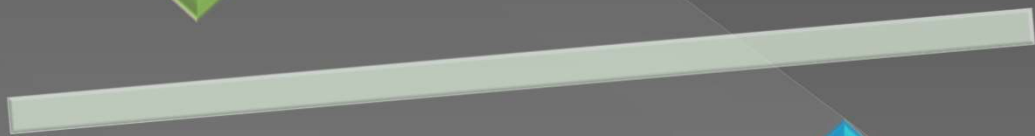
**ADiBE: Attention to Diversity  
in Bilingual Education**

success

at learners?



Fatally  
undermine



Student-  
centeredness



# BROADER TAKE-AWAYS

MAIN ISSUES



Huge challenge! /  
Increased difficulty/  
Could  
jeopardize  
everything achieved  
so far

«El bilingüismo acabó  
cuando fue para todo el  
mundo.»

ADiBE

WITH THE CURRENT  
MODEL  
(MAINSTREAMING),  
CLIL IS **NOT** WORKING



No clear-cut  
*FRAMEWORK* on  
inclusion in  
bilingual education

TAKE-AWAY 2

ADiBE

DIVERSITY  
INCLUSION  
DIFFERENTIATION  
INTEGRATION

Lack of *MATERIALS*  
and *RESOURCES*



TAKE-AWAY 3

ADiBE

DAUNTED BY THE  
TASK OF HAVING TO  
FIND, ADAPT, OR  
DESIGN THEM  
THEMSELVES



TAKE-AWAY 4

ADiBE

NOT ATTUNED TO  
DIFFERENT LEVELS OF  
ABILITY

Very vague  
*PEDAGOGICAL  
ORIENTATIONS* and  
*EVALUATION  
STRATEGIES*

*TEACHER  
TRAINING*  
needs



TAKE-AWAY 5

ADiBE

HIGH ACROSS  
THE BOARD

RETHINK

RE-ENGINEER



Lack of satisfaction  
with the  
*SUPPORT SYSTEM*

TAKE-AWAY 6

ADiBE

RATIOS  
TIME  
LANGUAGE  
ASSISTANTS



1. Introduction

2. The non-issues

3. Elitism

4. The real issues

4. Conclusion

# WE DOING ABOUT IT?

## ADiBE Project: Attention to Diversity in Bilingual Education Questionnaire TEACHERS

- SCHOOL: \_\_\_\_\_
- GRADE: \_\_\_\_\_
- AGE: \_\_\_\_\_
- GENDER:  Male  Female  Other
- NATIONALITY: \_\_\_\_\_
- TYPE OF TEACHER:
  - Foreign language teacher
  - Content teacher
  - Teaching assistant
  - Other: \_\_\_\_\_
- ADMINISTRATIVE SITUATION:
  - Civil servant with a permanent post
  - Civil servant with a provisional post
  - Temporary teacher
  - Other: \_\_\_\_\_
- LEVEL IN THE FOREIGN LANGUAGE YOU TEACH:
  - A1 (Beginner)
  - A2 (Elementary)
  - B1 (Intermediate)
  - B2 (Upper-Intermediate)
  - C1 (Advanced)
  - C2 (Proficient)
- SUBJECT(S) YOU TEACH IN THE FOREIGN LANGUAGE: \_\_\_\_\_
- HOW MUCH OF EACH SUBJECT IS TAUGHT IN THE FOREIGN LANGUAGE? PLEASE SPECIFY THE PERCENTAGE: \_\_\_\_\_
- ARE YOU THE COORDINATOR OF THE BILINGUAL SECTION IN YOUR SCHOOL?
  - Yes  No  Does not apply
- OVERALL TEACHING EXPERIENCE:
  - Less than 1 year
  - 1-5 years
  - 6-10 years
  - 11-15 years
  - 16-20 years
  - Over 20 years
- TEACHING EXPERIENCE IN A BILINGUAL PROGRAM:
  - Less than 1 year
  - 1-5 years
  - 6-10 years
  - 11-15 years
  - 16-20 years
  - Over 20 years

## QUESTIONNAIRES

## ADiBE Project: Attention to Diversity in Bilingual Education OBSERVATION PROTOCOL TEACHER BACKGROUND INFORMATION

- SCHOOL: \_\_\_\_\_
- GRADE: \_\_\_\_\_
- SUBJECT: \_\_\_\_\_
- TYPE OF TEACHER:
  - Foreign Language Teacher
  - Content Teacher
  - Teaching Assistant
- IS S/HE A BILINGUAL COORDINATOR IN HER/HIS SCHOOL?  Yes  No  Doesn't apply
- AGE: \_\_\_\_\_
- GENDER:  Male  Female
- NATIONALITY: \_\_\_\_\_
- ADMINISTRATIVE SITUATION:
  - Civil servant with a permanent post
  - Civil servant with a provisional post
  - Temporary teacher
  - Other: \_\_\_\_\_
- OVERALL TEACHING EXPERIENCE:
  - Less than 1 year
  - 1-10 years
  - 11-20 years
  - 21-30 years
  - Over 30 years
- TEACHING EXPERIENCE IN A BILINGUAL SCHOOL:
  - Less than 1 year
  - 1-5 years
  - 6-10 years
  - 11-15 years
  - 16-20 years
  - Over 20 years

## OBSERVATION PROTOCOL

## ADiBE Project: Attention to Diversity in Bilingual Education Interview protocol TEACHERS

- SCHOOL: \_\_\_\_\_
- GRADE: \_\_\_\_\_
- SUBJECT: \_\_\_\_\_
- TYPE OF TEACHER:
  - Foreign language teacher
  - Content teacher
  - Teaching assistant
  - Other: \_\_\_\_\_
- ARE YOU A BILINGUAL COORDINATOR IN YOUR SCHOOL?  Yes  No
- AGE: \_\_\_\_\_
- GENDER:  Male  Female  Other
- NATIONALITY: \_\_\_\_\_
- ADMINISTRATIVE SITUATION:
  - Civil servant with a permanent post
  - Civil servant with a temporary post
  - Temporary teacher
  - Other: \_\_\_\_\_
- LEVEL IN THE FOREIGN LANGUAGE YOU TEACH:
  - A1 (Beginner)
  - A2 (Elementary)
  - B1 (Intermediate)
  - B2 (Upper-Intermediate)
  - C1 (Advanced)
  - C2 (Proficient)
- OVERALL TEACHING EXPERIENCE:
  - Less than 1 year
  - 1-10 years
  - 11-20 years
  - 21-30 years
  - Over 30 years
- TEACHING EXPERIENCE IN A BILINGUAL SCHOOL:
  - Less than 1 year
  - 1-5 years
  - 6-10 years
  - 11-15 years
  - 16-20 years
  - Over 20 years

## INTERVIEW PROTOCOLS



## ENGLISH LEVEL

## LEARNERS

## ACADEMIC PERFORMANCE

**LEVEL 3**  
**High level**  
**achievers**

Read through the rules of basketball and try at doodling some of them, using [these pictures](#) as input. Then, make a similar list, but this time applied to [Lacrosse rules for girls](#).

