



Universiteit Utrecht
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AILA CLIL ReN Symposium 2009

Developing Teachers for Bilingual Education

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CLIL teacher education in the Netherlands

- **Pre-service**
- Postgraduate one-year course (Utrecht or Leiden universities)
- Part of a four-year bachelor's course as 6-month specialism (Hogeschool van Amsterdam, Fontys Hogeschool)

- **In-service**
- Courses in classroom English
- Courses for Cambridge exams (CAE and CPE)
- Courses in CLIL methodology
- Courses in UK
- Internationalisation courses





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U-TEACh

Utrecht

Teacher

Education

Academy

@ school





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International Teacher

**Planner
and coach**

Subject Teacher

**Guide &
counsellor**

**8 Teacher
competencies**

**Classroom
manager**

**Reflective teacher
& researcher**

**Teacher beyond
the classroom**

Teacher in English

**International & Cross-
Cultural Teacher**



Linking Practice and Theory

Teaching
Practice



Personal concerns
Teaching concerns
Pupil concerns



Theory &
Methods



Guest Speakers
Coaching Lecture
Workshop Forum
Training Debate



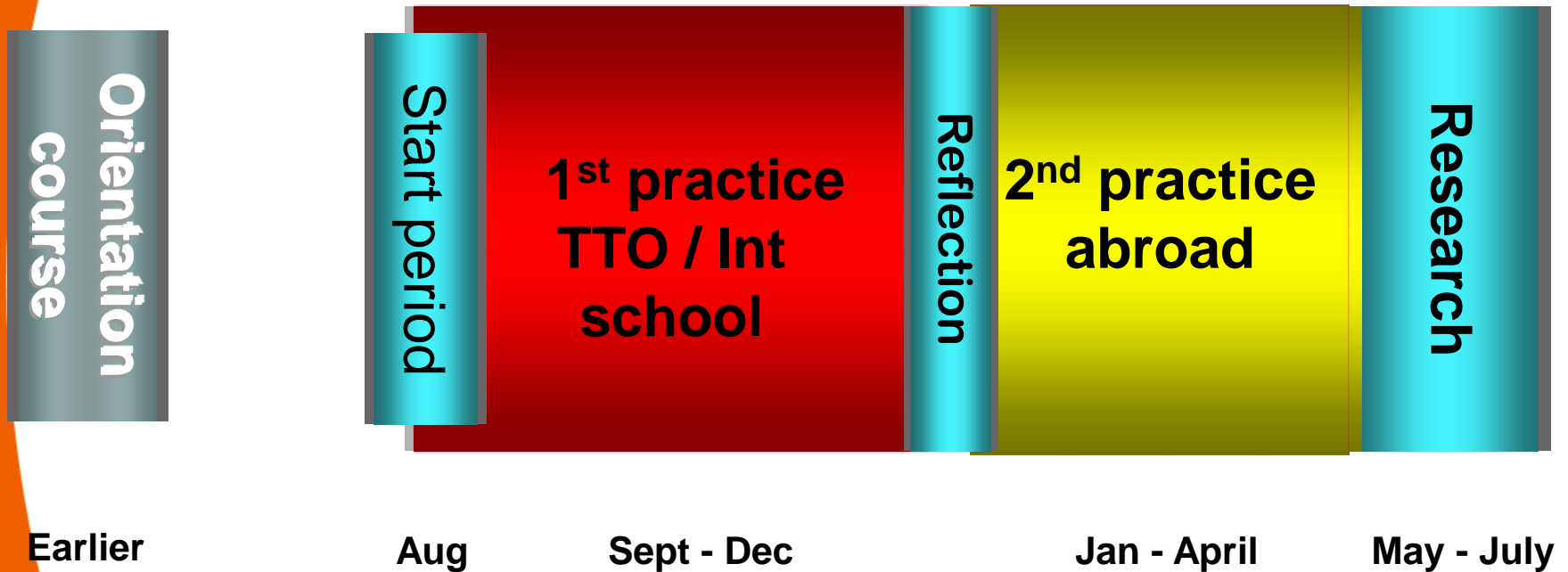
U-TEAch contents

- teaching in English
- intercultural awareness and skills
- International Baccalaureate (English)
- education systems abroad
- teaching practice at CLIL school in NL and abroad
- European and international orientation





