

Master's Dissertation/
Trabajo Fin de Máster

**CLIL TEACHER
TRAINING: THE KEY FOR A
SUCCESSFUL CLIL
IMPLEMENTATION**

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ABSTRACT

Aiming to optimise teacher training in CLIL, high-quality research and suitable proposals to improve the current educational offer are needed. The rapid expansion and complex characteristics of CLIL have exceeded the provision of adequately trained teachers to successfully cope with its implementation in the classroom. The current Master's Thesis focuses on the analysis of the fundamental aspects of CLIL and the necessary competencies for CLIL teachers by reviewing the scientific literature published in Europe and Spain on teacher training. The second part of the dissertation presents a training proposal for CLIL Primary teachers in the Andalusian context.

KEY WORDS: Bilingual education, CLIL, teacher training, Primary Education, Andalusia.

RESUMEN

Con el objetivo de optimizar la formación del profesorado en AICLE, se necesitan investigaciones de alta calidad y propuestas adecuadas relacionadas con la oferta educativa actual. La rápida expansión y las características complejas de CLIL han excedido la provisión de maestros adecuadamente capacitados para enfrentar con éxito su implementación en el aula. El actual Trabajo Fin de Máster ofrece una investigación teórica centrada en el análisis de los aspectos fundamentales de AICLE, las competencias necesarias para los profesores AICLE y una revisión de la literatura científica publicada en Europa y España sobre formación del profesorado. La segunda parte de la disertación presenta una propuesta de formación para profesores de Primaria AICLE en el contexto andaluz.

PALABRAS CLAVE: Educación bilingüe, AICLE, formación del profesorado, Educación Primaria, Andalucía.

1. INTRODUCTION

It has been almost two decades now since CLIL (Content and Language Integrated Learning), "heralded as the potential lynchpin to tackle the foreign language deficit in our continent" (Pérez-Cañado, 2016b:10), was first introduced in schools across Europe. Since then, CLIL has been seen as "a bid to bring innovation into the classroom, realigning teaching with modern pedagogical practices" (Pérez-Cañado, 2016c:7), in other words, creating a learning environment better suited to modern pedagogical principles than traditional ones (Morton, 2016; Marsh, 2002).

CLIL has brought an actual "methodological revolution" (Pavón & Rubio, 2010:48), modernizing education (Lasagabaster & Ruiz de Zarobe, 2010) and fostering didactic innovation (Banegas, 2012; Pavón & Rubio, 2010). Its pioneering and adaptive style not only promotes experiential activities, student-centred methodologies, and interactive and autonomous learning (Marsh, 2002; Lorenzo, 2007). Besides, CLIL raises linguistic competencies and confidence, develops a wider range of skills, and motivates teachers and learners (Coyle, Hood, & Marsh, 2010). Furthermore, it also prepares students to be flexible professionals who can adapt to the varied, unpredictable, and complex conditions they will come across throughout their personal, social, and professional lives in this multicultural and plurilingual society (Jäppinen, 2006).

The ever-expanding research has shown evidence of this quality dual-focussed learning approach (Marsh, 2005) concerning the students' academic performance (Custodio Espinar, 2019b), linguistic competence and cognitive development. However, it seems that not much emphasis has been placed on CLIL teacher training until very recently when studies investigating the identities, beliefs, knowledge and training needs of CLIL teachers have been arising (Morton, 2016).

According to the European Union and the European Organization for Economic Cooperation and Development, as stated in the TALIS (Teaching and Learning International Survey) report of 2013 (Ministerio de Educación Cultura y Deporte, 2014), teacher training is a key component in improving the quality of education. Therefore, a growing number of authors (Coyle, 2011; Custodio Espinar, 2019a; Fernández & Halbach, 2011; Isidro & Lasagabaster, 2019; Pérez-Cañado, 2015; 2016a) emphasize the need to keep investigating CLIL teacher education, considering this the core for quality CLIL implementation in the classroom in order

not to "run the risk of jeopardizing the effectiveness of CLIL or dissipating some of its promise" (Pérez-Cañado, 2016a:7).

Although CLIL has mushroomed in Spain, with national and regional governments developing official policies regarding bilingual education (Morton, 2016), CLIL teacher training remains somewhat subordinated in these policies. Based on the heterogeneity at a national level, CLIL teacher training varies significantly depending on the Autonomous Community. Consequently, we find serious difficulties in Spain, starting from the limited initial training at universities and continuing by the voluntariness in the permanent training of in-service CLIL teachers (Custodio Espinar, 2019a).

Various studies, which will be detailed later in this document, show that CLIL teachers not only struggle with linguistic competence but also face another series of challenges, such as the lack of understanding of theoretical underpinnings of CLIL, its methodology, or the deficiency of readily-available resources (Pérez-Cañado, 2012), as well as the knowledge on how to assess in a CLIL classroom, aspects not taken into account by the current offer of CLIL teacher training.

Hence, due to the relevance of CLIL in the current European and Spanish educational paradigm, the scientific evidence shows the importance of CLIL teacher training to guarantee its correct implementation and benefit, and place emphasis on the evaluation and diagnosis of the training of teachers who teach in bilingual programs (Custodio Espinar, 2019a). Hence, this theoretical research seeks on the one hand, the analysis and summary of the main research at the European and Spanish level concerning CLIL teacher training, in order to understand and reflect on it; as well as the development of the backbone of a CLIL teacher training proposal, that focuses on CLIL teachers' real needs and deficiencies and that adapts to the main characteristics and principles of CLIL.

This dissertation is divided into five main sections: a CLIL theoretical background, a CLIL teacher training theoretical framework, a literature review on CLIL teacher training and an education proposal for CLIL Primary teachers in Andalusia.

It has been considered essential to begin with an overview of the CLIL theoretical traits, presented in Chapter 2, where essential aspects of CLIL will be detailed, such as its definition and origins; methodological principles and characteristics; as well as the most remarkable differences with respect to other bilingual immersion programs; followed by a review of the

methodological advantages of this innovative approach. In Chapter 3, several theoretical features of the CLIL teaching role will be analysed, starting from their competencies, leading us to what being a CLIL teacher means based on those skills and characteristics previously studied. In Chapter 4, a review of the main studies regarding CLIL teacher training at a European and national level will be provided, with the aim of obtaining the broadest possible view of CLIL teaching needs, their shortcomings, and the current training available. Finally, Chapter 5 covers the design of the general structure of a training proposal for CLIL teachers in Primary school in Andalusia, considering pre-service, novice and in-service CLIL teacher education.

2. CLIL THEORETICAL FRAMEWORK

2.1. Essential features of CLIL

2.1.1. Definition and origins

Coyle, Hood, & Marsh (2010:1) define CLIL as "a dual-focused education approach in which an additional language is used for the learning and teaching of both content and language".

This pedagogical approach was born in Europe in 1994, with the intention of capacitating plurilingual citizens, thus addressing the deficit of foreign languages (Pérez-Cañado, 2016a). Boldizsár (2003) points out that Europe's linguistic heritage and cultural diversity may be seen as an added value that should be protected and developed through educational policies to transform this linguistic plurality from a communicative and cultural barrier to a source of understanding, tolerance, respect and progress. "Only a better knowledge of modern European languages can facilitate communication and interaction among Europeans of different mother tongues in order to promote European mobility, co-operation and mutual understanding and to overcome prejudice and discrimination" (Boldizsár, 2003:9).

2.1.2. Fundamental principles and characteristics

This powerful and empowering way to learn languages (Smit & Dalton-Puffer, 2007) encompasses four essential principles (Coyle, Hood, & Marsh, 2010), summarised in Figure 1 below, on which CLIL is based, and each one contributes a different knowledge within the learning process:

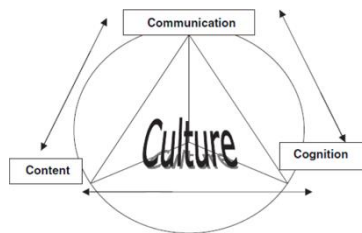


Figure 1. The 4Cs Framework for CLIL (Coyle 2007:551)

- *Content*. When it comes to content, this is seen as the pillar of the learning process. It allows students to access content that is truly relevant to their lives. Therefore, one of the main tasks of teachers is to create lessons with important information that can be used by students in their day-to-day.
- *Communication*. Language is vital for the development of communication skills. Its learning allows to communicate in a meaningful way and have interactions due to the fact that it combines Basic Interpersonal Communication Skills (BICS) and command of Cognitive Academic Language Proficiency (CALP). Cummins (1999) indicate that BICS are easily acquired and are indispensable for everyday communicative routines, whereas CALP takes significantly longer to emerge, and it is necessary to understand and discuss content in the classroom. Another remarkable characteristic of CLIL is the use of the Language Triptych (Coyle, Hood, & Marsh, 2010) as a tool to connect both content objectives and language objectives. This conceptual representation provides a framework for the analysis of the vehicular CLIL language from three interrelated perspectives, which are the components of the Language Triptych (Figure 2):

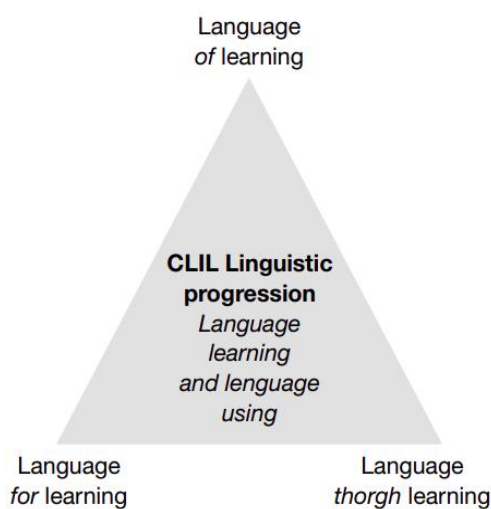


Figure 2. The Language Triptych (Coyle, Hood, & Marsh, 2010)

1. The language OF learning: the language needed to access concepts and skills of a field of knowledge. These language demands of the different disciplines comprehend much more than vocabulary.
2. The language FOR learning: the language that enables the learner to be functional in a foreign language environment. This includes classroom language as well as language for academic processes and speech acts.
3. The language THROUGH learning: the language generated in the process of learning. As a new meaning is learnt, a new language is required and acquired.