- Basketball is played on a court with a basket at each end which is made up of a metal hoop with a net hanging from it.
- The aim is to throw the ball through the basket of the other team and stop the other team from doing the same to you.
- When a player throws the ball toward the basket, it is called a "shot". A shot can score between one and three points.
- Each team has five players on the court.
- Players cannot carry the ball across the court. Instead, they have to pass and dribble the ball towards the basket.
- If a player stops dribbling the ball and continues moving, he/she commits a violation called "travelling".
- If the ball hits the backboard but does not enter the basket, the opposite team will try to "rebound".
- If a player is too aggressive, the referee may call a "foul". The opposite team gets a "free throw".
- The game ends when time is up. The winner is the team with the most points.
- In the event of a draw, teams play extra time to decide the winner.

## PHASE II

The main objective of Phase II is that students acknowledge the benefits of sport for teens (boys & girls) and how to promote gender equality in sport.

By the end of Phase II students working in **cross-ability (mixed-ability) groups<sup>5</sup>** will be able to:

- identify the benefits of sport practice.
- argue about data related to the promotion of women in sport through time.
- plan a campaign to acknowledge the barriers to sports participation for women/girls .

Students will develop media-literacy skills as they evaluate various campaign materials in order to eventually create their own campaign. **#ChangeOurGame** is just an example they can analyse for details they should include in their own layout: images, videos, slogan ideas, social networks, texts, music, etc.



[Source](#)

This campaign brings together a range of partners, programs and initiatives to raise the profile of women's sport in Victoria (Australia), boost participation for women and girls and highlight the importance of women's leadership in sport.

Group work rules along Phase II:

1. Respect role attribution
2. Offer support to agreed decisions.
3. Set out the first steps in campaign design by gathering digital sources
4. Agree on the first draft.
5. Keep a record of their project progress in a project book (notebook).
6. Note down any ideas and developments and share information with team mates.
7. Respect the time allocated for every task.
8. Sift information on the web and name reliable sources.
9. Check out for safe Internet usage of web applications are part of the final product presentation.
10. Pay attention to other groups presentations in order to effectively tackle peer-assessment.

5

Teachers consider that GROUPS of 4 students are more advisable than 6 members groups according to cooperative guidelines and grouping criteria. In this way, information gained in Phase I will now be shared with others through peer-tutoring. Cross-ability (mixed-ability) groups are groups where participants do activities with students from other levels. These can be in pairs or cooperative groups.



### PROJECT 1 2 ESO 14 YEARS OLD

Developed for	IES Pedro de Luna / IES Valdespartera
Level	2 ESO 14 year-olds
Language	English
CEFR-level	A2
Content Specific	Physics: Newton's Law/ forces and motion Maths: line graphs, bar graphs, pie charts; design a survey Physical Education: sport types and their classification
	Gender equality

Work is done by students according to the level of the task. Each level has a task specific to its level. The teacher compares answers to a worksheet or cooperative groups of four or five. These groups are groups where participants work together. Level-specific achievers work on separate activity sets. All the members are doing the same task or sharing a task.

#### Week 1

English 60 minutes  
Physics 60 minutes  
Maths 60 minutes

3 classroom sessions

Phase I is now shared with others. Cross-ability (mixed-ability) groups are formed with students from other levels or cooperative groups which are formed in separate sessions. They work together on the project, using digital resources and

English 120 minutes  
Spanish 120 minutes  
Physics 120 minutes  
Maths 120 minutes  
Physical Education 120 minutes

10 classroom sessions



# WHAT

**ORIGINAL MATERIALS WITH DIFFERENTIATION TRIANGULATION**



**PHASE 1: 3 LEVELS ACTIVITY**  
**PHASE 2: 3 TYPES SCMs**  
**PHASE 3: 3 LEVELS OUTPUT**

An actual example of a campaign [#ChangeOurGame](#) to promote equality in sport will be offered as an example to follow for their final product design. They are creating their own campaign. Thus they can start working from Phase 1 towards their final task. Students are revising content in Physics and Maths that will make them more aware of the theme in hand. They will also be supported linguistically to acquire subject content by the activities in the English sessions. As they carry out cooperative tasks, they will move into Phase 2. Eventually they will present and assess their campaigns in groups along Phase 3 sessions. They will be able to share the campaign using social media networks.

Agreement on success criteria among teacher and students:

1. Students work in teams, respecting role attribution and offering support to agreed decisions.
2. First steps in campaign design by gathering digital sources and agreeing on the first draft.
3. Each student must keep a record of their project progress in a project book (notebook). This can be taken to the different subjects and home to note down any ideas and developments.
4. The campaign must incorporate arguments based on the law of forces and graphics that illustrate gender equality and the incorporation of women into sport on equal terms.
5. Clear presentation according to the format *chosen by the team*:<sup>1</sup> infographic, interactive presentation and video.