U-TEAch Course Model





knowledge/theory

- knowing what knowledge and skills a cli teacher needs to have
- language acquisition theories
- different models for cli
- Clil at Dutch tto schools: vwo/havo/vmbo; law, practical situation at schools; language portfolios



skills

- Language skills
- Classroom skills



In -service courses Utrecht University

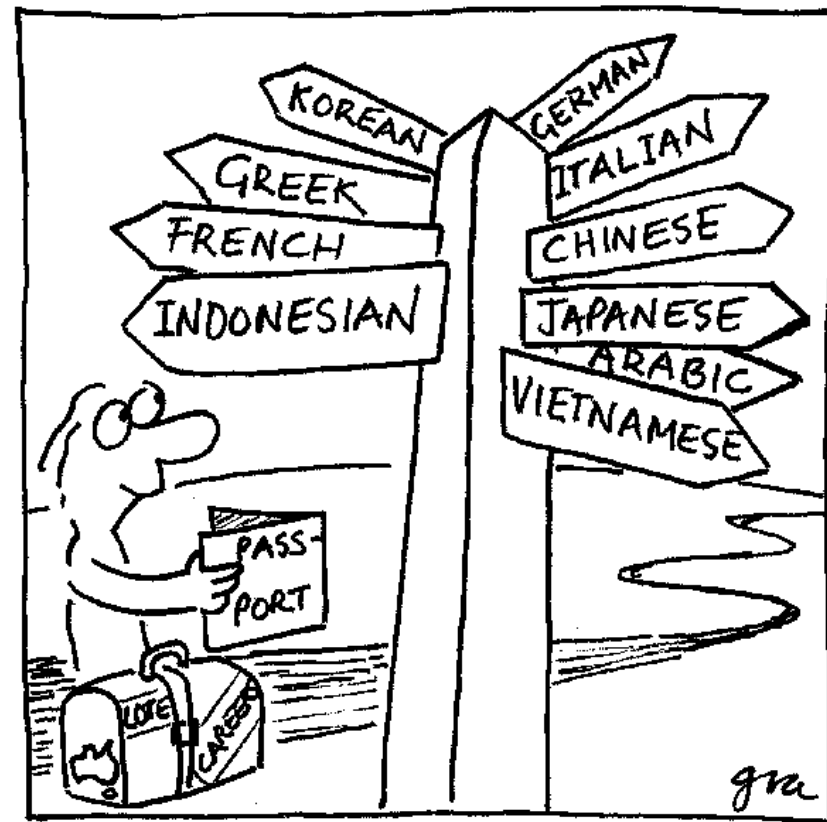
- in-company and tailormade
- 6-10 weeks
- attendance certificate
- starting and mature CLIL schools





Sample topics

- “you are also a language teacher”
- working with texts
- vocabulary
- feedback
- selecting materials
- CEFR and your materials
- speaking and writing
- cross-curricular projects
- (authentic) assessment
- [...]





CLIL concerns

Teachers

- own English language proficiency
- discrepancy between learners' and teachers' English
- learner's subject knowledge and understanding
- time for development

Teacher Educators & Inspectors

- English language proficiency of learners
- beliefs about CLIL teaching
- knowledge about language learning
- teachers teach IN English, not THROUGH English





What are the CLIL concerns in your context?

- Teachers?
- Researchers?
- Inspectors?
- Teacher educators?





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Book CLIL Skills (forthcoming)

Liz Dale, Wibbo van der Es, Rosie Tanner

CLIL SKILLS

A practical book on content and language integrated learning

CLIL Skills is a practical resource book for subject teachers of twelve to eighteen-year-olds working in Dutch bilingual (TTO) secondary schools. It supports these teachers in their everyday practice and informs them about key issues related to content and language integrated learning (CLIL).

Good CLIL teaching interweaves content and language. This book covers six important **CLIL Skills**: activating, providing lesson input, guiding understanding, encouraging speaking and writing, assessing and giving feedback and using projects. It is essential reading for all CLIL teachers in the Netherlands.

CLIL Skills includes:

- over eighty practical lesson ideas based on real classroom activities
- case studies from schools
- examples and illustrations from teachers
- useful theory explained in clear language
- a glossary of useful terms
- teacher development activities

The authors



LIZ DALE is a pre-service language and CLIL teacher educator and researcher at the Hogeschool van Amsterdam, University of Applied Sciences, School of Education.