(Martín del Pozo, 2016).

- *Cognition.* Learning should be a cognitive challenge for students since only then will they be able to develop Higher-Order Thinking Skills (HOTS) alongside their interpersonal communication skills and their competence in cognitive-academic language. CLIL is about allowing individuals to construct their own understanding and be challenged – whatever their age or ability (Coyle, 2005). The taxonomy by Bloom (1956), revised by Anderson & Krathwohl (2001) and summed up in Figure 3, offers an excellent way of organisation for the different thinking skills: Lower-Order Thinking Skills (LOTS) are at the bottom, while Higher-Order Thinking Skills (HOTS) at the top positions.

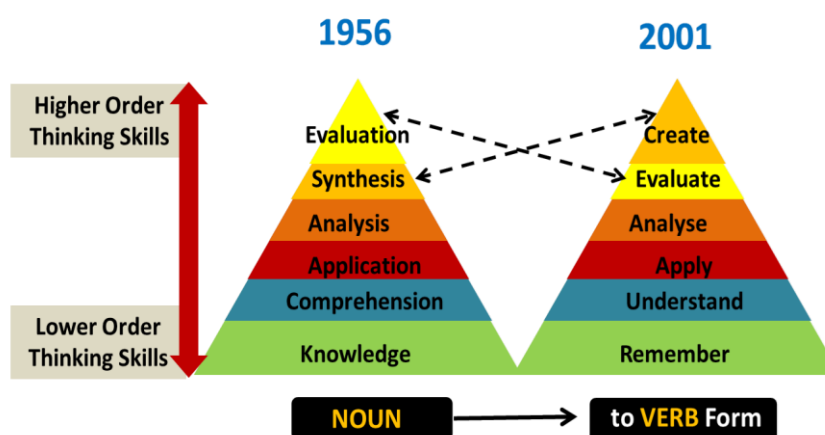


Figure 3. Bloom's taxonomy revised by Anderson & Krathwohl (2001)

- *Culture.* Studying through a foreign language is fundamental to fostering international tolerance and understanding (Coyle, 2005). CLIL methodology helps students to become more social and emotionally aware of their cultural reality and of other cultures.

Additionally, numerous authors (Craen, Mondt, Allain, & Gao, 2007; Coleman, 2006; Jäppinen, 2006; Marsh, Zając, & Gozdawa-Gołębiowska, 2008; Mehisto, Marsh, & Frigols-Martín, 2008; Muñoz, 2006; Opacki, 2017; Wolff, 2002) have reflected on the factors that characterise CLIL beyond the replacement of the vehicular language. The most prominent are presented below:

- *Student-centred methodologies* increase students' motivation and favour the development of critical and High-Order Thinking Skills through autonomous learning and different forms of communication and social interaction.
- *Flexibility*. Being centred on the students, CLIL needs to adapt to them, attending to their different learning styles.
- *Interactive and autonomous learning*. Interactive in relation to other students and autonomous because as the methodology is centred on the student, it is the learner who controls the process. This characteristic also materialises in assessment, where tools such as rubrics and peer-to-peer evaluations take on special importance.
- *Use of multiple resources*. The diversity of methods and forms of classroom practice will help to provide a wide variety of resources to enrich the learning process.
- *Task-based oriented learning*. Learning by construction, not by instruction, will allow the students to obtain the final product proposed in the task, the promotion of the development of a series of significantly valuable competencies.
- *Contextualised learning*. CLIL must promote the involvement of students and the use of authentic learning inspired by real-life problems and cultural issues.

2.2. CLIL and Bilingual Immersion Programmes

To fully understand what CLIL is and is not, it is necessary to address the main differences between CLIL and Bilingual Immersion Programs (BIP) in order not to create false expectations, misunderstandings and frustration among faculty, students, and families.

Although CLIL was inspired by Canadian immersion education in which English-speaking students receive subject-matter instruction via French (De Graaff, Koopman, Anikina, & Westhoff, 2007) and they share a series of similar psycholinguistic and methodological elements (Lasagabaster & Sierra, 2009); what makes CLIL unlike any other bilingual education initiatives is its "planned pedagogic integration of contextualised content, cognition,

communication and culture into teaching and learning practice" (Coyle, Hood, & Marsh, 2010:6), among other several remarkable differences reflected in Table 1 below.

	CLIL	BIP
Language of instruction	L2 not spoken locally.	L2 present in the students' context.
Teachers	Not native speakers.	Native speakers.
Teaching materials	Abridged materials.	It is aimed at native speakers.
What is taught	Language and content: Curriculum content generates linguistics demands that are analysed to help the apprentice learn and communicate.	Content: Content is learned without explicit attention to language.
Language objective	The communicative aspect prevails.	The goal is to reach an L2 proficiency similar to that of native speakers.
Role of language	Language is used to learn, learn how to learn, and communicate all at the same time.	Language is used to learn.
Academic instructions	The proportion of instruction in L2 can vary depending on various contextual factors.	They are always presented in L2.

Table 1. Differences between CLIL and Bilingual Immersion Programs (BIP). Own elaboration based on Lasagabaster & Sierra (2009); Custodio Espinar (2019a); Baetens-Beardsmore & García (2009); and Hurajová & Luprichová (2015)

2.3. CLIL assets and concerns

In this flexible and cognitive challenging approach, the L1 (native language) and the FL (foreign language) co-exist in the content class as languages of instruction (Méndez García, 2014). Consequently, language is "one part of the process rather than an end to itself" (Deller & Price, 2007:6).

And among its advantages, these are the most noteworthy:

- It provides students with opportunities to develop a high degree of proficiency in the L2.
- It improves critical thinking and cognitive skills (Jäppinen, 2006; Opacki, 2017).
- It increases linguistic competencies (Muñoz, 2006; 2015), meeting the European Union's goal of introducing plurilingual education in Europe (Wolff, 2002).
- It improves the quality of foreign language teaching (Muñoz, 2006; 2015).
- It promotes active learning (Jäppinen, 2006).
- It improves students' competencies, due to task design and non-homogenous perspectives on content issues (Marsh, Zajac, Gołębiewska, Czura, Gapińska, Papaja, & Urbaniak, 2008).
- It promotes discovery learning and professional development (Jäppinen, 2006).
- It encourages collaboration and culture awareness, developing a European and an international orientation (Marsh, Zajac, Gołębiewska, Czura, Gapińska, Papaja, & Urbaniak, 2008).

Despite the benefits that this approach offers, as well as its versatility and flexibility to adapt it to different needs and diverse contexts, various authors (Baetens-Beardsmore, 1988; 2002; Bruton, 2011; Gajo, 2007; Dalton-Puffer, 2007; Dalton-Puffer & Smit, 2007; Cenoz, Genesee, & Gorter, 2014) wonder if L1 will be negatively affected, given prolonged exposure to an L2; if L2 will really develop better when used systematically as the language of instruction; if L2 instruction will slow down progress in the content subject; if bilingual education is appropriate for any student profile; or if teachers are ready for CLIL (Pérez-Cañado, 2016a; 2018a).

3. THEORETICAL STARTING POINTS FOR CLIL TEACHER TRAINING

3.1. CLIL teacher competencies

Given the holistic, dynamic, interactive characteristics (Järvinen, 2009) and complexity of CLIL, experts agree that educators must possess very specific professional competencies that allow them to become effectively active members of the bilingual project.

Marsh, Mehisto, Wolff, & Frígols-Martín (2012:11) define competence as "the demonstrated ability to use knowledge, skills and personal, social, and/or methodological abilities, in work or study situations and in professional and personal development".

These required competencies will depend on the type of CLIL implemented (Marsh, 2002). However, regardless of the implementation model, the shortage of competent CLIL teachers has been identified as an issue by a number of researchers (Mellion, 2008; Mehisto, Marsh, & Frigols-Martín, 2008; Infante, Benvenuto, & Lastrucci, 2009; Pérez-Cañado, 2012). In order to improve the quality of CLIL education, more attention to CLIL teacher training that takes into accounts the professional competencies should be paid. Thus, knowing what these competencies are is an essential prerequisite for diagnosing training needs and designing courses and plans capable of satisfying them (D'Angelo, 2011; Halbach, 2009; Mehisto, 2008).

Numerous authors (Bertaux, Coonan, Frigols-Martín, & Mehisto, 2010; Hurajová, 2013; Madrid & Madrid, 2014; Marsh, 2002; Marsh, Mehisto, Wolff, & Frígols-Martín, 2012; Mellion, 2008; Pavesi, Bertocchi, Hofmannová, & Kazianka, 2001; Pavón & Ellison, 2013; Pérez-Cañado, 2015) have studied and analysed the competency profile of the CLIL teacher offering diverse classifications. Among those, we will expose the most remarkable ones.