- INFOGRAPHIC <https://www.canva.com/g/pro-signup/>
- INTERACTIVE PRESENTATION <https://www.genial.ly/es>
- VIDEO <https://www.moovly.com/students>
- Any other template and web application to ensure effective presentation.

	not altered along the different sessions. They work together on creating the final product, using digital resources and cooperative strategies.	Physical Education 120 minutes  10 classroom sessions
Phase 3 Final product presentation	Group presentation of the final product is tackled in one session. 4-5 minutes presentations are sequenced and a group dynamics ensues. In the English session project development is assessed and the quality of presentations is reviewed through peer feedback.	English 60 minutes Physical Education 60 minutes  2 classroom sessions

1. Introduction

2. The non-issues

# WHAT ARE WE

**ORIGINAL  
MATERIALS  
WITH  
DIFFERENTIATION  
TRIANGULATION**



**PHASE 1: 3 LEVELS OF  
ACTIVITY  
PHASE 2: 3 TYPES OF  
SCMs  
PHASE 3: 3 LEVELS OF  
OUTPUT**



**PROJECT 1  
2 ESO  
14 YEARS OLD**

Materials originally developed for	IES Pedro de Luna / IES Valdespartera
Class and age of learner	2 ESO 14 year-olds
CLIL Language	English
Average CLIL-language CEFR-level	A2
Disciplinary Subjects and Specific Disciplinary Concepts Addressed	Physics: Newton's Law/ forces and motion Maths: line graphs, bar graphs, pie charts; design a survey Physical Education: sport types and their classification
Additional Soft Skills	Gender equality Healthy habits Citizenship awareness

<b>Phase 1</b> Multilevel activities	Tiered activities are chosen by students according to the level they find more at ease with. Each level has a task specific to its own objective. Tasks can be individual where after completing an assignment the group compares answers to a worksheet or book work, pairs, and/or cooperative groups of four or five. Like-ability (same-ability) groups are groups where participants work in the same level together. Level-specific achievers work together to pursue three separate activity sets. All the members of the like-ability group is doing the same task or sharing a task.	<b>Week 1</b> <b>English 60 minutes</b> <b>Physics 60 minutes</b> <b>Maths 60 minutes</b> <b>3 classroom sessions</b>
<b>Phase 2</b> Group work	Information gained in Phase 1 is now shared with others through peer-tutoring. Cross-ability (mixed-ability) groups are groups where participants do activities with students from other levels. These can be in pairs or cooperative groups which are not altered along the different sessions. They work together on creating the final product, using digital resources and cooperative strategies.	<b>English 120 minutes</b> <b>Spanish 120 minutes</b> <b>Physics 120 minutes</b> <b>Maths 120 minutes</b> <b>Physical Education 120 minutes</b> <b>10 classroom sessions</b>
<b>Phase 3</b> Final product presentation	Group presentation of the final product is tackled in one session. 4-5 minutes presentations are sequenced and a group dynamics ensues. In the English session project development is assessed and the quality of presentations is reviewed through peer feedback.	<b>English 60 minutes</b> <b>Physical Education 60 minutes</b> <b>2 classroom sessions</b>

### TIP 3: Cooperative techniques

The implementation of cooperative techniques allows us to achieve significant, meaningful learning in the classroom by means of activating previous knowledge, presenting new content, generating ideas, asking questions, solving problems, researching and organizing information, and summarizing what has been learnt. A description of some of the most popular techniques is presented below:

**1,2,4** – In this technique, the teacher states a question to be answered or a problem to be solved. Each individual student must think about a response or the solution by themselves, and ideas are then discussed in pairs with the aim of finding a common result. Subsequently, the discussion is expanded within groups of four in order for one member of the team to share the final resolution with the rest of the class.

**Peer questions** – First of all, the teacher gives a brief presentation of a topic and provides handouts in the form of a reading comprehension to groups in the class. The students must take into account what has been mentioned in the presentation and what they have understood after focusing on the written content and subsequently formulate questions to delve deeper into the field of study. Questions are then posed by students for discussion in the group to create a debate.

**Three stay, one stray** – Class groups try to find adequate solutions to a problem and one of the members of a group visits another group to deliberate and investigate other opinions and explanations with the aim of clarifying ideas and making progress. This puts forth alternative perspectives and sheds further light on the issue in question. Different members can be sent to other teams as many times as is required.

**Jigsaw** – Each member in a group of students is assigned a number (usually 1-4). This same group is presented with an objective and an initial discussion is sparked to reach a possible conclusion to fulfill the objective. With a view to gaining a more in-depth insight into the subject, the teacher then asks the students to form new groups according to their previously assigned numbers. A further exchange of views is pursued in these new groups and the students return to their original groups. The groups are then able to expand upon what has been discussed in each of the number groups and an array of viewpoints can be called upon.

**Rotating paper** – As the name of the technique suggests, a piece of rotating paper is used to collect written ideas and opinions from various members of the class. The paper is, firstly, passed around within a group of four (the paper will have previously been

divided into four equal parts). This page is then given to the other groups of the class and finally returns to the original group so the students have a detailed brainstorming diagram of the topic. A designated member can then be appointed to write a summary of the main points with the help of all of the members' suggestions.

*EXAMPLE: In the images, a Jigsaw activity is presented. Initially, the students form focus groups in which a specific grammar point is discussed in detail. The students then form task groups (after having been assigned a group number) and each member is an expert on their focus group topics. Each student explains their area of expertise so the group has a complete vision of all the topics involved. Finally, the original focus groups are resumed and the students clear up any doubts or queries together.*

### TIP 4: Multiple Intelligence Theory

It is essential to be aware of multiple intelligences to help your students reach their potential and fully accommodate each of the individual intelligences a student can possess. Multiple intelligence theory has been said to solve other educational issues

MODULE 1

CLIL for all? An exploratory study

Silvia Bauer-Marschallinger, Christa

Abstract

Apart from linguistic diversity in the Austrian educational context, CLIL is intended to focus on pedagogical experiences in Austrian CLIL c

D

T

1

2



- **Title of the activity:** *Cooperative learning activity: A comparative perspective on attention to diversity in CLIL*
- **Description of the activity:**

European comparative study

stakeholder perspectives on catering to concurrent triangulation mixed methods primary schools in six European countries: analysis data, methodological, and location comparisons in order to determine the best practices implemented in northern, central,

**Your car is German.  
 Your vodka is Russian.  
 Your pizza is Italian.  
 Your kebab is Turkish.  
 Your democracy is Greek.  
 Your coffee is Brazilian.  
 Your movies are American.  
 Your tea is Tamil.  
 Your shirt is Indian.  
 Your oil is Saudi Arabian.  
 Your electronics are Chinese.  
 Your numbers are Arabic.  
 Your letters are Latin.**

**And you complain that your neighbor is an immigrant?**

**Pull yourself together.**

**Finland** for lesson planning  
**Austria** for methodological practices  
**The UK** for materials design  
**Italy** for ICT options  
**Spain** for assessment procedures

heterogeneity of learners who become part and parcel of Au

In an endeavour to address the combining quantitative and qualitative pedagogical practices in relation to Austrian CLIL policies and per

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Q3: What are the main challenges they still have to address in attending to diversity in CLIL?

