BILINGUAL EDUCATION AT THE UNIVERSITY LEVEL

The CLIL approach at Centro Universitario Cardenal Cisneros

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Centro
Universitario
**Cardenal
Cisneros**

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Centro Universitario
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PROLOGUE

In 2007, a new Spanish law marked the start of the adaptation of the Spanish university system to the European Higher Education Area.

As is often the case, for many people, this change was marked by a fear of the unknown and a sense of loss. However, some institutions, such as *Centro Universitario Cardenal Cisneros* (CUCC), viewed this change as an opportunity to adapt to new social, professional and educational realities. After analysing the situation of education in Spain, CUCC established two key areas of innovation in response to current social demands: bilingual education and the use of new technologies in teaching. Since then, CUCC has been a pioneer in the field of bilingual education.

At that time, bilingual education was not yet established at the university level. However, CUCC firmly believed that the success of any educational innovation, such as bilingual education projects, depended on the teachers. Therefore, it designed a bilingual programme from scratch to be implemented in its infant and primary education degree programmes. Bilingual education involves much more than simply modifying the syllabus or the language used to teach subjects. The main challenge was to provide our students (and future teachers) with first-hand experience related to the opportunities and difficulties of bilingual teaching. Almost ten years later, this experience has helped to improve the quality of bilingual education in schools in Madrid and all over Spain, thanks to the expertise of a new breed of highly qualified teachers.

To celebrate this achievement, CUCC is delighted to share this experience with the entire education community.

Ana Halbach
Universidad de Alcalá

PROJECT IMPLEMENTATION, TEACHER TRAINING AND ACADEMIC STRUCTURE

Origins of the project

CUCC launched its Bilingual Project in 2009 to add value to its infant and primary education degrees. Soon after, it offered bilingual degree programmes for the first time in the 2010/11 academic year.

The Bilingual Project is based on the belief that future teachers not only have to develop advanced communicative competences in a foreign language, but they also need to acquire a firm knowledge of didactics and know how to effectively integrate the contents and the second language in the classroom. Therefore, our aim is to ensure that our students achieve a high intermediate/advanced level of communicative proficiency in English by the time they graduate, in addition to being qualified to meet the challenges of teaching in a second language.

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The CUCC management team and the project coordinators established two fundamental principles to implement this project. The first principle was to involve the entire educational community at CUCC. In other words, the bilingual project would be open to all teachers, administrative staff, and students, regardless of their English level. Several meetings were held to promote the project and to present its aims and structure. In addition, university staff were given the option to take English courses organised by the British Council.

The second principle was based on the need to form and train a team of education experts who would be responsible for teaching students within the context of the Bilingual Project. Therefore, a group of university professors were selected based on the following criteria:

- They should have an advanced level of proficiency in English and commit to taking English lessons organised by the British Council.

- They should be experts in subject contents taught in English in bilingual schools.

- They should participate in methodological training at CUCC and abroad, including two-week stays in the UK.

- They should work in teams, coordinate educational activities and safeguard the quality and improvement of teaching.

- In short, the bilingual team should serve as a model for students through the following actions: receiving training, being open to educational innovation, engaging in teamwork, ensuring the quality of teaching and student learning, and being sensitive to their surroundings and other people's needs, in line with the CUCC philosophy.

> The teachers in the bilingual project have at least a C1 level of English, according to the Common European Framework of Reference for Languages (CEFR).

Teacher training

Teaching in English within the Bilingual Project follows the Content and Language Integrated Learning (CLIL) approach. Therefore, CLIL was used to provide linguistic and methodological training to the professors involved in the Bilingual Project.

When initially proposed, a group of professors interested in participating in the project accepted the challenge of teaching some of their subjects in English. From the start, they received training to improve their English proficiency. The language training was flexible, and teachers had the option of attending weekly classes organised by the British Council, in addition to summer courses, private English conversation classes, preparation courses for official English exams, and even trips to the UK.

This initial training was successful and resulted in all the professors achieving a minimum C1 level in English, according to the Common European Framework of Reference for Languages (CEFRL).

However, we firmly believe that language training alone is not enough to meet the demands of bilingual education in universities. Therefore, we also radically changed our methodological. In total, the professors spent more than 200 hours in CLIL training courses over two years (from October 2009 to January 2012). The training varied in duration and approach and was imparted by CLIL experts from different countries and universities, including the University of Alcalá (Spain), Pilgrims, British Council, Norwich Institute for Language Education, the University of Aberdeen (UK), the Katholische Universität Eichstätt-Ingolstadt (Germany), and the University of Calabria (Italy).

A brief description of each training course, including the theoretical and practical contents, is presented below:

Centro Universitario Cardenal Cisneros has opened up job opportunities in Spain and abroad thanks to our training in English and didactic knowledge. **Paula**

Introduction to Bilingual Education

Cognitive theories of bilingualism, bilingual education models, challenges of teaching through a foreign language.

40 hours

Content and Language Integrated Learning.

CLIL resources and materials, designing CLIL classes, language and content assessment, summative and formative evaluation.