According to Pavesi, Bertocchi, Hofmannová, & Kazianka (2001), the competencies needed by CLIL teachers are:

- Knowledge of L1 to understand learners' difficulties and a good command of the language used for instruction.
- Good knowledge of the content subjects.
- Production of lesson plans.
- Planning and organisation of lessons according to cognitive demands.
- Gradual content and language progression.

Similarly, Marsh (2002:80) states the following list of competencies:

- Language/Communication.
- Theory.
- Methodology.
- The learning environment.
- Materials development.
- Interdisciplinary approaches.
- Assessment.

On the other hand, Hurajová (2013:105-106) suggests a series of competencies grouped into two sets: pre-CLIL and CLIL implementation.

Pre-CLIL set

- Theoretical knowledge.
- Communication competence.
- Presentation competence.
- Curricular competence.

CLIL implementation set

- Planning competence.
- Communication competence.
- Distinguishing competence.
- Organisational competence.
- Cross-curricular competence.
- Language-Scaffolding competence.
- Assessment competence.
- Reflection and Self-reflection competence.

Two very important frameworks that identify CLIL teacher key competencies, created as tools for developing CLIL teacher training, are the one by Bertaux, Coonan, Frígols-Martín, & Mehisto (2010) and the one by Marsh, Mehisto, Wolff, & Frígols-Martín (2012).

Marsh, Mehisto, Wolff, & Frígols-Martín (2012) establish a series of competencies subdivided into sections that delve into the specific aspects of each competency:

- Personal reflection.
- CLIL fundamentals.
- Content and language awareness.
- Methodology and assessment (building learner capacity CLIL; co-operating with colleagues CLIL; deploying strategies; building direction and focus; building safe and meaningful learning experiences; assessing).
- Research and evaluation.
- Learning resources and environments.
- Classroom management.

- CLIL management.

Whereas the grid by Bertaux, Coonan, Frigols-Martín, & Mehisto (2010:1) "is divided into two sections: the first one is primarily focused on the competencies and stakeholder relationships that are essential to laying the foundation for establishing and maintaining a CLIL programme. The second focuses on the competencies and stakeholder relationships which are important to CLIL implementation". These areas are divided into areas of competence and subdivided into competencies to be later more specific by using indicators of each competence. It could be summarised as follows:

Underpinning CLIL

- Programme parameters CLIL.
- CLIL Policy.
- Target language competencies for teaching CLIL.
- Course development.
- Partnerships in supporting student learning.

Setting CLIL in motion

- Integration.
- Second Language Acquisition (SLA).
- Learning environment management.
- Learner focus in the CLIL environment.
- Learning skills focus in CLIL.
- Learning assessment and evaluation in CLIL.
- Lifelong learning & Innovative teaching and learning approaches.

3.2. Being a CLIL teacher

Having analysed the aforementioned CLIL teachers' competencies and the methodological characteristics, we can establish that the pedagogical revolution that CLIL implies undoubtedly needs a reconfiguration and reinvention of the teaching role (Hurajová & Luprichová, 2015).

Consequently, being a CLIL teacher is not just being a content teacher with an appropriate linguistic level in a foreign language, but to master the content, being aware of the language barriers and thresholds, and having the ability to adapt the speed of one's teaching to

the situation in the classroom (Marsh, 2011), and definitely, to have a deep knowledge of the characteristics of CLIL and be methodologically educated to face all the educational challenges that it involves. Marsh (2002:81) argues that "language fluency alone is not sufficient for effective CLIL teaching... But it is necessary that teachers can handle CLIL methodologically in terms of language and non-language content and application, through use of optimal linguistic target language skills". Thus, taking into account the studies and classifications by these authors (Boldizsár, 2003; Costa & D'Angelo, 2011; Coyle, Hood, & Marsh, 2010; De Graaff, Koopman, Anikina, & Westhoff, 2007; Hurajová & Luprichová, 2015; Meyer, 2010; Ruiz de Zarobe & Jiménez Catalán, 2009) and starting from the basis that the CLIL teacher must be "a role model, a guide, a mediator and a facilitator of learning" (Boldizsár, 2003:26).

Below, Table 2 summarizes what we regard as characterising proper teaching using the CLIL approach (Costa & D'Angelo, 2011).

WHAT CLIL IS	WHAT CLIL IS NOT (OR, WHAT BAD CLIL IS)
Where the linguistic interaction of the teacher with the student's competence allows a satisfactory teaching-learning process.	The linguistic competence of the teacher, which is fragmentary and inadequate and leads to the acquisition of misleading linguistic models.
At least 75% of the course taught in the additional language (in any event, not less than 50%).	Minimum % in the additional language (less than 50%).
The teacher of the discipline leading the L2 lesson.	Where the L2 teacher does the lesson for the teacher of the discipline, who then checks students in the L1.
Subject/Content.	Topic.
Minimum exposition of no fewer than 20 hours.	Occasional carrying out of some activities in the additional language.
Explicit guide to understanding and use of linguistic aspects of the content.	No explicit attention to the linguistic aspect of the content.
Linguistic progression not planned. The linguistic structures are dealt with as they naturally arise as a by-product of the content-related language.	Planning of the linguistic progression.

Content presented at levels similar to those that would occur in the L1.	Excessive simplification proposed to the students and/or trivialization of the content.
The lesson introduced in the native language and then carried out in the additional language.	Repetition of the lesson given in the native language.
Interdisciplinarity is not mandatory but can be successfully used in a CLIL project.	Interdisciplinarity is the only way of working and is the only goal of the project.
Co-presence not mandatory.	The mother-tongue conversation tutor/teacher serving as a translator.
Assessments that combine language and content, at least at times.	Assessments that are always and solely in the L1.
Acceptance of certain national traits in teaching style.	The mere translation of foreign texts into the L1 or, vice-versa, the translation of texts from L1 to L2, which are then handed out to the students.
When there is the awareness that the use of a different language implies the awareness as well of its culturally diverse content.	The use of the additional language without any intercultural awareness, thereby emptying the content of some of its fundamentally significant elements.
Where extra-curricular hours are not necessarily required.	Lessons only taking place outside normal class hours (this can represent the CLIL approach but not the CLIL philosophy).
ICTs are not mandatory but can be successfully coupled with CLIL.	ICTs as the only way of working and the only goal of the project.
A program opened to all students (not only those good in the L2 or in the discipline).	The selection of participating students.

Table 2. Proper teaching using the CLIL approach (Costa & D'Angelo, 2011:10)

3.3. The CLIL teacher paradox

Added to the existing problems in a micro level in the field of teaching, such as the high ratio of students per class, the sometimes non-existence of school-family collaboration, or the shortage in personal and material resources, the educational revolution that CLIL has generated has brought within new ones. Some of those problems that teacher may face when

implementing CLIL can be associated with organisational and curricular sequencing, their own and students' linguistic competence, and attitudinal beliefs and behaviours (Pavón & Rubio, 2010). In spite of being varied the potential barriers which may be encountered in CLIL implementation (Pérez-Cañado, 2016a), we will focus on the analysis of deficient CLIL teacher training.

The insufficient training, together with the lack of competencies (Costa & D'Angelo, 2011) in preparing/designing teaching materials for the CLIL class, as well as the linguistic proficiency (Vilkancienė & Rozgienė, 2018) and methodological challenges that CLIL embodies (Maljers, Marsh, & Wolff, 2007b), along with a shocking theoretical misconception of this approach, are some of the most serious limitations that CLIL teachers must face nowadays (Pistorio, 2009).

Pavón & Rubio (2010) argues that this unsatisfactory training is, to a large extent, due to the deficient design of CLIL teacher training by the educational system, where the competencies of the CLIL faculty are overlooked.

Most problems found in the first stages of CLIL implementation are theoretical assumptions and classroom methodology (Banegas, 2012), which leads to deficiency in integrated methodology implementation, for which CLIL teachers have received little or no prior training Loranc-Paszylk (2015). According to Ball, Kelly, & Klegg (2015), understanding CLIL methodology can compensate for the lack of teacher's linguistic competencies in CLIL classroom, the only competence that education systems seem to highlight as essential.

Additionally, quality CLIL teacher education is extremely necessary in order to guide teachers into a deep knowledge of the theoretical CLIL framework to understand its characteristics and principles while parallelly reflect on their own teaching practice, to end a surprising and worrying conceptual misinterpretation that, according to Fernández & Halbach (2011), is quite widespread among in-service teachers, who support the idea that students need to learn the contents first in their L1, and later do so in the L2, which would go totally against the principles of CLIL approach. Another misconception among teachers lies in the unawareness that teaching through a foreign language implies not only that the L2 is used in an effective and correct way to learn the contents, but it also accepts the use of incorrect forms, which are not an impediment for the communicative achievement and the development of competencies and Higher-Order Thinking Skills (Pavón & Rubio, 2010).

These are clear examples of how CLIL teachers are not usually aware of the added value of CLIL in terms of subject knowledge, cognition and culture, embodied in Coyle's 4Cs framework (Coyle, Hood, & Marsh, 2010). And although the advantages of CLIL in foreign language learning are commonly agreed, subject knowledge is perceived to weaken, and little or no consideration is given to students' cognitive and intercultural development (Martí & Portolés, 2019).

4. CLIL TEACHER TRAINING NEEDS IN SPAIN: A LITERATURE REVIEW

Since 1996, that CLIL began its journey in the Spanish context in collaboration with the MEC-British Council (Gutiérrez Almarza, Durán & Beltrán, 2012), "one main concern affecting to both CLIL theorists and practitioners remains unsolved: CLIL teacher training" (Martín del Pozo, 2015:156).