Q4: Name one aspect from the article that has been particularly striking / enlightening for you and briefly discuss why.

STAGE 2

has officially been advocated as an aim to ensure that the whole population access to quality education rather than "merely the prerogative of the elite". This research (Anghel, Cabrales, &

**STAY TUNED!**

PHASE  
PHASE  
PHASE

TICAL  
IONS  
ES OF  
AND BEST  
CES  
TASK DESIGN





**IDENTIFYING (AND  
ADDRESSING)  
*THE REAL ISSUES***



1. Introduction

2. The non-issues

3. Elistism

4. The real issues

5. Conclusion

## 1. Catering for diversity

**TRANSITION TO  
*CATERING FOR  
DIVERSITY***

1. Introduction

2. The non-issues

3. Elitism

4. The real issues

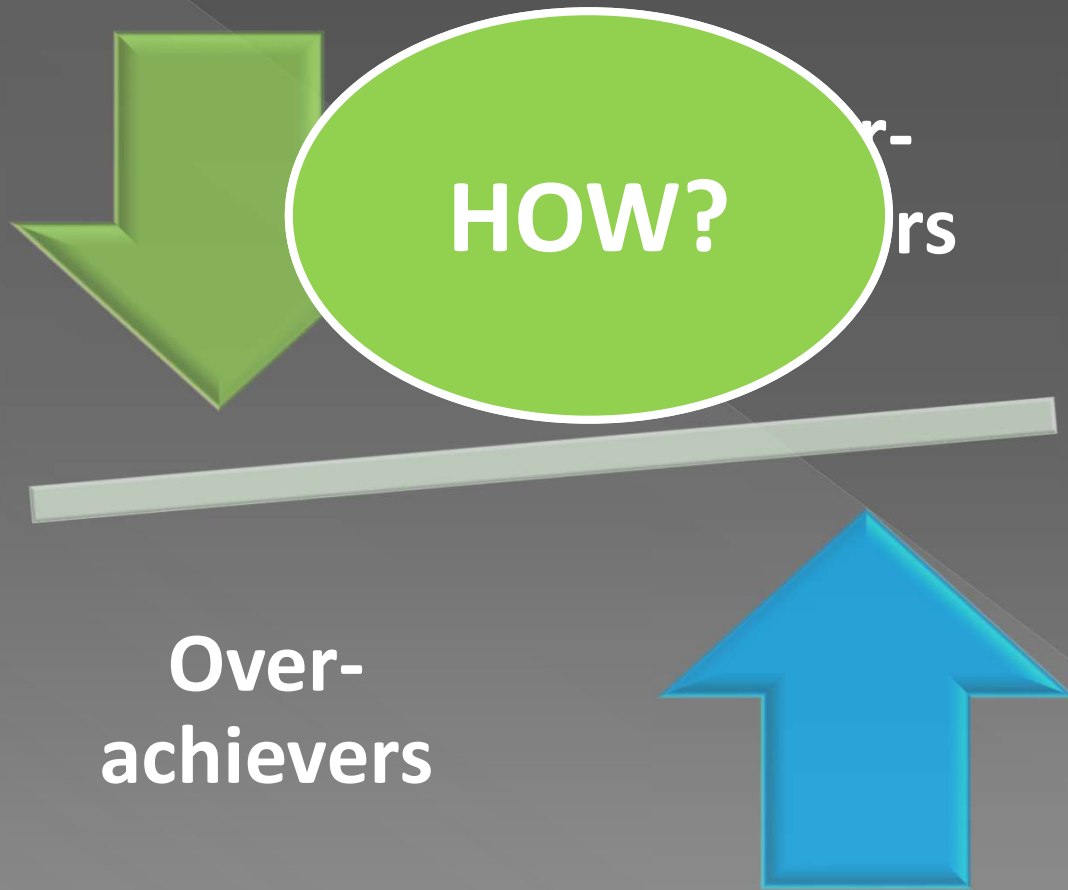
5. Conclusion

## 1. Catering for diversity

HOW?

Over-achievers

Over-achievers



# 1. Introduction

## 2. A

one-size-fits  
moc  
(Smit 2

4/10/2016

Los alumnos de centros bilingües en Primaria obtienen peores resultados | España | EL PAÍS

Isabel Galvín, responsable de CC OO de Enseñanza en Madrid, critica precisamente esa "falta de evaluación" a la hora de poner en marcha el programa. "Su implantación se inició por una decisión política, no educativo. Y se ha implantado sin ninguna planificación y sin transparencia", añade.

"Alguien miente."

La Comunidad de Madrid elaborará la propia Comu... análisis, que de cumplir 10 años en su región. Entre otras v... primera generación de estudiantes de estos centros... sidad (PAU), que realizaron el pasado junio. Y comparan... en informes internacionales. En función de los futuros resultados, añade, tomarán medidas.

Similar en otras regiones

HOW?

ARCHIVADO EN:

Evaluación docente • Inglés • Bilingüo... Calidad enseñanza • Lingüística • Idiomas • Libros • Comunidad de Madrid • Lengua • Sistema educativo • Educación

CONTENIDO PATROCINADO



5 trucos para aprobar los exámenes de idiomas sin problemas (BABEL)



10 alimentos muy peligrosos para los gatos (LOS MEJORES LIFE HACKS)



Los desplomes en bolsa son oportunidades de invertir (VICI)



Consejos para comprar vuelos baratos (JETCOST)

Y ADEMÁS



# 5. Conclusion

alities.

sions  
eds in  
cific  
t.

Indicador 1: Existe un liderazgo positivo y efectivo para la enseñanza AICLE	Evidencias	Alcance
1.1. ¿El equipo directivo tiene conocimientos sobre la enseñanza bilingüe?		
1.2. ¿Se implica con regularidad en actividades fuera del centro?		
1.3. ¿Se mide con regularidad?		
1.4. ¿Se mide con regularidad?		
1.5. ¿Se dedica tiempo para el programa bilingüe?		
1.6. ¿Se apoya al profesorado que participa en el programa?		
1.7. ¿Se muestra apoyo al profesorado que participa en el programa?		
1.8. ¿Se dedica una partida presupuestaria para el programa?		
1.9. ¿Se proporcionan espacios para acciones formativas para el programa bilingüe?		
1.10. ¿Se emplean vías de comunicación efectivas para mantenerse informados, así como a la comunidad educativa sobre elementos importantes del programa bilingüe?		
1.11. Otros indicadores ...		