42.5 hours

CLIL training in universities

Analysis and creation of materials, summative and formative assessment, and developing thinking skills to make teaching compatible with brain functioning.

42 hours

Literacy in the Bilingual Classroom

Communication and collaboration in the bilingual classroom, including the use of real texts.

9 hours

English in the classroom

Functional language and creating a communicative classroom.

12 hours

CLIL

CLIL frameworks, designing tasks, activities, units and curriculum, and topics for discourse in CLIL.

50 hrs

Designing CLIL didactic units

Tasks and scaffolding for comprehension and production skills, promoting thinking skills and developing intercultural competence.

6 hours

Professors share their experiences and reflect on good practices and success stories in regular seminars and meetings.

We believe that the training of the professors should be viewed as a form of lifelong learning. Therefore, at present, the professors share their experiences and reflect on their good practices and achievements in regular seminars and meetings. In these encounters, the professors prepare workshops related to their areas of interest with a view to learning and improving together. Furthermore, the Bilingual Project is constantly being enriched and expanded with the incorporation of new members.

The professors who join the Bilingual Project have a high level of English proficiency and follow the CLIL approach offered by CUCC. These new team members are crucial as they offer new ideas and perspectives and contribute to the constant evolution of the Bilingual Project.

Degree structure

Regarding the study programme, students who enter a bilingual group take a minimum of 72 ECTS credits (out of a total of 240 ECTS credits) in English. Furthermore, students who choose to specialise in a foreign language (English) are required to take more than 120 ECTS credits in English. As a result, a wide variety of subjects in the degree programme are taught in English. These subjects belong to different areas of knowledge such as *Didactics, Geography, Didactics of Natural Sciences, Art Education, and Physical Education*. In addition, bilingual group students present their final degree project in English.

Students take a minimum of 72 ECTS credits (out of a total of 240) in English and over half of the total number of credits in English if they choose to specialise in a foreign language.

Students interested in joining a bilingual group must demonstrate that they have at least a B1 level of English, according to the Common European Framework of Reference for Languages (CEFR). Alternatively, they are required to pass an internal English level test. Although a higher level is required by some institutions, we believe that it is possible to achieve a double objective through the proper use of CLIL: to use a foreign language to learn educational contents and to use the contents to learn English in an integrated manner. Our students also have the chance to see CLIL in action; they experience it and learn how to use it for their future careers as teachers. Our bilingual degree programmes involve the gradual integration of subjects taught in English. First-year students take one subject in English each term. From then on, the number of subjects taught in English increases as the students advance through the degree programme. Thanks to this progressive approach, our students tend to adapt well to the additional effort required when they first join a bilingual group.

In 2014, the CUCC Bilingual Education Specialisation Project received external recognition when it was awarded the fourth prize of the European Language Label. This award recognised the project as an innovative and quality initiative that promotes the development of linguistic skills and provides teacher training in line with the demands of modern society.

> We must lead by example and demonstrate how methodologies, resources, activities, and strategies work when put into practice.

LOOP INPUT IN PRACTICE

A well-known proverb goes as follows: "Tell me, and I will forget; teach me, and I will remember; involve me, and I will learn". In other words, meaningful learning is based on experience. In our case, we cannot simply tell the hundreds of students that pass through our classrooms every day to do something in a certain way. Instead, we must lead by example and show our students how the methodologies, resources, activities, and strategies that we talk about so enthusiastically work when put into practice. Therefore, we use loop input (Woodward, 2003) as an effective way to show future teachers how to use a specific methodology.

At CUCC, our bilingual group students are given the opportunity to experience how Content and Language Integrated Learning (CLIL) functions in their daily classes. The aim is to provide our students with authentic and useful educational experiences for their professional future. However, it is important to emphasise that the contents and

I have learnt through the same approach that I should use with my students. Therefore, now it is very easy for me to know how to structure a class. **Clara**

competences covered in the classes correspond to a standard education degree and are not modified in any way. In other words, the students are required to achieve the necessary competences to work as teachers, regardless of the teaching strategies employed.

Although loop input has a clearly practical functionality, our objective goes beyond providing our students with a learning experience. As future teachers, we challenge them to reflect professionally on what they experience in class as students. Why do we use a certain strategy? How can we adapt it to other contexts? How has it contributed to their learning. How can it be improved?

This metacognitive approach helps students to understand different pedagogical strategies and establish personal criteria that will enable them to make well-founded decisions in the future.

In conclusion, loop input helps our students to construct practical work tools from their experiences and reflections, which can be put into practice in the future as infant and primary school teachers.

Undoubtedly, Coyle's (2002) 4 C's is the most widely known model and the one chosen by CUCC as a reference for our teaching.