There are many essential elements involved to guarantee the sustainability of this bilingual scenario, but without a doubt, once it is implemented, teachers constitute the pillar to the success of this bilingual environment. However, the vertiginous expansion of CLIL in Europe has exceeded the provision of teachers capable of facing the challenge posed by this educational scenario (Rámila, 2014).

There is no doubt that CLIL teachers' task is complex and requires a wide variety of skills: their linguistic competence, their conceptual and practical knowledge of methodological principles, their ability to find or create materials, their organizational, collaborative or even reflective skills, including their beliefs and attitudes significantly influence the success of CLIL (Hanesová, 2015). Hence, the question is, does the current teacher education in our country really train CLIL teachers to achieve all these competencies? What are the requirements to become a CLI teacher? What is the selection process like? Have they been trained? (Delicado & Pavón, 2016).

4.1. The national panorama of CLIL teacher training

In order to understand the current Spanish situation in terms of CLIL teacher training, a brief review of this European aspect is necessary. Not without previously mentioning that CLIL teacher training strategies as well as admission requirements vary not only from country to country but also within each country Eurydice (2006).

As is mentioned in Eurydice (2006), one of the main key issues in terms of CLIL teacher training is the qualification or prerequisites that they must have to work in this bilingual setting, being very few the European educational authorities that demand formal requirements, in addition to the university degree qualifying to the teaching.

When it comes to the prerequisites, "in the majority of countries offering CLIL, additional qualifications are needed to teach on these programmes" (Eurydice, 2017:91). However, most of the certificates required are not related to "particular aspects of its teaching principles and methodology" (Eurydice, 2006:41), but to linguistic ones, as we can see in Figure 4, an aspect that contrasts with the recommendations by authorities.

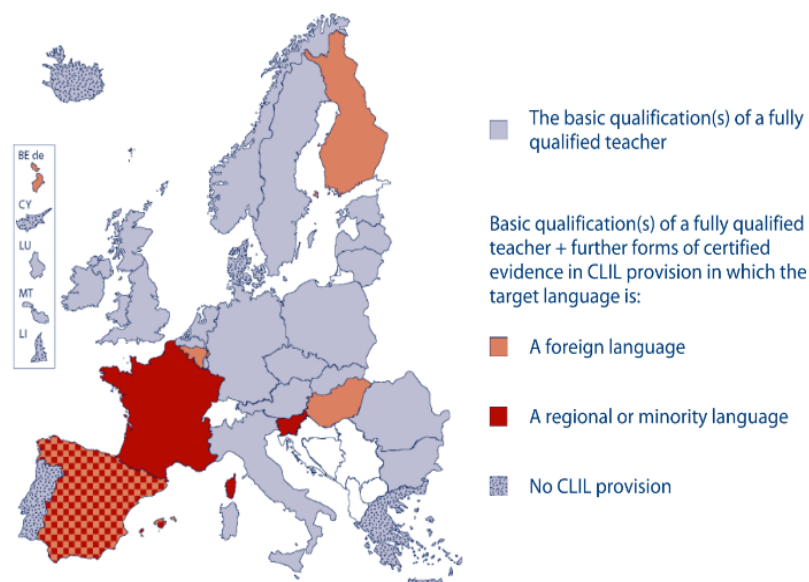


Figure 4. Qualifications required for teaching in CLIL provision in primary education and general secondary education (Eurydice, 2006)

With regard to in-service teacher training, only half of the European countries recommend institutions to offer CLIL teacher training programs (Eurydice, 2012), as it can be observed in Figure 5 below, and yet, these training opportunities are, overall, inadequate and their core features and period differ very widely (Eurydice, 2006).

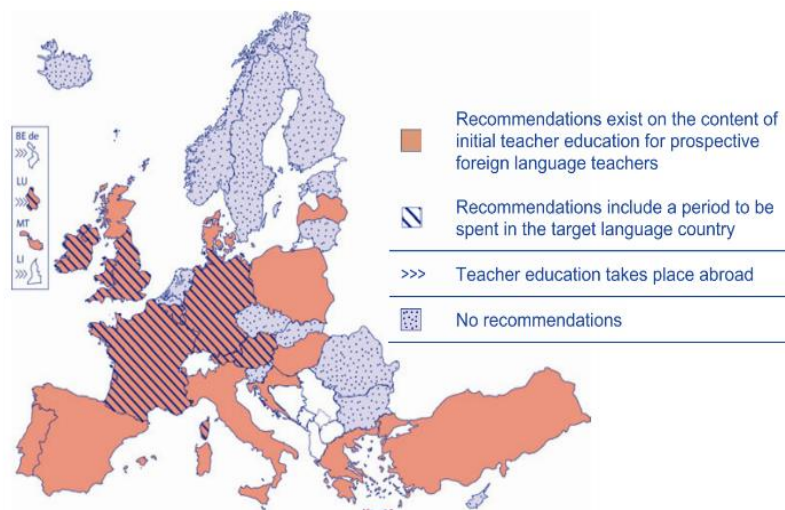


Figure 5. Existence of recommendations on the content of initial teacher education and the period spent in the target language country, 2010/11 (Eurydice, 2012)

CLIL teacher training in Spain, a country that "stands out within the European CLIL landscape" (Martín del Pozo, 2015:165), includes the following general actions (Ministerio de Educación Cultura y Deporte, 2013):

- Training to improve linguistic and methodological competence as a resource for the bilingual or multilingual program.
- Mobility programs, exchanges, and stays abroad with training in prestigious universities and institutions.
- Periods of linguistic immersion and intensive foreign language courses in Official Language Schools.
- Holding courses, working groups, conferences, seminars and workshops.
- Online linguistic and methodological training through the Teacher Training centres.
- Specific training plans for teachers who teach certain programs such as the Bachibac or the MEC-British Council.
- Coordination actions and preparation of thematic materials.

On the other hand, Spain is characterized by its "diversity of models practically tantamount to the number of regions where it is applied, given the decentralization of our

educational system, which transfers educational powers to each Autonomous Community" (Pérez-Cañado, 2012:327). Consequently, each region establishes "specific requirements that, in general, are based exclusively on linguistic competence criteria" (Custodio Espinar & García Ramos, 2020:11).

As per Custodio Espinar (2019b), this heterogeneity is clearly reflected in Table 3, in which we can observe that with the exception of Madrid and Navarra, where the minimum linguistic accreditation to access as CLIL teacher is C1 according to the Common European Framework of Reference, in the rest of the Communities, only a B2 is required. Another concerning fact is that in only 7 of the 19 communities, specific training courses on CLIL methodology are mandatory (Eurydice, 2017). And only 10 of them count with specific European programs aimed at teacher training.

CC. AA.	MCER	PIFL/M (1)	Vigencia (2)	Mérito (3)	Incentivo (4)	Dedicación horaria (5)	Otras actuaciones (6)
Andalucía	B2			Mérito		Sí	PEE
Aragón	B2				Créditos	Sí	
Asturias	B2				Créditos	Sí	PEE
Baleares	B2	Sí	3 años	Mérito	Créditos	Sí	
Canarias	B2	Sí		Certifica		Sí	
Cantabria	B2		Indefinida	Certifica	Créditos	Sí	Ayudas
Castilla y León	B2					Sí	
Castilla La Mancha	B2			Mérito	Económico	Sí	PEE
Cataluña	B2			Certifica	Créditos		PEE
C. Valenciana	B2	Sí		Mérito			
Extremadura	B2	Sí		Mérito	Ambos	Sí	Ayudas
Galicia	B2			Certifica	Créditos	Sí	Ayudas
Madrid	C1		3 años	Mérito	Económico	Sí	Ayudas
Murcia	B2			Certifica	Créditos	Sí	Ayudas
Navarra	C1					Sí	
País Vasco	B2					Sí	Ayudas
La Rioja	B2	Sí			Créditos	Sí	
Ceuta	B2	Sí				Sí	
Melilla	B2	Sí				Sí	

Leyenda. 1. Plan inicial de formación lingüística/metodológica. 2. Vigencia de la habilitación necesaria para impartir en programas bilingües. 3. Reconocimiento de la participación en el programa como mérito específico en las convocatorias y concursos. 4. Reconocimiento de créditos de formación o complemento de productividad o ambos. 5. Dedicación de horas de docencia del profesorado bilingüe al programa bilingüe para programación, formación, elaboración de materiales, etc. 6. Programas educativos europeos que incluyen acciones dirigidas al profesorado o ayudas a la formación

Table 3. Teacher training and requirements for bilingual education in Spain. Data collected by Custodio Espinar (2019b)

The current Spanish context of CLIL teacher training reveals, according to Custodio Espinar (2019b), a great paradox summarised in Figure 6. On the one hand, the initial training of future CLIL teachers in universities is so limited that, in most cases, it is reduced to a one-semester subject. Moreover, the linguistic level required to obtain the university degree in most

Spanish universities is only a B1 according to the Common European Framework of Reference (CEFR), or a B2 in the case of the English track (*mención en inglés*). Finally, permanent training, although it is promoted by different programs, depending on the Autonomous Community, "only a few include it as a requirement or step prior to the accreditation to teach this type of education" (2019b:11).