**360-DEGREE  
QUALITY  
MANAGEMENT**

1. Introduction

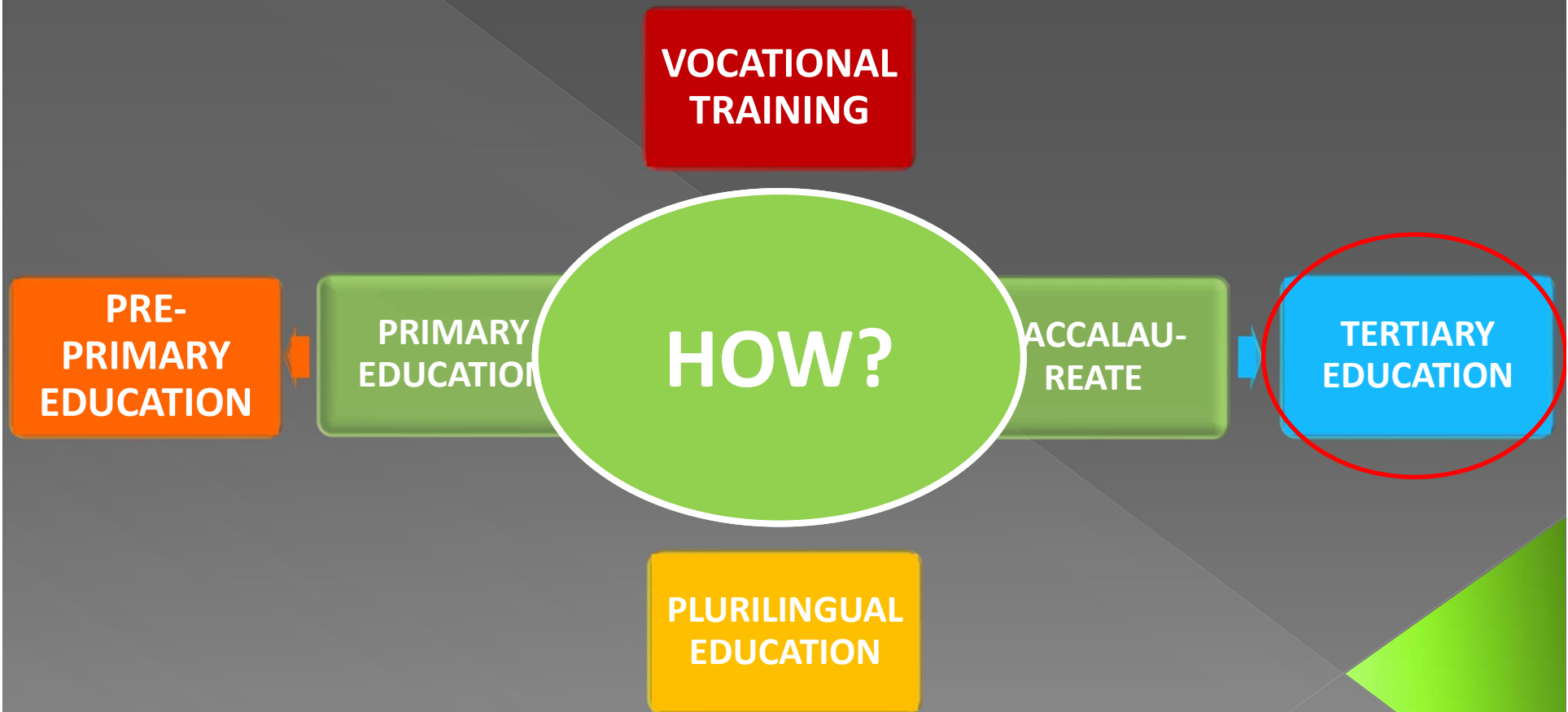
2. The non-issues

3. Elitism

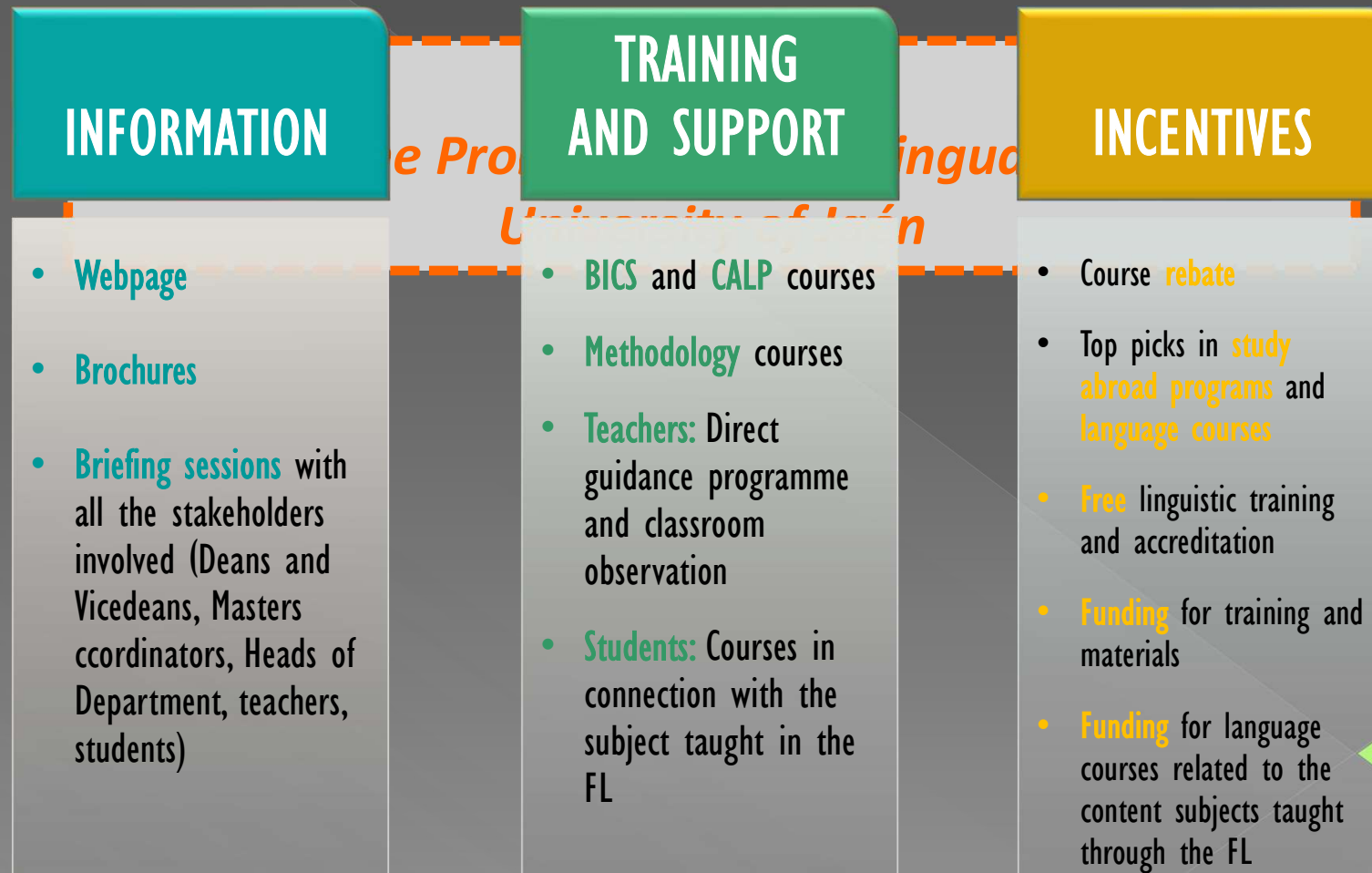
4. The real issues

5. Conclusion

### 3. Extending bilingual programs to pre-Primary and post-Secondary stages



### 3. Extending bilingual programs to pre-Primary and post-Secondary stages



1. Introduction

2. The non-issues

3. Elistism

4. The real issues

5. Conclusion

## 4. Improving, upgrading, and fine-tuning current CLIL provision

*Well done!*

**HOW?**

*Stop it!*

**B1**

*Do you want to shut up?!*

**C1**



1. Introduction

2. The non-issues

3. Elistism

4. The real issues

5. Conclusion

María Luisa Pérez Cañado & Borja Ojeda-Pinar

### Communicative Classroom Language for Bilingual Education

This book focuses on communicative classroom language for bilingual education and aims to equip language and content teachers with real, updated English expressions of direct relevance in CLIL (Content and Language Integrated Learning) contexts. To this end, it presents a theoretical backdrop with the rationale underpinning the proposal and three sets of tried-and-tested original activities, classified according to *type of lexical chunk*, *function*, and *level* (Infant, Primary, Secondary, and Tertiary Education). Students are encouraged to move from more controlled and basic stages of identification of these types of communicative chunks towards a freer type of production, through a wide variety of originally designed and piloted activities based on multimodal texts (gap-filling, matching, tic-tac-toe, sentence completion, error correction, T/F, multiple choice, ordering, odd-one-out). A full glossary is also provided with 330 useful expressions, as well as an answer key and printable posters and cut-outs which are directly applicable in the CLIL classroom.

**Dr. María Luisa Pérez Cañado** is Associate Professor at the Department of English Philology of the University of J  n, Spain, where she is also Vice-dean of the Faculty of Humanities and Education. Her research interests are in Applied Linguistics, bilingual education, and new technologies in language teaching.

**Borja Ojeda-Pinar** is Interim Substitute Professor at the same Department. He earned a Master's Degree of Education from Annette Caldwell Simmons School of Education at Southern Methodist University in Dallas, Texas, and received a grant from SMU's Office of English Language Acquisition.

Communicative Classroom  