THE 5 C'S

CLIL can be implemented through different conceptual frameworks. Undoubtedly, Coyle's (2002) 4 C's is the most widely known model and the one chosen by CUCC as a reference for our teaching. The 4 C's refer to Content, Communication, Cognition, and Culture. These concepts function as a set of general CLIL characteristics and dimensions to consider when designing and preparing teaching activities in a bilingual context. The first three C's are closely related in every teaching and learning process since a curriculum is always based on a set of contents, on a specific language (either a first or second language) used to transmit, analyse and develop these contents and competences, and on the cognitive skills involved in these processes. The fourth C (Culture) is important in CLIL contexts because a second language is used to communicate with people from different cultures. It is crucial to take advantage of this situation to foster intercultural awareness. At CUCC, we also stress the importance of emotional intelligence. Therefore, we have

> Through CLIL, we pay close attention to the teaching methods and other general competences that our students should have acquired by the time they graduate.

added a fifth element to Coyle's conceptual framework: Connection. We believe that this component enhances teacher training for our students. In the next section, we will provide a detailed explanation of the function of each of the five elements.

Content

Our education degree programmes contain a significant number of subjects that cover the contents of different areas of knowledge that our students will have to impart as future infant and primary school teachers. These subjects include *Natural Sciences, Social Sciences, Art Education, and Physical Education*.

Each area of knowledge has a specific set of contents with different theoretical concepts and specific procedures that must be learnt. We understand that the contents of social sciences, art education, and physical education cannot be taught or learnt in the same way. Therefore, through CLIL, we pay close attention to the teaching methods and other general competences that our students should have acquired by the time they graduate.

Our bilingual programmes offer students unique advantages in their journey to acquiring the necessary skill set to become teachers. Firstly, the subjects are taught in English, which presents the challenge of acquiring the contents as exhaustively and accurately as if they had been learnt in Spanish.

For this reason, the teachers and language assistants in the Bilingual Project systematically apply a set of scaffolding tools to aid the learning process of their students. In the original context proposed by Bruner, scaffolding can be viewed as a form of support that students need to work slightly above their capacity and current knowledge in order to form new knowledge. This temporary support makes learning accessible and is gradually removed. The scaffolding process is implemented at a conceptual and linguistic level by teachers and language assistants, who play a

This scaffolding process is implemented at a conceptual and linguistic level by teachers and language assistants, who play a fundamental role in the functioning of the classes.

fundamental role in the functioning of the classes. Scaffolding is used to help our students understand and connect with the contents more effectively, as would be the case in a subject taught in their first language.

Another feature of the CLIL approach, which is closely related to the subject contents, is that the methodology is extremely practical (Learning by doing) and different from traditional teacher-centred classes. Rather than memorising subject contents, we firmly believe that it is much more effective for students to discover, share and study in a collaborative manner.

Based on this premise, we aim to move teachers away from their traditional central position in the classroom and make the students the protagonists.

A final and particularly interesting aspect of our bilingual students' training is the use of interdisciplinary projects that involve different teachers and subjects. The students can

A particularly interesting aspect of our bilingual students' training is the use of interdisciplinary projects that involve different teachers and students.

participate in these activities and learn additional contents from the different approaches used in each area of knowledge. Sometimes, our students have the opportunity to collaborate with university students from other countries, such as Finland, which fosters the exchange of knowledge and intercultural communication. These experiences are only made possible by a significant amount of coordination, teamwork, and co-evaluation by all members of the educational community.

Cognition

In a CLIL context, the C of Cognition refers to the need to develop thinking skills, which should be closely related to the subject content and communicative or linguistic aspects. Thinking skills are the cognitive processes that the student develops while performing a certain task (Coyle et al. 2010).

Thinking skills can involve a greater or lesser degree of complexity. Therefore, in 1956, Bloom developed a taxonomy to differentiate different thinking skills according to the corresponding level of difficulty. He defined the concepts of lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS), each of which is associated with different types of tasks. Bloom also proposed a set of verbs to define LOTS and HOTS (Figure 1).

The lowest level is related to *knowledge*. It includes tasks related to remembering, such as defining, describing, identifying, listing, matching, naming, and recognising. The next level is *understanding*. It refers to tasks of discussing, distinguishing, and locating. The next level is *application*, which includes building, applying, showing, and using. The first three levels fall under the concept of LOTS. Following on from LOTS, we encounter the HOTS levels, the first of which is *analysis*, which includes comparing, contrasting, and differentiating. Then comes

We have learnt through the use of techniques that favour experimentation, personal initiatives, and teamwork with classmates. **Isabel**

the *synthesis* level, which refers to creating, developing, generalising, and integrating information. The last level is *evaluation*, which includes critical analysis, reasoning, defending, and justifying.

Bloom's taxonomy was subsequently reviewed by Anderson and Krathwohl (2001), who modified certain aspects of the terminology (e.g., they changed *synthesis* to *evaluation* and *evaluation* to creation) and also replaced nouns with verbs (e.g., *analysis with analyse*). However, the overall concept remained unchanged.

Due to the varying complexity of the thinking processes, the subject contents, and the language used during an activity, it is important to know how to find a balance between these elements. Therefore, when we introduce a new concept in a subject, we try to use simpler language and lower-order thinking

NIVEL 01 - LOTS

KNOWLEDGE

To define, to describe, to identify, to label, to list, to match, to highlight, to remember, to remember, to reorganise, to reproduce, to select, and to present.