Figure 6. The paradox of CLIL teachers (Custodio Espinar, 2019b)

Aiming to improve teacher training, the Ministry of Education has launched multiple initiatives, including those implemented by the *Centro Nacional de Innovación e Investigación Educativa* (CNIIE), the *Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado* (INTEF), the *Subdirección General de Promoción Exterior Educativa y las Agencias Españolas de Programas Europeos*, highlighting eTwinning and SEPIE (Outes & Ramírez, 2017). Similarly, the Autonomous Communities Administrations have developed another series of specific plans to guarantee ongoing CLIL teacher training (Martín del Pozo, 2015; Palacios, Gómez, & Huertas, 2018). Palacios, Gómez, & Huertas (2018) offers a summary of the most notable institutional measures at the national level:

- *Plan de Formación en Lenguas Extranjeras* in the Community of Madrid, that offers training in a foreign language and in CLIL methodology through international courses and stays that promote language immersion (Comunidad de Madrid, 2018).
- *Plan Estratégico de Desarrollo de las Lenguas en Andalucía*, that seeks to improve the communicative and intercultural competence of CLIL teachers (Junta de Andalucía, 2015).

– *Programa de Apoio ao Ensino e Aprendizaxe de Linguas Estranxeiras (PALE)* and *Programa de Cursos para a Formación Complementaria en Linguas Estranxeiras do Alumnado (CUALE)* in Galicia, which offer training itineraries to improve the linguistic and communicative competence of CLIL educators (Xunta de Galicia, 2011).

– *Plan de Impulso de las Lenguas Extranjeras (PILE)* in Canarias, that promotes actions aimed at the linguistic and methodological updating of the teaching staff (Gobierno de Canarias, 2018).

– *Plan Integral de Enseñanza de Lenguas Extranjeras de Castilla-La Mancha*, giving special importance to didactic and methodological CLIL teacher training (Gobierno de Castilla-La Mancha, 2017).

Not only is it important to analyse continuous training, but also initial training of those future CLIL teachers. There are numerous authors who highlight the importance of initial training (Cinganotto & Cuccurullo, 2015; Escobar, 2013; Martín del Pozo, 2013). Delicado Puerto & Pavón (2016:39) argue that "training should be initiated at the university, but unfortunately this is not normally the case" in our country.

Currently, the number of public and private universities that offer their students bilingual itineraries in Infant and Primary Education degrees continues to grow, such as the University of Córdoba, Extremadura, Málaga or Alcalá. Likewise, the number of specific Master's degrees related to CLIL is also increasing, such as the Interuniversity Master's Degree in Bilingual Education and Content and Language Integrated Learning developed by the universities of Jaén and Córdoba, the University Master's Degree in Bilingual Education of the Nebrija University or the Master in Advanced English Studies and Bilingual Education of the University of Córdoba, thus favouring, that in-training teachers obtain a more adapted education based real-world demands (Palacios, Gómez, & Huertas, 2018). Despite these improvements in initial training, there is a mismatch between teacher training and the demands of bilingual programs (Jover, Fleta, & González, 2016). As many experts acknowledge, the training of student teachers should be more connected to the knowledge and skills necessary to perform effectively in bilingual education (Banegas, 2015; Hüttner, Dalton-Puffer & Smit, 2013; Lasagabaster & Ruiz de Zarobe, 2010).

This situation is giving rise to a model of palliative permanent training, which seems to lead the current pedagogical change. For this reason, there are many voices that from the

universities demand a review of the academic programs of the degrees of education based on a strategic plan from the institution itself (Fernández, Aguirre, & Harris, 2013; Fernández Díaz, 2017; Jover, Fleta & González, 2016; Pérez-Cañado, 2014).

4.2. Spanish CLIL teacher training needs

The lack of requirements to be a CLIL teacher Delicado Puerto & Pavón (2016) and the voluntariness of the teacher training Custodio Espinar (2019a) are major issues that need to be addressed in Spain. Teachers, depending on the Autonomous Community, and after they start teaching, can voluntarily be trained in specific CLIL strategies and, in some cases, receive linguistic training or benefit from immersion courses abroad. However, "despite this attention to language, it should be reminded that CLIL is more than language. Therefore, a solid education should go beyond language development and progression" (Coyle, Hood, & Marsh, 2010:161).

For these reasons, as Fernández Fernández, Pena Díaz, García Gómez, & Halbach (2005) advocate, it is of critical importance to carefully explore and analyse in-depth Spanish CLIL teachers training needs and from there on the move forward into ways to enhance that decisive training in order to achieve CLIL highest efficiency (Hanesová, 2015).

The following literature review displays a summary of the information obtained in a series of research carried out in different Autonomous Communities in Spain throughout these almost two decades of CLIL implementation in the Spanish educational system.

4.2.1. General view

Studies reveal that although teachers perceive CLIL as challenging their satisfaction and attitude regarding this bilingual scenario are highly positive (Durán Martínez & Beltrán Llavador, 2016; Fernández Fernández, Pena Díaz, García Gómez, & Halbach, 2005; Infante, Benvenuto, & Lastrucci, 2009; Lancaster, 2016; Pena Díaz & Porto Requejo, 2008). Although these high levels of satisfaction, are "in part contradicted by their large number of training needs" themselves assure to need (Fernández & Halbach, 2011:246).

On the other hand, the results of the investigation by Fernández Fernández, Pena Díaz, García Gómez, & Halbach (2005) show how teacher training has a positive impact on teachers, whose vision of the project is enhanced after sharing the enthusiasm, motivation and desire to work with other participating colleagues.

4.2.2. Administrative and educational support

While "some teachers manifest their personal interest in personal growth through their own initiatives, others demand more support with official courses" (Cabezuelo Gutierrez & Fernández Fernández, 2014:60), yet investigations such as those of Isidro & Lasagabaster (2019) or Lancaster (2016) illustrate that CLIL teachers are not totally satisfied with the support and guidance provided by the educational authorities and demand training programs suited to their needs (Custodio Espinar & García Ramos, 2020).

4.2.3. Pre-service education needs

Although more and more public and private universities have begun to establish bilingual programs, the training of future CLIL teachers still has many limitations (Jover, Fleta, & González, 2016). According to studies carried out by Palacios, Gómez, & Huertas (2018) or Salud (2021), the most outstanding training needs among future CLIL teachers are those related to pedagogical issues. Other studies, such as the one by Delicado Puerto & Pavón (2016), points out the need for CLIL teachers for future complementary interaction with the school and the real world outside of the official internship period to address this lack of methodological training.

4.2.4. Theoretical underpinnings

Most CLIL teachers claim not to have had any type of training whatsoever in the theoretical aspects of this approach, yet consider not to need it (Pena Díaz & Porto Requejo, 2008). However, research shows that, despite being aware of the advantages that CLIL implies with regard to the acquisition of a foreign language, they overlook its added value in terms of content, cognition and culture (Martí & Portolés, 2019), leading to a series of theoretical assumptions (Pavón & Rubio, 2010) and misconceptions "of CLIL as a mere language teaching methodology" Martín del Pozo, 2015:163), showing "a limited understanding of the multidimensional nature of CLIL" (Martí & Portolés, 2019:23).

4.2.5. Linguistic needs

Despite linguistic competence being considered the most important among many educators and "the foremost prerequisite to become members of the bilingual project" (Durán Martínez & Beltrán Llavador, 2016:84), it is still one of the weakest points of many of them, who admit their lack of suitable linguistic skills to face this bilingual environment (Cabezuelo

Gutierrez & Fernández Fernández, 2014; Fernández & Halbach, 2011; Moliner & Fernández, 2013; Pérez-Cañado, 2017; 2018a).

Studies confirm that fluency, pronunciation (Martín del Pozo, 2016) and everyday language for interaction in the classroom (Pérez-Cañado, 2017) are among the most remarkable aspects that CLIL teachers need more training on. Despite having an intermediate or high level in the foreign language, they admit that they do not feel comfortable when using it in the classroom and feel that their educational practice would parallelly improve if their level in the language did so (Pena Díaz & Porto Requejo, 2008). Idea that leads us to the study carried out by Custodio Espinar & García Ramos (2020), in which the results corroborate that "there is a positive correlation between the level of English and the level of integration of the methodological principles, in favour of teachers with the highest level of English" (2020:21).

4.2.6. Methodological needs

Research such as the one carried out by Martín del Pozo (2015), in which the participants of the study did not perceive methodological training as a priority, even stating that there had been no change in this regard after the implementation of CLIL, beyond the change of language, denotes once again the absence of knowledge both in terms of the CLIL principles as well as its methodology.

Other studies highlight the unanimity among teachers regarding the need for adequate training in classroom methodology (Custodio Espinar & García Ramos, 2020; Durán Martínez & Beltrán Llavador, 2016; Fernández & Halbach, 2011; Lancaster, 2016; Meyer, 2010; Moliner & Fernández, 2013; Pavón & Rubio, 2010; Pena Díaz & Porto Requejo, 2008), implementation of the Integrated Curriculum (Pavón & Rubio, 2010) and the use of ICT (Fernández & Halbach, 2011; Lancaster, 2016), that respond to endless specific needs emerging within very different classroom settings. (Durán Martínez & Beltrán Llavador, 2016:84). The results show that teachers are no longer "concerned about the required level of English to conduct their classes and to teach the contents but on the need to expand methodological capabilities" (Cabezuelo Gutierrez & Fernández Fernández, 2014:61).

4.2.7. Materials and resources

Investigations carried out regarding CLIL materials show a general lack of adequate resources (Cabezuelo & Fernández Fernández, 2014; Durán & Beltrán, 2016; Fernández & Halbach, 2011; Moliner & Fernández, 2013; Pena Díaz & Porto Requejo, 2008). There is a

general lack of enthusiasm towards materials published in textbooks (Durán Martínez & Beltrán Llavador, 2016); for this reason, teachers demand more and better materials. Nonetheless, "the majority of CLIL teachers use the course book as their main source or design and develop the materials themselves" (Moliner & Fernández, 2013:210).