Language for Bilingual Education  
María Luisa Pérez Cañado  
Borja Ojeda-Pinar

María Luisa Pérez Cañado & Borja Ojeda-Pinar

## Communicative Classroom Language for Bilingual Education

Teaching "Real English" for CLIL



www.peterlang.com



PETER LANG



1. Introduction

2. The non-issues

3. Elitism

4. The real issues

5. Conclusion

4. Improv

Single words and, especially,  
multi-word items  
which are currently employed  
in conversational English  
by native speakers of the language

ning current

REAL  
ENGLISH

1. Introduction

2. The non-issues

3. Elistism

4. The real issues

5. Conclusion

## 4. Improving, upgrading, and fine-tuning current

What do we say...

... to respond to  
"HOW ARE YOU?"?



I'm good!  
How are you?

... to express  
**STRONG DISAGREEMENT?**



No way!  
Not going to happen!

... to say  
"¡WONDERFUL!"?



Lit!

1. Introduction

2. The non-issues

3. Elistism

4. The real issues

5. Conclusion

## 4. Improving, upgrading and fine-tuning current

What do we say ...

... to  
**PRAISE STUDENTS' WORK?**



Way to go!  
Kudos!  
Nice going!

... to  
**SCOLD STUDENTS**



Knock it off!  
Give it a rest!

... to  
**ASK STUDENTS TO BE QUIET**



Hush!  
Keep it down!

1. Introduction

2. The non-issues

3. Elistism

4. The real issues

5. Conclusion

<b>WORDS</b>	Whatever!
	A rip-off
	Awesome!
<b>MULTI-WORD ITEMS</b>	
<i>Collocations</i>	Way better
	Pretty bad
	Drop-dead gorgeous
<i>Phrasal verbs</i>	To wrap up
	To hang out with someone
	How are you holding up?
<i>Gambits used to express functions</i>	Right back at you! (To respond to a compliment)
	Here's the thing. (To introduce a topic)
	Will you finish already?! (To express impatience)
<i>Idiomatic expressions</i>	To take a raincheck
	It's a no-go.
	Cut me some slack!
<i>Lexical phrases or prefabricated routines</i>	What's your take?
	It's your call.
	Not going to happen!
<i>Acronyms</i>	FYI
	FWIW
	BTW
<i>Sounds</i>	Mhm/Uh huh
	Uh-oh
	Oops!

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2. The non-issues

3. Elistism

4. The real issues

5. Conclusion

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**MULTI-WORD ITEMS**

*Collocations*

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*Phrasal verbs*

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# Why Don't We Say 'You're Welcome' Anymore?