Remembering previously learned material

NIVEL 02 - LOTS

UNDERSTANDING

To understand, to summarise, to describe, to discuss, to distinguish, to interpret, and to locate.

Understanding the meaning of the material

The 4 C's theory has helped me to broaden my perspective and to discover the possibility of incorporating aspects that go beyond the guidelines established by textbooks and the curriculum. **Maria**

NIVEL 03 - LOTS

APPLYING

To apply, to implement, to build, to show, to function, to produce, and to use.

Using knowledge in new and specific situations

NIVEL 05 - HOTS

SYNTHESIS

To compile, to create, to develop, to generalise, to integrate, and to propose.

Formulating new structures based on existing knowledge and skills

NIVEL 04 - HOTS

ANALYSIS

To analyse, to compare, to contrast, and to differentiate.

Understanding the content and the structure of the material

NIVEL 06 - HOTS

EVALUATION

To evaluate, to critique, to defend, to justify, and to support.

Evaluating the value of the material

Figure 1. Bloom's Taxonomy of Cognitive Processes.

Finding a balance between thinking processes, content and language is important due to the level of complexity involved in these elements.

skills (LOTS) by asking our students to associate, identify, and relate elements. However, once a concept has been mastered, we take a more complex approach with HOTS, which involves analysing information from different perspectives, applying this information to new situations, evaluating different aspects to improve critical thinking skills, and forming more precise, technical and complex language.

At CUCC, we strive to create frequent opportunities for our students to develop HOTS through methodologies that encourage them to take an active role in the learning process and that also reinforce learning through competences. Therefore, we encourage our students to put different communicative skills into practice through group activities, case studies, problem-based learning, project-based learning, new technologies, seminars, and other classroom activities that promote opportunities for the interaction and discussion of subject contents.

Our students constantly create and analyse classroom materials and activities in line with the idea of loop input.

As a result, after graduating from our education degree programmes, our students should have acquired a wide range of practical materials and strategies for their future careers in teaching.

Communication

The communicative dimension of CLIL can be viewed as the glue that binds the rest of the C's together. Indeed, communication cannot be separated from culture since it is a social act whereby we maintain a dialogue with ourselves and others. To communicate is to put our feelings and thoughts into words, to produce thought, and to interact with our surroundings. Communication can be purely verbal, but it can also be expressed through other codes, such as body language (an area studied in depth in the subjects of Didactics of

The communicative dimension of CLIL can be viewed as the glue that binds the rest of the C's together.

Physical Education, Psychomotricity, and Comprehensive Projects for Expression in Infant Education).

As indicated by Cummins (1979), communication is developed by using two types of language. The first type refers to Basic Interpersonal Communication Skills (BICS). BICS are related to everyday communication and the here and now, for example, talking about the weather with a neighbour. Therefore, the students in our bilingual groups are encouraged to communicate with their teachers in English at all times, even in informal everyday conversation.

The other and potentially more important type of language is Cognitive Academic Language Proficiency (CALP). CALP is related to less contextualised and more abstract language. In other words, it does not involve such immediate references. An example of CALP is the language used in science to formulate hypotheses and to express a possible result. Therefore, CALP is less specific

than the language used to describe something that is observed.

It is a language related to HOTS. In other words, it implies cognitive complexity and develops more complex thinking. The academic tasks carried out in a classroom involve the use of CALP and, therefore, it is crucial to develop this language during the students' training.

Using the CLIL approach essentially involves dismantling the traditional teacher-centred model in which the students simply copy what the teacher says. This traditional teaching model was commonly employed at a time when students were not afforded the opportunity to develop their own thoughts or reflect critically on what they were learning. Instead, they were expected to repeat verbatim what the teacher said because that was the correct answer.

In our context, knowledge is not transmitted but created in the classroom. Therefore, to create this knowledge, it is essential to appeal to curiosity, dialogue, experimentation,

Using the CLIL approach in the classroom essentially involves dismantling the traditional teaching model in which the students simply copy what the teacher says.

and so on. These elements of active learning become apparent when communication in the classroom is fluid. Therefore, CLIL does not only focus on the specific vocabulary of a subject, but it also helps students to develop skills such as defending an argument, persuading, presenting ideas, and hypothesising.

Our project is based on the language triptych proposed by Coyle, Hood and Marsh (2010), with the aim of developing our student's academic literacy (CALP). This triptych includes three different types of language that come into play in a CLIL classroom:

• **Language of learning** is related to the teaching of contents. It includes the typical vocabulary and grammatical structures used in a subject. It can be described as the specific and required language of the subject as it provides access to the content and is needed to talk about the subject with a degree of accuracy. It is predictable, and teachers can plan their classes around the linguistic demand of the language of learning. For

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example, past tenses are typically used to talk about past events, while expressions of cause and effect are useful for discussing a specific event.