The quality and adequacy of CLIL materials provided by publishers or even by the administrations are far from real classroom necessities, which forces many teachers, to seek or even to create their own specific resources (Durán Martínez & Beltrán Llavador, 2016; Fernández & Halbach, 2011; Moliner & Fernández, 2013), which is perceived as crucial to the success of the project (Durán & Beltrán, 2016).

However, the design of CLIL materials also needs adequate training, otherwise, teachers could believe that by simply creating the materials themselves, those would automatically be adequate and conform to CLIL characteristics. What is more, the design and development of materials see as very time-consuming among educators (Cabezuelo Gutierrez & Fernández Fernández, 2014; Fernández & Halbach, 2011).

Together with the appropriate training, a collaboration network between teachers in which the elaborated resources could be shared is some of the answers that would satisfy the needs of the CLIL teacher in this regard.

4.2.8. Collaboration

This approach requires and favours teacher collaboration (Cabezuelo Gutierrez & Fernández Fernández, 2014), but it seems that in our country, there is "insufficient time (just one hour a week) to meet up and coordinate with other colleges" (Pérez-Cañado, 2017:138). That is why CLIL teachers seem not to have so many training needs in terms of collaboration itself, but rather the lack of time to carry out the cooperative tasks that this educational environment requires.

4.2.9. Ongoing in-service education

There are many areas in which teachers express their needs and concerns, even after they have been trained, being aware of the great benefit that a well-developed continuous pedagogical training (Lancaster, 2016) that encompasses their real needs would entail. This is seeing as a crucial aspect in their professional improvement and emerges as a common characteristic from the results of various investigations (Cabezuelo Gutierrez & Fernández

Fernández, 2014; Durán Martínez & Beltrán Llavador, 2016; Pérez-Cañado, 2017) that also demonstrate the eagerness and desire of an ongoing adequate in-service education. "Teachers explicitly acknowledge ongoing professional development as a weakness and clamour for more training abroad, post-for-post exchanges, and participation in Erasmus+ programs, all of which they consider tremendously enriching" (Pérez-Cañado, 2017:138).

Not all the difficulties in teacher training refer to their lack of adequacy with respect to real needs, but there are other general features that have a great impact on this aspect, such as the need for CLIL teacher trainers with adequate knowledge and competencies to carry out such an important task (Fernández Fernández, Pena Díaz, García Gómez, & Halbach, 2005), the complicated task of making training compatible with family obligations, or even incompatibility with working hours, obstacles regarding the requirements to access certain courses, the cost of certain training, the lack of adequate activities, little support from schools or even the absence of incentives to participate in training programs (Custodio Espinar & García Ramos, 2020).

To provide this theoretical research with greater reliability, a step further has been taken, contrasting the characteristics of the Spanish CLIL teacher training situation with the European one. For this reason, a general analysis has been carried out through diverse studies (Banegas, 2012; 2015; Czura, Papaja, & Urbaniak, 2009; Dafouz-Milne, Morton, & Llinares, 2010; Di Martino & Di Sabato, 2012; Garcia-Esteban, Villarreal, & Bueno-Alastuey, 2019; Hillyard, 2011; Infante, Benvenuto, & Lastrucci, 2009; Kashiwagi & Tomecsek, 2015; Kuoppala, 2010; Loranc-Paszylk, 2015; Maljers, Marsh, & Wolff, 2007a; Marsh, Nikula, Takala, & Koivisto, 1999; Novotná, Hadj-Moussová, & Hofmannová, 2001; Pérez-Cañado, 2012; 2016a; Pokrivčáková, 2015; Trentinné-Benkó, 2016; Van Kampen, Admiraal, & Berry, 2018; Vilkancienė & Rozgienė, 2018) published in Italia, United Kingdom, The Netherlands, Poland, Slovakia, Sweden, Finland, Hungary and the Czech Republic, from which, very similar information to that obtained in the Spanish context has been found, and it is summarized as follows:

1. Absence of standards, guidance, and administrative support.
2. Teachers' overall impression of CLIL is positive.
3. Deficient professional development.
 - a) Theoretical underpinnings of CLIL:
 - Insufficient or non-existent for the theoretical knowledge.

- Wrong beliefs lead to false expectations and avoidable concerns.
- b) Methodology:
 - Difficulties in properly integrating content and language, creating an authentic and real setting in the classroom and teaching in a cross-curricular manner.
 - Deficiencies in scaffolding technics.
- c) Linguistic:
 - Insufficient linguistic level.
 - Lack of ability to support language learning in content.
 - Problems balancing the target language used between the learners' and teacher's linguistic ability.
- d) Materials and resources:
 - Scarce of quality materials.
 - Lack of skills on how CLIL materials should be selected, adapted, and assessed.
- e) Collaboration:
 - Lack of connection between bilingual education professionals through networks.
 - Need for opportunities to take part in meetings where teachers can share their experience, get access to materials or work on curriculum development, and providing examples of good practice.
- f) Pre-service education:
 - Methodological training and familiarity with materials design, collaborative teaching and ICT options need to be prioritised.
 - Need for cooperation between schools and higher education.

5. FROM THEORY TO PRACTICE: A TRAINING PROPOSAL FOR CLIL PRIMARY TEACHERS IN THE ANDALUSIAN CONTEXT

In Andalusia, a Spanish Community that stands as one with the highest number of CLIL schools (Salud, 2021), bilingual education is spread and well-coordinated through PEDLA (*Plan Estratégico de Desarrollo de las Lenguas en Andalucía*), which came into force in January 2017, intensifying the language policies propounded in the 2005 Plurilingualism Promotion Plan (Martínez Serrano, 2017), in line with the EU language policies, and seeking "to expand and improve teacher education initiatives" (2017:198).

However, among the most relevant research in the Andalusian context, studies such as those of Lancaster (2016), Barrios & Milla (2020) and Pavón, Lancaster & Bretones (2020)

defend the creation of a more solid CLIL teacher training structure. There is no questioning of the quantity or quality of the training offered by regional governments, rather the claim of offering a more effective model that guarantees proper and adequate CLIL teacher education, necessary to satisfy real challenges and therefore, teach CLIL effectively (Custodio Espinar & García Ramos, 2020; Delicado Puerto & Pavón, 2016; Lorenzo, 2019; Pérez-Cañado, 2016a; 2018c). As Escobar (2013) defends, there is a necessity to combine a sound theoretical knowledge with a practical understanding of the real challenges of bilingual education "through mechanisms aspiring to train these professionals appropriately for instructing in a bilingual education environment" (Delicado Puerto & Pavón, 2016:38).

Having analysed the fundamental principles and characteristics of CLIL, the competencies that teachers must possess in this environment, the European and national guidelines, as well as CLIL teachers training real needs exposed in numerous research, it is unquestionable that there must be changes in a matter of CLIL teacher education. Being the following characteristics, also summarised in Table 4, essential as starting points for this CLIL teacher training proposal:

- *Minimum linguistic accreditation: C1.* Andalusia is one of the Communities where the minimum linguistic requirement is only a B2 " when the mainstream of experts agree that the minimum linguistic proficiency for teaching in a bilingual program should be C1" (Lasagabaster & Ruiz de Zarobe, 2010:288).
- *Prerequisites: Linguistic accreditation + Methodological training.* As Delicado Puerto & Pavón, 2016 expresses, "the possession of a linguistic competence similar to C1 will not automatically enable teachers to perform well in a bilingual classroom". Bilingual teachers clearly require a high command of linguistic skills, but also adequate knowledge of the specific abilities related to subject-based work, ad a solid understanding of the principles for teaching content through a foreign language in real contexts. That is why the prerequisites to access the CLIL teaching position must require, in addition to a linguistic accreditation, a methodological certification that enables the educator to teach in a CLIL environment.
- *Compulsory ongoing training.* It is vital that CLIL teachers continue their in-service training beyond any initial training in order to face all the challenges that being a CLIL

teachers entails, in addition to introducing new techniques and strategies that may emerge over time.

- *Training program based on 3 support points.* These three pillars will provide a solid structure where teachers will be educated to face the CLIL educational reality through a system that will qualify them as competent CLIL teachers in contrast with the current deficient training landscape in the Andalusian context (Table 4):
 1. In-training teacher education.
 2. Novice in-service CLIL teacher education.
 3. Ongoing CLIL teacher education.

Current CLIL teacher training in Andalusia	Quality CLIL teacher education proposal
Voluntary training	Compulsory training
Prerequisites: Linguistic accreditation	Prerequisites: Linguistic accreditation + Methodological training.
Minimum linguistic accreditation: B2	Minimum linguistic accreditation: C1

Table 4. Comparative features between the current CLIL teacher education in Andalusia and the quality CLIL teacher education proposal. Own elaboration

It should be noted that the objective of this proposal is to optimise the current training System for primary school teachers in the Andalusian context. Compulsory training, linguistic accreditation, and methodological training as prerequisites, and a C1 as minimum linguistic accreditation, would be its foundations; and in-training teacher education, novice in-service CLIL teacher education, and ongoing CLIL teacher education, its pillars.

5.1. In-training teacher education

The main axis of this part of the proposal consists of training that leads to a CLIL certification, which could be obtained through two routes (see Figure 7):

1. A master's degree in CLIL (a good example is the Master's in Bilingual education and Content and Language Integrated Learning by the University of Jaén and the University of Córdoba).
2. A CLIL itinerary, which will consist of five elective CLIL subjects that can be taken during any semester, following the order of the modules, though. This itinerary will be described below and is based on the CLIL teacher needs to be exposed on the literature review analysed in Chapter 4, also considering the characteristics and principles of CLIL, as well as the CLIL teacher competencies.