Inside the rise of "no problem," "no worries" and so on.

De Caroline Bologna  
1 de marzo de 2018 22:39



In recent years, "you're welcome" seems to have gone out of favor, replaced by "no problem," "no worries" or "uh huh."

ASISEEIT VIA GETTY IMAGES

ME GUSTA | 2 | COMENTAR | COMPARTIR 1

"No problem!" "No worries!" "Anytime!" "Of course!" "Sure thing!" "Uh huh!"

stism	<b>4. The real issues</b>	5. Conclusion
	Whatever!	
	A rip-off	
	Awesome!	
<b>RD ITEMS</b>		
	Way better	
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	Cut me some slack!	
	What's your take?	
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	Not going to happen!	
	FYI	
	FWIW	
	BTW	
	<b>Mhm/Uh huh</b>	
	Uh oh	
	Oops!	

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3. Elistism

4. The real issues

5. Conclusion

# ACTIVITIES

GAP-FILLING

MATCHING

T/F

MULTIPLE CHOICE

ODD-ONE-OUT

TIC-TAC-TOE

GRADATIONS

INTERNET  
SEARCHES

ROLE-PLAYS

CLASSIFYING

SENTENCE  
COMPLETION

ORDERING

## COLLOCATIONS: INTENSIFIERS

This next activity on intensifiers focuses on extremely recent and colloquial

*crystal*

*hot*

*pretty*

*way*

*wide*

*crazy*

*burning*

*totally*

*bitterly*

1. I'm \_\_\_\_\_ **open** to any suggestions you might have.
2. Right now, this is a \_\_\_\_\_ **issue** in our field.
3. Synonym: a \_\_\_\_\_ **topic**.
4. That was a \_\_\_\_\_ **good** presentation!
5. Your explanation has been \_\_\_\_\_ **clear**.
6. You can do \_\_\_\_\_ **WAY** \_\_\_\_\_ **better** than that.

## COLLOCATIONS: INTENSIFIERS

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4. That was a \_\_\_\_\_ **good** presentation!
5. Your explanation has been \_\_\_\_\_ **CRYSTAL** \_\_\_\_\_ **clear**.
6. You can do \_\_\_\_\_ **better** than that.

1. It's up ~~with~~ you.

TO

**Equivalent:** \_\_\_\_\_

**Use:** \_\_\_\_\_

2. Hold the thought.

**Equivalent:** \_\_\_\_\_

**Use:** \_\_\_\_\_

3. Have your time – there's no hurry.

**Equivalent:** \_\_\_\_\_

**Use:** \_\_\_\_\_

4. Sorry, I didn't take that. Could you repeat it, please?

**Equivalent:** \_\_\_\_\_

**Use:** \_\_\_\_\_

5. Eyes to me!

**Equivalent:** \_\_\_\_\_

**Use:** \_\_\_\_\_



1. It's up with you.

**Equivalent:** \_\_\_\_\_

**Use:** \_\_\_\_\_

2. Hold the thought.

**Equivalent:** \_\_\_\_\_

**Use:** \_\_\_\_\_

3. Have your time – there's no hurry.

**Equivalent:** \_\_\_\_\_

**Use:** \_\_\_\_\_

4. Sorry, I didn't take that. Could you repeat it, please?

**Equivalent:** \_\_\_\_\_

**Use:** \_\_\_\_\_

5. Eyes ~~to~~ me!

**Equivalent:** \_\_\_\_\_

**Use:** \_\_\_\_\_

**BEGINNING AND FINISHING A LESSON AND ASKING STUDENTS TO BE QUIET**

Below you have six sets of expressions with their corresponding function. Please decide which one is the **odd-one-out** within each series because it is either incorrect or it does not express that particular function. Then, discuss your choices with the

**3. ... ask students to be quiet?**

- a. Hush!
- b. Keep it down!
- c. Do you want to shut up?
- d. Zip it!
- e. Turn it down a notch!

**Overcome the "It's raining cats and dogs" syndrome**

e. Let's kick off with ...

**3. ... ask students to be quiet?**

- a. Hush!
- b. Keep it down!
- c. Do you want to shut up?
- d. Zip it!
- e. Turn it down a notch!

## 5. Teacher training

PLEASE RATE THE LEVEL WHICH YOU BELIEVE YOUR STUDENTS CURRENTLY HAVE IN THE FOLLOWING ASPECTS RELATED TO BILINGUAL TEACHING (1=None; 2=Insufficient; 3=Adequate; 4=Excellent) AND THE NEED YOU CONSIDER THEY HAVE FOR FURTHER TRAINING ON THEM (1=None; 2=Low; 3=Considerable; 4=High).

### 1. LINGUISTIC AND INTERCULTURAL COMPETENCE

Pérez Cañado, M. L. 2016. "Teacher training needs for bilingual education: In-service teacher perceptions". *International Journal of Bilingual Education and Bilingualism* 19(3): 266-295.

	CURRENT LEVEL				TRAINING NEEDS			
	None	Insufficient	Adequate	Excellent	None	Low	Considerable	High
1. Linguistic knowledge of the FL *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Proficiency in the FL *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Specialized vocabulary in the FL *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Pragmatic language (social functions in the FL, describing, interacting) *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Communication skills in the FL *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Comprehension skills in the FL *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Comprehension skills for written texts in the FL *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Knowledge of the FL culture(s) *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Capacity to analyze and reflect on intercultural experience and contact *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Capacity to make cross-cultural comparisons from a multicultural perspective *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Capacity to foster attitudes of tolerance, respect, and empathy towards diversity *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Capacity to identify and overcome stereotypes *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Capacity to develop critical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pérez Cañado, M. L. 2016. "Are teachers ready for CLIL? Evidence from a European study". *European Journal of Teacher Education* 39(2): 202-221.