- **Language for learning** refers to linguistic functions related to classroom activities. It is the language used to perform tasks. It is compatible with the subject and can be transferred to other areas of knowledge. For example, it includes the structures needed to debate, to reach a consensus, and to compare and contrast vertebrates and invertebrates in the subject of natural sciences. Language to learn is predictable and must be taken into account by teachers when preparing activities.

- **Language through learning** is unpredictable for the teacher. It refers to the language or linguistic needs that spontaneously arise in the classroom. Regardless of how well a lesson is planned, students will always express

doubts, questions and ideas that the teacher does not expect. This language provides the opportunity to learn new vocabulary and structures in a natural context. Aside from the teacher, the language assistant also plays an important role. Language through learning is usually compatible with the subject and transferable to other areas of knowledge.

We understand that not all teachers are language specialists. However, we firmly believe that all teachers are responsible for their students' development in the specific language of their subject. This involves taking into account the type of language, linguistic structures and functions used in their subject. Each community of practice has its specific jargon and form of discourse. Therefore, teachers know better than anyone how to use express ideas in their area of expertise. However, language assistants play a key role in this task (see section on the role of the

> Not all teachers are language specialists. However, they are all responsible for their students' development in the specific language of their subject.

language assistant) as they act as a common thread between different subjects. As the language assistants have a global view of student needs, they are able to address the most common mistakes and create resources to help the students improve their communication skills.

It goes without saying that a good teacher must be an effective communicator, regardless of the language used in the classroom. However, it should be highlighted that teachers are not mere transmitters of information and language models. Their task is to create the necessary conditions for students to develop not only their conceptual knowledge but also their communication skills and the specific language of each subject. With this in mind, the students must become the protagonists of the teaching-learning process through activities that provide opportunities to communicate with their classmates by working in pairs or small groups. Consequently, one of our main goals as teacher trainers is to create an environment that fosters knowledge creation, communication and reflection.

Culture

Teaching and learning a foreign language cannot be limited to the direct teaching of linguistic skills, such as phonetics, morphology, vocabulary, and syntax. According to the Council of Europe (2001, pp. 101–30), in addition to grammatical competence, a culturally competent student must possess sociolinguistic competence, pragmatic competence, sociocultural knowledge, and intercultural knowledge.

Learning a language properly requires knowledge of the culture of that language. Likewise, studying English involves international and intercultural communication. Indeed, communicating through the English language has become a practical tool helping people to interact all over the world in diverse fields, including science, technology and art. Therefore, to interact in a culturally diverse environment successfully, it is necessary to develop intercultural communicative competence.

To interact in a culturally diverse environment successfully, it is necessary to develop intercultural communicative competence.

Although the success of international communication is reason enough to incorporate an intercultural approach into teaching English as a foreign language, our subjects focus on the learning of different approaches and to the presentation of intercultural ideas and resources for English teachers who wish to broaden their students' multicultural awareness, in accordance with the current Spanish primary and infant education curriculum.

Our goal is to raise our students' cultural awareness and offer a practical approach to relevant cultural aspects. Therefore, we focus on bilingualism and teaching English through cross-curricular topics. Ultimately, our aim is to produce future infant and primary school teachers who are capable of teaching, in an integrated manner, an additional language and other areas of knowledge through English in bilingual contexts, while also developing different communicative and cognitive skills through the CLIL approach.

Our bilingual group students are active intercultural communicators who undergo comprehensive and systematic intercultural training in the English language and English-speaking cultures. As a result, they benefit from gaining a solid foundation in intercultural knowledge and the opportunity to compare foreign concepts with their own culture while learning to evaluate and interpret the results from a critical perspective.

Therefore, through the subjects that are taught in English, including *Foreign Language I* and *II, General Geography, Didactics of Social Sciences, and A Practical Approach to English-Speaking Cultures*, our students:

• Acquire communicative skills through dynamic and expository techniques that meet the established requirements for a B2 level of English.

• Select "cultural" materials (e.g., historical, artistic, etc.) and develop "cultural" pedagogical

Our bilingual group students are active intercultural communicators who undergo comprehensive and systematic training in the English language and English-speaking cultures.

From the Bilingual Project perspective, it is paramount to create motivating environments that arouse the curiosity and interest of our students.

resources (e.g., social attitudes, relationships, norms, and values, etc.), drawing from theoretical classes, while also following an appropriate teaching-learning relationship and responding to a certain justification.

- Design didactic units and effective activities related to cultural issues using different traditional and digital resources (e.g., platforms, websites, journals, videos, presentations, etc.) and putting them into practice through microteaching sessions inside and outside the classroom (e.g., culture fairs, science fairs, collaboration with schools, etc.).

- Evaluate materials and teaching performance in seminars and workshops while constructing knowledge through interaction and activities.

- Demonstrate awareness of the learning process and the ability to connect new and previous knowledge acquired in debates, dialogic talks, social networks, portfolios, etc.

Systematic cultural and intercultural training is a prerequisite for learning how to successfully communicate and educate a new generation of young people that understand, accept and respect people from different cultures of the world. It is crucial for cultural and intercultural training to commence in the early stages of foreign language learning.