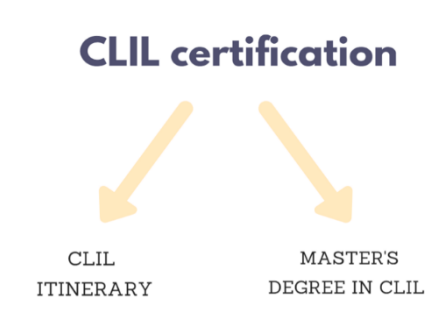


Figure 7. In-training teacher education routes. Own elaboration

In this way, an in-training teacher will be educated to face CLIL educational reality through a system that will qualify them as CLIL teachers. This same training, after some adaptations, could also be available to those already graduated teachers who had completed their studies prior to the supposed implementation in Andalusian universities of the CLIL itinerary.

Table 5 below shows the details of the training proposal for in-training teachers who wish to follow the CLIL itinerary.

PREVIOUS REQUIREMENTS

- As the subjects will be entirely conducted in English, students are expected to have at least a B1 entry level of English according to the CEFR.

LANGUAGE OF INSTRUCTION

- Subjects entirely in English as L2.
- Students may be divided into different groups according to their initial linguistic proficiency (B1, B2, C1).

AIMS

- To provide in-training teachers with the essential tools and abilities for teaching contents of different subject areas in English within the framework of the methodological foundations of CLIL.
- To understand the CLIL approach: origins, rationale, and case studies.
- To consolidate and further improve both the linguistic and the didactic grasp of CLIL.
- To develop CLIL teaching materials and use strategies for specific subject content in English: P.E., Arts and Crafts, Science, etc.
- To use a wide range of the CLIL-based activities and resources available
- To plan and assess a CLIL-based syllabus
- To be familiar with international teaching programmes (school twinning schemes, Comenius, international exchange programmes, etc.).
- To provide pre-service teachers with opportunities to understand CLIL through a combination of explorations as learners, explorations as teachers through micro-teaching, and explorations through discussion of and reflection on CLIL theoretical framework and research perspectives.

METHODOLOGY

- **CLIL through CLIL:** Experience CLIL rather than being lectured about it.
 - Learner-centred, practically focussed, based on a "learning by doing" approach.
 - Dynamic, highly interactive, and communicative.
- **Student-centred:**
 - Flipped classroom learning.
 - Task-based approach.
- **Group-work activities:**
 - Promoted discussion
 - Exchange of ideas
 - Design of activities.
- **LOCIT** (Lesson Observation and Critical Incidents Technique): Collaboration with highly experienced teachers CLIL (see Coyle (2005:10) for more information):
 - The video is a tool to analyse in-service CLIL teaching.

- Micro-teaching sessions in schools where CLIL is taught, assessed, and analysed by the supervisor from the school.

- **Workshops.**
- **International Teaching Practicum** (optional).

ASSESSMENT

- At the end of the course, students will be expected to have acquired a series of skills and knowledge and will have been subject to formative and summative types of assessment on basic and specific (linguistic, methodological, and cross-curricular) competencies.
- It is worth mentioning that in order to obtain the CLIL teacher certificate, it will be mandatory a C1 as minimum linguistic accreditation of English according to the CEFR, obtained by an official and nationally recognized body. If a certificate could not be accredited at the time of completion of the itinerary, the final assessment will remain in a state of pause, until the interested party can prove that they have said linguistic level.

CONTENT CLIL ITINERARY

SUBJECTS	SUBJECT CONTENT
MODULE 1: CLIL Theoretical underpinnings	<ul style="list-style-type: none"> ▪ Definition and fundamental principles. ▪ Background and origins. ▪ Goals and benefits. ▪ CLIL context and challenges. ▪ Roles of the teacher.
MODULE 2: CLIL Communication	<ul style="list-style-type: none"> ▪ CALP: Instrumental English for communicative interaction in the classroom. ▪ BICS: Real English for communicative interaction in the classroom. ▪ Communicative strategies. ▪ Scaffolding techniques. ▪ Integration and equilibrium of skills.
MODULE 3: CLIL Methodology	<ul style="list-style-type: none"> ▪ Student-centred methodologies. ▪ Task-based learning.

	<ul style="list-style-type: none"> ▪ Dual-focussed activities (content and L2)
MODULE 4: CLIL Materials and resources	<ul style="list-style-type: none"> ▪ Lesson planning. ▪ Material development: Selection and adaptation of resources and materials for CLIL with an emphasis on cultural development.
MODULE 5: CLIL collaboration and assessment	<ul style="list-style-type: none"> ▪ Team teaching. ▪ CLIL assessment.

Table 5. CLIL itinerary proposal for in-training teachers. Own elaboration

5.2. Novice in-service CLIL teacher education

The second pillar of this proposal is constituted by an in-service training phase when the CLIL teacher faces a CLIL classroom for the first time. This training period would be connected to the tutoring of their work by an experienced CLIL teacher. Even having received quality prior training, there are many challenges for a novice teacher, which is why it has been believed that the best way to consolidate and improve their knowledge and skills acquired is through the figure of an experienced tutor in the CLIL approach.

As per Coyle (2005) this cooperation with a collage is what the author denominates as the LOCIT (Lesson Observation and Critical Incidents Technique) process. A method that involves lesson observation followed by critical reflection and collegial support, which will be the core of this proposal.

Table 6 below shows the details of the novice in-service CLIL teacher training proposal.

WHO WILL BE CONSIDERED A NOVICE CLIL TEACHER?

- That educator who, for the first time, begins to teach in a CLIL classroom as a certified CLIL teacher.

WHO WILL BE THE TUTOR?

- One of the most experienced CLIL teachers from the same school, highlighting that the hours of tutoring will be included in their teaching schedule, never being extended by the extra task of tutoring.

- In case of absence of an experienced candidate, an adequate tutor from the closest school will carry out the tutoring task.

DURATION

- Three months.
- In the case of temporary teachers, these three months do not have to be consecutive, nor in the same school.

AIMS

- To provide novice in-service CLIL teachers with the support and guidance of an experienced CLI teacher to help consolidate and put into practice the tools and skills acquired in their in-training education.
- To consolidate and further improve:
 - Programming according to the fundamental elements of CLIL: content, cognition, communication, and culture.
 - Planning learning activities following a logical sequence of reasoning and cognitive development.
 - Selection and adaptation of resources and materials for the CLIL classroom.
 - Designing student-centred learning tasks that promoting autonomous and independent learning of students.
 - Evaluating content, language, and learning process in a balanced and fair way through initial, formative, and summative assessment.
 - Team teaching and collaboration strategies.
 - Managing the participation of the conversation assistant in the classroom and plans it in advance.
- To develop strategies for teaching self-assessment.

PROCESS	
<p>Novice CLIL teacher → Experienced CLIL teacher</p> <p>At least one weekly session of job-shadowing will be guaranteed to enable the novice teacher to become familiar with the tasks and learn from the experienced CLIL teacher by observation and analysis of their CLIL lessons.</p>	<p>Experienced CLIL teacher → Novice CLIL teacher</p> <p>At least one weekly session of direct supervision will be guaranteed to enable the experienced teacher to follow up on the progress of the novice teacher regarding their CLIL teaching lessons.</p>
<p>1st Step: Observation</p> <ul style="list-style-type: none"> ▪ Lesson observations will be essential to reflect upon practice. ▪ The focus and the schedule for the observation will always be negotiated and agreed upon beforehand. ▪ The observer will be present at all times throughout the session and take notes. Recording the lessons on video will be essential. 	
<p>2nd Step: Critical reflection</p> <ul style="list-style-type: none"> ▪ At the following meeting between the novice teacher and the experienced ones, the recorded lessons will be played and analysed in search of positive and exemplars of good practice or problem areas to work on. 	
ASSESSMENT	
<ul style="list-style-type: none"> ▪ A constant formative evaluation will be carried out with immediate weekly feedback to favour the improvement of educational practice and provide the novice teacher with the necessary strategies to successfully cope with the CLIL classroom. ▪ Additionally, for the formative assessment, a checklist (see appendix 1) would be of great relevance to help with the diagnosis of improvement and needs. 	

Table 6. Novice in-service CLIL teacher training proposal. Own elaboration

5.3. Ongoing CLIL teacher education

Continuous training is essential in any kind of educational context, but even more so in a CLIL environment. It is not enough to capacitate future CLIL teachers with the necessary skills for CLIL approach, nor promote initial training, but it is also crucial to provide compulsory and quality ongoing training that continues to improve teaching practice, facing new challenges and consolidating learning and competencies. Part of the competencies classified by Hurajová (2013:105-106) and Marsh (2002:80) will be the core for the development of the aims of this proposal. That is why, along with the other two pillars of this proposal, continuous training is the third support with which to guarantee the success and development of CLIL.

Table 7 right below shows the details of the novice ongoing CLIL teacher education proposal.

PREVIOUS REQUIREMENTS

- Be an accredited CLIL teacher (via the CLIL itinerary or a master's in CLIL) and have passed the novice in-service teacher training phase.

LANGUAGE OF INSTRUCTION

- Courses entirely in English as L2.