MODULE	ECTS credits	Subjects and ECTS credits
<p>1. Intro</p> <p>CLIL THEORY</p>	<p>12</p>	<p>Conclusion</p> <ul style="list-style-type: none"> <li>- What is CLIL? Origins, definition, and characterization (4)</li> <li>- Coordination and organization of CLIL programmes (4)</li> <li>- CLIL research and networks (4)</li> </ul>
<p>CLIL PRACTICE</p>	<p>24</p>	<ul style="list-style-type: none"> <li>- Student-centered methodologies and ICTs for CLIL teaching (6)</li> <li>- CLIL materials development (6)</li> <li>- Principles of integrated and intercultural curriculum design (6)</li> <li>- Evaluation and assessment in CLIL programmes (6)</li> </ul>
<p>CLIL LANGUAGE</p>	<p>12 (out of 24)</p>	<p>4 ASIGNATURAS A ELEGIR ENTRE:</p> <ul style="list-style-type: none"> <li>- “Real English” for communicative interaction in the CLIL classroom (3)</li> <li>- Instrumental English: B2 (3)</li> <li>- Instrumental English: C1 (3)</li> <li>- Instrumental English for Infant Education (3)</li> <li>- Instrumental English for Natural Science, Biology, and Geology (3)</li> <li>- Instrumental English for Social Science, Geography, and History (3)</li> <li>- Instrumental English for Mathematics, Physics, and Technology (3)</li> <li>- Instrumental English for Physical Education, Music, and Arts (3)</li> </ul>
<p>MA DISSERTATION</p>	<p>12</p>	<ul style="list-style-type: none"> <li>- TFM (12)</li> </ul>

**MÁSTER  
INTERUNIVERSITARIO  
EN ENSEÑANZA  
BILINGÜE Y AICLE**



**CONCLUSION:**  
*OVER TO YOU!*



1. Introduction

2. The non-issues

3. Elitism

4. The real issues

5. Conclusion

# CONCLUSION

**WHAT'S  
NOT**

**NON-  
ISSUES**

**REAL  
ISSUES**

1. Introduction

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# CONCLUSION

1. Does CLIL have a positive impact on L2 competence?
2. Is it detrimental to the L1?
3. Does it water down contents?
4. Is it favoring student-centeredness?
5. Does it have the potential to work in all socioeconomic contexts?
6. Are you now equipped to debunk false CLIL myths?
7. Are you ready answer these professional (and uninformed) “haters”?

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**ABSOLUTELY!**



1. Introduction

2. The non-issues

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# CONCLUSION

1. Attuning CLIL to context-specific realities.  
1. CLIL does not necessarily improve FL competence.
2. Catering for diversity.  
2. CLIL can detrimentally impact L1 competence.
3. Extending bilingual programs to one-Primary and post-Secondary stages.  
3. CLIL waters down content learning.
4. Improving, upgrading, and fine-tuning current CLIL provision.  
4. CLIL is antipedagogical.
5. Teacher training.  
5. CLIL is elitist and does not work equally well in diverse contexts.

# CONCLUSION

**A**ligning CLIL to context-specific realities.

**C**atering to diversity.

**E**xtending bilingual programs to pre-Primary and post-secondary stages.

**I**mproving, upgrading, and fine-tuning current CLIL provision.

**T**eacher training.



1. Introduction

2. The non-issues

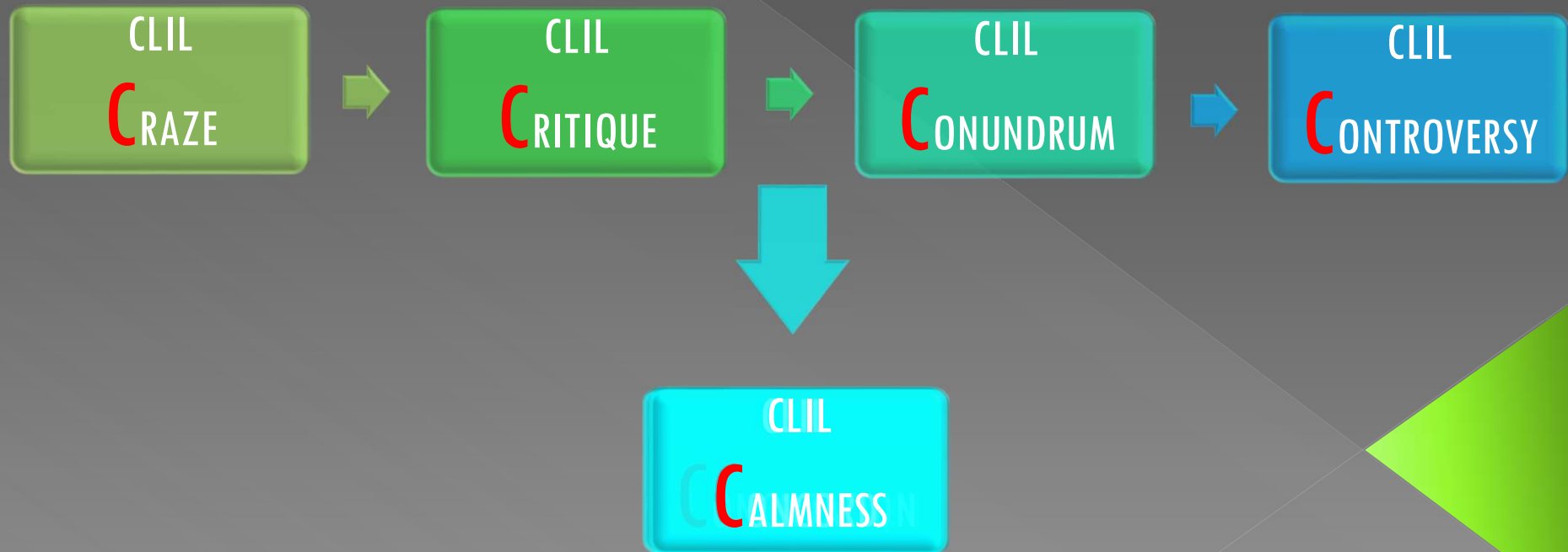
3. Elitism

4. The real issues

5. Conclusion

# CONCLUSION

## THE 5 Cs



## THE ROAD NOT TAKEN

Robert Frost

Two roads diverged in a wood, and I—  
I took the one less traveled by,  
And that has made all the difference.

See you on ...



ResearchGate

# CONTACT

QUESTIONS?



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THANK YOU!  
IT'S BEEN SOOOO LIT!



María Luisa Pérez Cañado

*Departamento de Filología  
Inglesa  
Universidad de Jaén*



FLEMISH CLIL STUDY DAY

**RETHINKING INCLUSION IN  
BILINGUAL EDUCATION:  
*WHERE DO WE STAND AND WHERE  
DO WE NEED TO GO?***