Connection

The team of teachers of the Bilingual Project proposes a fifth element to add to the taxonomy: *Connection* (from an emotional perspective).

It is well known that the connections formed during the learning process are essential for learning to take place. Therefore, it is paramount to create motivating environments that arouse the curiosity and interest of our students. This is especially important when the students are learning subject contents in a foreign language, which can generate feelings of fear and insecurity. The teachers involved in this project

Learning to self-assess has helped us to reflect on our learning and improve our critical thinking about our work. **Marc**

are also lifelong English students. Therefore, they can relate to their students' feelings of insecurity as they confront the challenges of communicating, searching for the right words, and overcoming that invisible barrier that prevents us from speaking. As stated by the Roman historian Livy, "fear is always willing to see things worse than they are".

Based on this premise, we firmly believe that this fear cannot be overcome unless students are immersed in situations that are free from criticism and judgement. These spaces must offer a safe environment where students feel confident to make mistakes and gain experience using a second language naturally and fluently to communicate. Essentially, this is the main reason for including the emotional dimension in our CLIL approach. Our aim is to engage with our students in terms of their actions, thoughts, and emotions, during the learning process with a view to creating a safe, authentic and meaningful environment for both teachers and students. By adopting

> Students inevitably change when they are the active subjects of all facets of their learning. The emotional skills involved in learning make it a meaningful and transformational process.

this approach, the challenges of developing the necessary skills to teach in the 21st century (particularly in a second language) are reduced by a new variable: enjoying the learning process.

By using the CLIL approach in every class, the subject teachers and linguistic assistants aim to create a relaxed and safe environment where every moment of communication is seen as an opportunity to learn.

Our goal is to provide a space where meaningful learning can take place and students can develop the key competences for each subject. To achieve this goal, we use ice-breaking, interactive and collaborative activities to foster communication. Likewise, we offer support and analytical and constructive feedback to improve our students' language skills. Generally speaking, our students practise at all times and eventually overcome their fear of ridicule.

Finally, it is important to emphasise that students inevitably change when they are the active subjects

of all facets of their learning (i.e., cognitive, behavioural, and emotional). The emotional skills involved in learning make it a meaningful and transformational process, which shapes the learner's paradigms, attitudes and beliefs. In short, by incorporating the emotional component into the teaching-learning process, by acting with our hearts and creating connections with others, we can grow as people, citizens and professionals, and have a positive and active impact on society.

We have learnt that the teaching-learning process must focus on the active participation of the students. **Miguel**

CLIL IN THE CLASSROOM: THE ROLE OF THE PROTAGONISTS

When we think about teaching at the university level, we tend to envision a professor giving a lecture at the front of a large hall full of students who take notes. This "traditional" style of teaching in higher education follows the transmission of knowledge model, which has remained largely unchanged for centuries (apart from the incorporation of certain technological advances). However, these lecture-style classes are uncommon at CUCC, particularly in our bilingual groups. This style of teaching is incompatible with bilingual contexts due to the need to overcome the additional linguistic barrier. Our students cover the same subject contents as in traditional lecture-based programmes. However, the key difference is that the teachers do not lecture to a group of passive students. In the next section, we will discuss the roles of the teachers, students and language assistants in our bilingual classes at CUCC.

The role of the teacher

As teachers, a large part of our work takes place outside the classroom. It

> We design the subjects based on what students need to know as future teachers and, more specifically, what they need to know to teach effectively.

is important to consider the profile of the future teachers who graduate from our infant and primary education degree programmes. Therefore, we design the subjects based on what our students need to know as future teachers and, more specifically, on what they need to know to teach *Natural Sciences, Social Sciences, Art, and Physical Education* effectively in English. This approach enables us to determine how to help our students develop the necessary skills for their future profession. With this goal in mind, the Bilingual Project teaching staff carry out the following tasks:

- We prepare meaningful classroom activities and tasks for students. The aim is to encourage the students to construct their own knowledge as protagonists in the classroom. Typically, these activities are practical, contextualised and applicable to their future teaching careers.

- We create activities and tasks for students to complete outside the classroom. In this way, we help our students to optimise the number of hours they dedicate to self-study in each subject with the aim of acquiring a thorough understanding of the content and consolidating their knowledge.

- We design summative and formative assessment tasks. Of course, it is crucial to check what our students have learnt at the end of the process and to assign a numerical mark (summative assessment). However, we view assessment as an opportunity for students to learn. Therefore, we encourage our students to make the most of assessment by carrying out tasks to reflect on their individual learning process.

- We give our students feedback on the learning of subject contents, which is a key component of formative assessment. To advance in their learning, students need to know their strengths and weaknesses, and their progress in acquiring the contents and competences of each subject and the degree as a whole. Therefore, we create multiple opportunities to

> In the classroom, we spend a lot of time organising practical group activities for our students, answering their questions, and challenging them to think.

provide our students with feedback through written documents, rubrics, checklists, comments, and oral feedback during classes, seminars and tutorials.