ORGANIZATION

- Candidates may be divided into different groups, when possible, according to their teaching experience (Infant, Primary or Secondary Education) and/or their knowledge acquired in previous training courses.
- Participants will be required to attend a training course every two years, although it can be done voluntarily every year.
- The courses will take place in a period between ten to fifteen days and will be available throughout the month of September of each school year.
- Different courses will be offered, with diverse content to accommodate the different needs previously analysed.

- Teachers will be able to choose between two stages of completion: from the 1st to the 14th or from the 15th to the 30th of September.
- The training will be 70% face-to-face and 30% online, except for those exceptional cases that, duly justifying it, cannot assist in person. For these cases, E-learning platforms will be provided.

AIMS

- To provide in-service CLIL teachers with adequate support and guidance to overcome challenges in the CLIL classroom and consolidate their competencies.
- To consolidate and further improve:

Methodological competence	<ul style="list-style-type: none"> - Identifying linguistic difficulties resulting from first/other languages interference or subject conceptualisation. - Designing of student-centred learning tasks, promoting autonomous and independent learning. - Use of dual-focused activities which simultaneously cater for language and subject aspects.
Communication competence	<ul style="list-style-type: none"> - Awareness of balanced CLIL classes as regards BICS and CALP vocabulary not to overburden students and allow them to have time to learn and understand the content in the target language. - Use of scaffolding techniques that encourage learning through doing simplify content in the target language and adapt the foreign language to students' level to achieve a better and easier understanding of the content through the target language.
Materials development	<ul style="list-style-type: none"> - Selection and adaptation of CLIL resources and materials in consideration of semantic (conceptual) features of the structure, as well as textual, syntactic and vocabulary features; and select complementary materials on a given topic from different media and utilise these in an integrated framework.

<p>Planning competence</p>	<ul style="list-style-type: none"> - Programming according to the fundamental elements of CLIL: content, cognition, communication, and culture. - Planning learning activities following a logical sequence of reasoning and cognitive development.
<p>Cross-curricular competence</p>	<ul style="list-style-type: none"> - We are identifying conceptual relations between different subjects with a view to making learning interlinked, relevant, easier, and effective. - Include the previous knowledge that students have learnt in other subjects that are connected to the presented content to help them understand it better in the target language.
<p>The learning environment</p>	<ul style="list-style-type: none"> - Use of different classroom settings in order to provide acquisition-rich learning environments. - Work with learners of diverse linguistic/cultural backgrounds. - Devising strategies, such as those for learning languages, where learning is enhanced by peer interaction and according to principles of learner autonomy. - Knowledge of the potential of information and communication technology in CLIL learning environments.
<p>Assessment</p>	<ul style="list-style-type: none"> - Developing and implementing evaluation and assessment tools that complement the CLIL type implemented. - Providing efficient feedback on students' performance and setting a fair assessment system to evaluate progress both in content and in the target language. - Evaluating content, language, and learning process in a balanced and fair way through initial, formative, and summative assessment.
<p>Collaboration competences</p>	<ul style="list-style-type: none"> - Team teaching and collaboration strategies. - Managing the participation of the conversation assistant in the classroom and plans it in advance. - Getting familiar with international teaching programmes (school twinning schemes, Comenius, international exchange programmes, etc.).

Reflection and Self-reflection competence	<ul style="list-style-type: none">- Reflecting on students' needs, and difficulties- Self-reflect on teacher's actions- CLIL materials advisability.- To develop strategies for teaching self-assessment.
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METHODOLOGY

Learner-centred, practically focussed, based on a "learning by doing" approach.

Dynamic, highly interactive, and communicative.

- **Real cases study:** Reflect on teaching practice in order to correct mistakes and train continuously and effectively, thanks to the video analysis.
- **Experiential workshops.**
- **Seminars:** Exchange of good practice.
- **E-learning.**
- **Student-centred:**
 - Flipped classroom learning.
 - Task-based approach.
- **Group-work activities:**
 - Promoted discussion
 - Exchange of ideas
 - Design of activities.
- **Blended learning** (Delicado Puerto & Pavón, 2016): collaboration with experienced CLIL teachers.
- **Professional exchanges and training abroad:** aimed mainly at improving linguistic competence in the English foreign language and at methodological orientation.

PROFESSIONAL INCENTIVES

- To make professional development more attractive and relevant, the participants of the training courses will have a reduction in working hours according to the characteristics of the course.

ASSESSMENT

- At the end of the course, in-service teachers will be expected to have consolidated and improved their competencies as CLIL teachers and will have been subject to formative assessment on basic and specific (linguistic, methodological, and cross-curricular) skills.

Table 7. Ongoing CLIL teacher education proposal. Own elaboration

In order to guarantee the success of this proposal at its three levels: in-training teacher education, novice in-service CLIL teacher education, and ongoing CLIL teacher education; it would undoubtedly be necessary to be developed in depth by professionals in the field and supported by the regional authorities. This is where the limitations and difficulties of the project derive, since a homogeneous organization and implementation throughout the Andalusian territory would be essential, for which a generalized regional official regulation would be crucial to assure the bases of the proposal: minimum linguistic accreditation: C1, prerequisites: Linguistic accreditation + Methodological training, and compulsory ongoing training.

6. CONCLUSION

At this point, it is undeniable that CLIL teachers must possess a series of competencies, as it has been empirically supported by a relevant research corpus at European and national level. These competencies should be reinforced by a strong and structured teacher training framework that ensures the long-term sustainability of CLIL.

In turn, for this training to be effective, it should be tailored to the needs of the participants. However, the analysis of the scientific literature carried out in this project, focused mainly on the Spanish context, reveals a worrying paradox of the training of CLIL teachers in our country. Where the inadequate and/or insufficient training originates a catastrophic situation, in which educators without any training in CLIL or even total unawareness of what this pedagogical approach means, face this great educational challenge from ignorance, frustration, or even rejection, lacking the necessary skills at a linguistic, methodological,

conceptual level, among many others. This situation is doubly worrisome in Andalusia, since in this Autonomous Community the requirements to teach in a CLIL classroom are simply based on a minimum linguistic certification, while the permanent training of the teaching staff is incredibly left to their voluntary choice. It is not surprising, therefore, the widespread misinterpretation and underestimation of the potential and benefits that this powerful catalyst for educational change embodies.

On the other hand, the results of the articles and other consulted bibliography show that the main areas of concern for CLIL teachers are, on the one hand, the absence of standards, guidance and administrative support; the lack of theoretical knowledge, methodological tools that allow them to adequately integrate the principles of CLIL, creating an authentic and meaningful learning environment; the insufficiency in their own linguistic level; as well as the deficiencies in the use of scaffolding techniques that allow students the correct internalization of contents through the foreign language. Another source of frustration is the shortage of quality materials and resources, and/or the inability to select, adapt and evaluate CLIL materials.

However, the investigations demonstrate that, despite the difficulties, CLIL teachers are motivated to continue working on the project, but it is necessary to give them time so that they can respond to the requirements that are demanded: they need time to design suitable materials, to coordinate with their peers, to reflect on their own educational practice, and especially time for training.

Another singularity that this research shows is the lack of coordination between higher education centres and schools, which leads to a scenario where future CLIL teachers finish their studies with serious methodological deficiencies with regard to CLIL. It is therefore crucial to establish an optimal collaboration between universities, schools, and educational institutions.

Additionally, the literary review display that a structured review of teacher training is essential for the development of the educational CLIL quality. And, undoubtedly, CLIL requires the support of educational authorities, as well as continuous and deeper cooperation between CLIL researchers and teachers, in order to consider their results as the basis for training proposals arrangement. Hence, it is vital that the authorities establish solid and standardized training for CLIL teachers and official prerequisites to access the position as such (the proposal in Chapter 5 could serve as an example).

All in all, although we are living an educational revolution and methodological innovation is already a reality in our classrooms, we still have a long way to go, reason why, this new paradigm needs us to remember that being a CLIL teacher is not a job but a mission. It is about helping students acquiring and developing a complex range of knowledge and competencies that will enable them to achieve their full potential as citizens in this multicultural, plurilingual and globalised society. Therefore, now more than ever, committed, motivated and especially well-trained teachers are required. However, it goes without saying that being a CLIL teacher is not just about holding a qualification or having the proper training, but it is about creativity, enthusiasm, and passion.

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8. APPENDICES

APPENDIX 1

CLIL TEACHING COMPETENCIES DESCRIPTORS			
She/he knows the fundamental elements of CLIL programming: content, cognition, communication, and culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
She/he analyses the cognitive demands of the tasks that he proposes in relation to Bloom's taxonomy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
She/he plans learning activities following a logical sequence of reasoning and cognitive development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
She/he anticipates the language demands that arise from the content that is learned in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
She/he prepares materials to support language in the phase of understanding, transformation, and production of students' knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
She/he designs student-centred learning tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
She/he promotes autonomous and independent learning of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
She/he knows the learning styles of their students and take them into account when programming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
She/he adapts its programming to the cognitive and linguistic needs of the students, both in groups and individually.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
She/he manages the participation of the conversation assistant in the classroom and plans it in advance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
She/he promotes the development of digital competence using ICT as a resource and as learning content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
She/he plans and prepare CLIL teaching materials as a team to enrich the result.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
She/he shares your schedules, resources and materials with other colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
She/he develops formative assessment strategies (during the process) and uses rubrics and checklists.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
She/he designs summative assessment tools (exams) in which language is not a barrier to assessing content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
She/he evaluates content, language, and learning process in a balanced and fair way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Key elements of CLIL		CLIL teaching resources
	CLIL methodology		CLIL Context Assessment

Adapted from Custodio Espinar (2019b:28)