- We provide our students with language feedback thanks to the support of the language assistants (see later section on the role of the language assistant). However, we are also aware of the linguistic demands and the academic language used in each subject. For this reason, we focus on specific grammatical structures and vocabulary for each subject. Likewise, we encourage our students to use precise language when speaking and writing. Furthermore, we help our students to correct any mistakes and offer useful language advice.

- We act as guides and facilitators. As previously mentioned, the role of the teacher includes, but is not limited to, transmitting knowledge to students. As experts in a specific field, we strive to create the ideal learning conditions for our students and guide them through the learning process. In the classroom, we spend a lot of time organising practical group activities for our students, answering their questions, and challenging them to think.

- We assist our students in tutorials. This type of learning requires a great deal of self-study on the part of the student, both individually and in small groups, depending on the project. Typically, students will require more assistance in terms of clarifying doubts, seeking guidance, and presenting their work to receive constructive feedback throughout the subject.

In short, the teachers in the Bilingual Project have a very broad, varied and rewarding role. Our job is not simply to teach, but to help our students to construct their own knowledge and to develop the necessary skills to become effective bilingual teachers in the 21st century.

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The role of the student

In our education degree programmes, approximately 35% of the subject hours are assigned to face-to-face sessions in large groups (the entire class), medium groups, and seminars. These classroom hours include theoretical and practical classes. In addition, students are required to carry out independent work outside the classroom to make up the remaining subject hours (65% or around 100 hours). Students carry out the following activities inside and outside the classroom:

- They research independently topics proposed by teachers and other areas of interest.

- They present and share their work with their peers, both individually and in groups. In this way, the students teach each other with the supervision of the teacher.

- They design didactic activities.

- They design and conduct teaching simulations (microteaching). In these simulations, one or multiple students adopt the role of teachers while the rest of the class acts as schoolchildren.

- They create and carry out workshops with children from schools that collaborate with CUCC.

- They assess their classmates and themselves to enhance their awareness of the learning process and to develop critical thinking skills.

- They discuss and debate educational issues.

- They work in groups to find and propose solutions to different challenges.

We believe that it is crucial for our students to have a central role in the teaching-learning process. The student should have a highly active and practical role rather than being a passive receiver of information in the classroom. Fortunately, at CUCC, we have versatile classrooms with movable furniture, which enables us to adapt spaces to a variety of activities.

> We believe that it is crucial for our students to have a central role in the teaching–learning process. This role should be highly active and practical.

The role of the language assistant

The language assistants, together with the subject teachers, aim to support the students' learning of subject contents and their development of different linguistic competences. We use the Common European Framework of Reference for Languages as a basis to develop scaffolding and language awareness for each subject. Our goal is to help as many students as possible achieve a minimum B2 level of English in all areas of competence (i.e., writing, reading, speaking, and listening) by the time they graduate. It should also be noted that our role is not limited to the classroom but extends to students and teachers throughout the university.

In the classroom, we assist the subject teachers in two main areas: language and culture.

More specifically, we create activities, we evaluate and activities and give students feedback on their written work and oral presentations

As language assistants, we assist the subject teachers in two main areas: language and culture.

(summative and formative assessment). The CLIL approach can be used with different types of groups (individual students, seminars and large groups) because it fosters a highly communicative and participative classroom dynamic.

Our goal is to support our students' development of English as a second language. Based on the principle of CALP (Cognitive Academic Language Proficiency), we focus on colloquial and academic registers of the English language, paying close attention to the following aspects: 1) the use of language structures and the most common mistakes; 2) awareness of language functions and structures; 3) subject-specific language and vocabulary; 4) English for specific purposes; 5) pronunciation; and 6) linguistic and cultural immersion.

We help our students to improve in these areas as follows:

- We take note of the students' language usage, most common mistakes, difficulties, and doubts, and we offer specific linguistic models adapted to their needs.

- We provide feedback to make our students more aware of their use of English and to help them express themselves more accurately. We explain specific language functions needed in class to compare, contrast, reason, infer, hypothesise, summarise, conclude, think, describe, ask, debate, and so on.

- We review and teach all the different linguistic functions, grammar and vocabulary needed in class. In addition, we create different language resources (general scaffolding), such as our language fan, a support tool divided into different linguistic functions.

- We emphasise and teach practical classroom English for future infant and primary school teachers. For instance, we teach our students how to start a lesson, manage children's behaviour, provide feedback, create a positive climate, and so on.

- We correct our students to prevent errors from becoming ingrained. Sometimes, we provide a simple model that involves reading a text

> By speaking in English at all times, the language assistants and teachers help students to assume their personal responsibility to reach a B2/C1 level of English.

or practising the pronunciation of specific structures or words.

- We foster a culture of linguistic immersion by always speaking in English. The language assistants and the teachers help students to assume their personal responsibility to reach a B2/C1 level of English. The English passport is a tool that we created to help our students along this journey. This tool serves as a personal passport of English learning in line with the Common European Framework of Reference for Languages (CEFR) and prepares our students for career opportunities in the European Community.

One of the key elements of the CLIL approach is to connect culture and language in the context of the subject. Therefore, we endeavour to act as cultural ambassadors by promoting our students' interest in the English-speaking world and everything that it encompasses, such as different cultures and language variants. Since we are native English speakers,

not only do we impart our linguistic knowledge, but we also help our students to contextualise the language and contents. We try to relate what the students learn in the classroom with our own cultural experiences from English-speaking countries. We firmly believe that this approach to culture makes learning English much more meaningful and enjoyable.

We also play an important role outside the classroom. Language assistants offer a familiar face for students throughout their time studying at CUCC, from the initial English level tests prior to enrolment until they graduate at the end of their degrees. We extend the safe and friendly bilingual classroom environment to the rest of the university campus, for example, by chatting to students in English.

Furthermore, students often come to our office to review their papers, receive feedback, and to ask general questions about their bilingual education. At the end of each academic year, we hold writing and oral presentation workshops for final-year students.

> Language is the working tool in CLIL. Therefore, the learning process is progressive. At the end of the degree, we realise how much we have improved without noticing it. **Carolina**

In addition, we coordinate with teachers to decide how to support the students and how to use appropriate scaffolding tools to improve their cognitive academic language proficiency in English in the classroom. We also review the materials and lessons created by teachers, offer suggestions, and prepare language activities related to the content.

Since we work with all the teachers, we can share and connect information between different subjects.

By doing so, we give coherence to the use of CLIL and offer a global and interdisciplinary vision of how the Bilingual Project functions.

We are proud to play this active and key role in the Bilingual Project, and we sincerely believe that we have a positive impact on our students' training. We constantly strive to improve our teaching skills, to integrate culture and CALP, and to make learning English fun, meaningful and practical. Finally, we strive to spark our students' interest in lifelong learning.

We open the doors to the English-speaking world for our students in the hope that they will take responsibility for their learning and understand the importance of having a good command of English for their professional teaching careers.

The CUCC Bilingual Project has created lines of research with publications in journals, books and conferences.

RESEARCH AND CONTINUOUS TRAINING

In addition to teaching, CUCC strives to create and disseminate knowledge through research. In this regard, teachers are required to balance their teaching and research. Several lines of research have been created and consolidated since the launch of the Bilingual Project at CUCC. This research has led to publications in specialised journals, books and talks at national and international conferences.

This ongoing and diverse research involves a wide range of issues associated with bilingual education. A key feature of the research related to the Bilingual Project is that it is strongly linked to teaching practices and challenges. In this regard, teaching opens up new areas of research, which in turn help to improve educational practice.

The following list indicates the main lines of research conducted to date within the CUCC Bilingual Project (see references at the end of this section):

A   Analysis of teaching to consolidate and disseminate good teaching practices. In this

Teaching opens up new areas of research, which in turn help to improve educational practice.

line of research, classroom experiences are selected and developed within the framework of action research.

B Research on bilingualism and CLIL, including its components and connections with other teaching areas, such as the creation of teaching materials, children's literature, special education needs, and ICT.

C Analysis of the perceptions of teachers and students regarding bilingual education and the CLIL approach based on their experiences at the CUCC. The objective of this line of research is to study to what extent the training process implemented by the Bilingual Project can change teacher and student conceptions about CLIL and bilingualism.

D Research on the reality of bilingualism in schools and projects that collaborate with schools. This area of research includes studying insights on bilingualism provided

by teachers, the creation of classroom materials, and the use of CLIL teaching proposals with schoolchildren during visits to the CUCC campus.

E Through the Bilingual Project, we have collaborated with other European universities through joint projects, thereby fostering the exchange of experiences between our students and those from other countries, such as Finland.

In response to the interests of our bilingual group students, we offer several lines of research related to bilingualism and CLIL for our students' final degree projects. This helps to strengthen the research profile of our students in the field of bilingual education. A number of final degree projects have led to publications in international scientific journals through successful collaborative research between teachers and students.

In recent years, CUCC's education journal Pulso has received and published regular papers related

The extension of the bilingual model in public and state-subsidised schools demonstrates the need for the specialisation and continuous training of teachers.

to CLIL and bilingualism. A monograph on CLIL was published in October 2016, which we hope contributes significantly to the debate on this topic.

In addition to research, it should be emphasised that we have invested strongly in the continuous training of teachers since the launch of the bilingual project. The expansion of the bilingual education model in Spanish public and state-subsidised schools demonstrates the need for the specialisation and continuous training of teachers. To respond to these demands, CUCC launched the first edition of its Bilingual Campus training course in 2011 with the aim of offering a global and multidisciplinary vision of CLIL applied in practice. Since then, all the subsequent editions of the Bilingual Campus have offered workshops on different approaches and methodologies imparted by experts in the field of bilingual education, including CUCC teachers.

The Bilingual Campus gives CUCC professors the opportunity to share good practices and ideas derived from their teaching experiences and educational research with education students and active teachers.

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