WIBBO VAN DER ES is a pre-service language teacher educator, supervisor of the World Teachers Training Programme and in-service CLIL trainer at ICLON Leiden University School of Teaching.



ROSIE TANNER is a pre-service and in-service CLIL teacher educator, consultant and researcher at the IVLOS Institute of Education, Utrecht University.

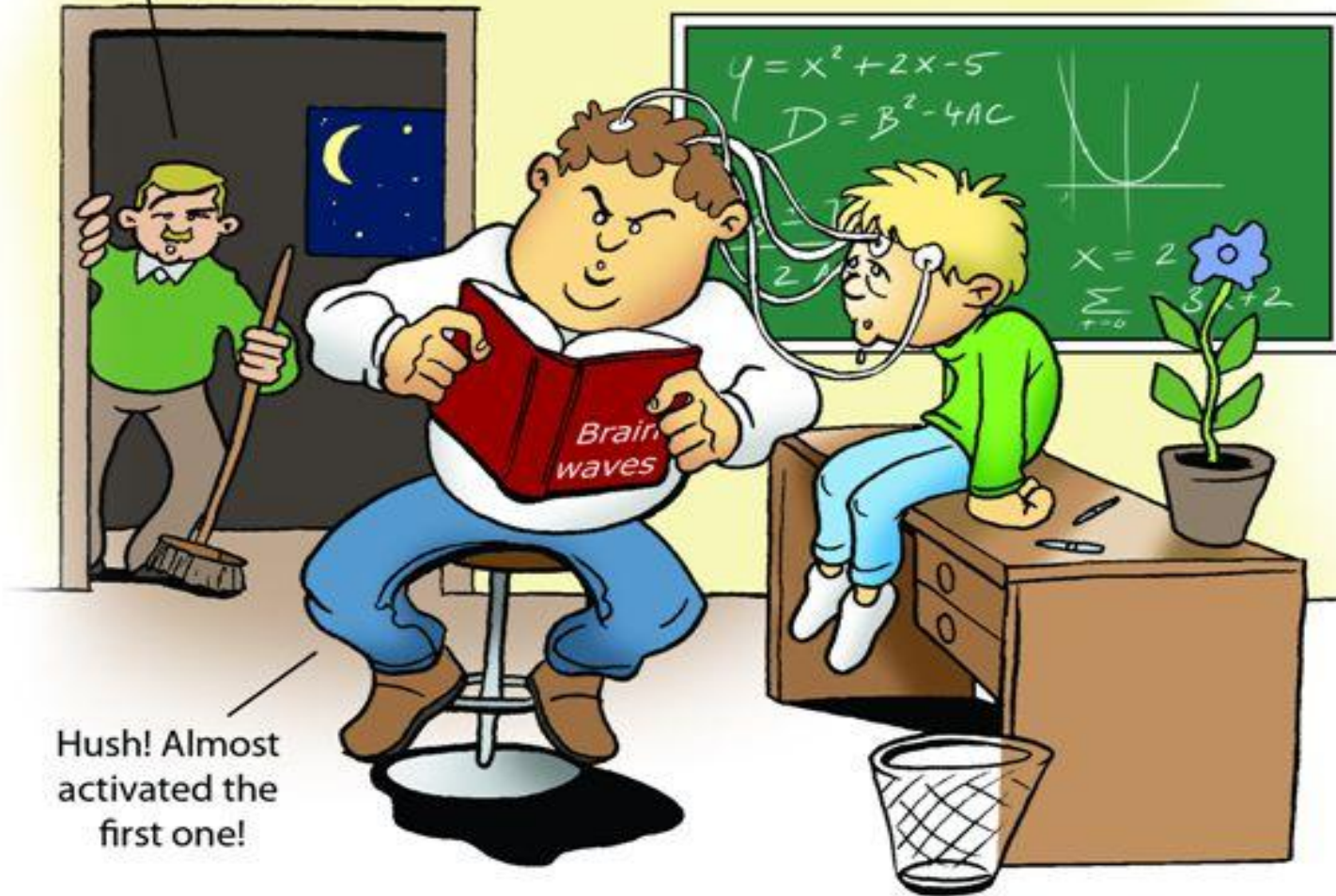
CLIL Skills

Liz Dale, Wibbo van der Es, Rosie Tanner



Liz Dale Wibbo van der Es Rosie Tanner

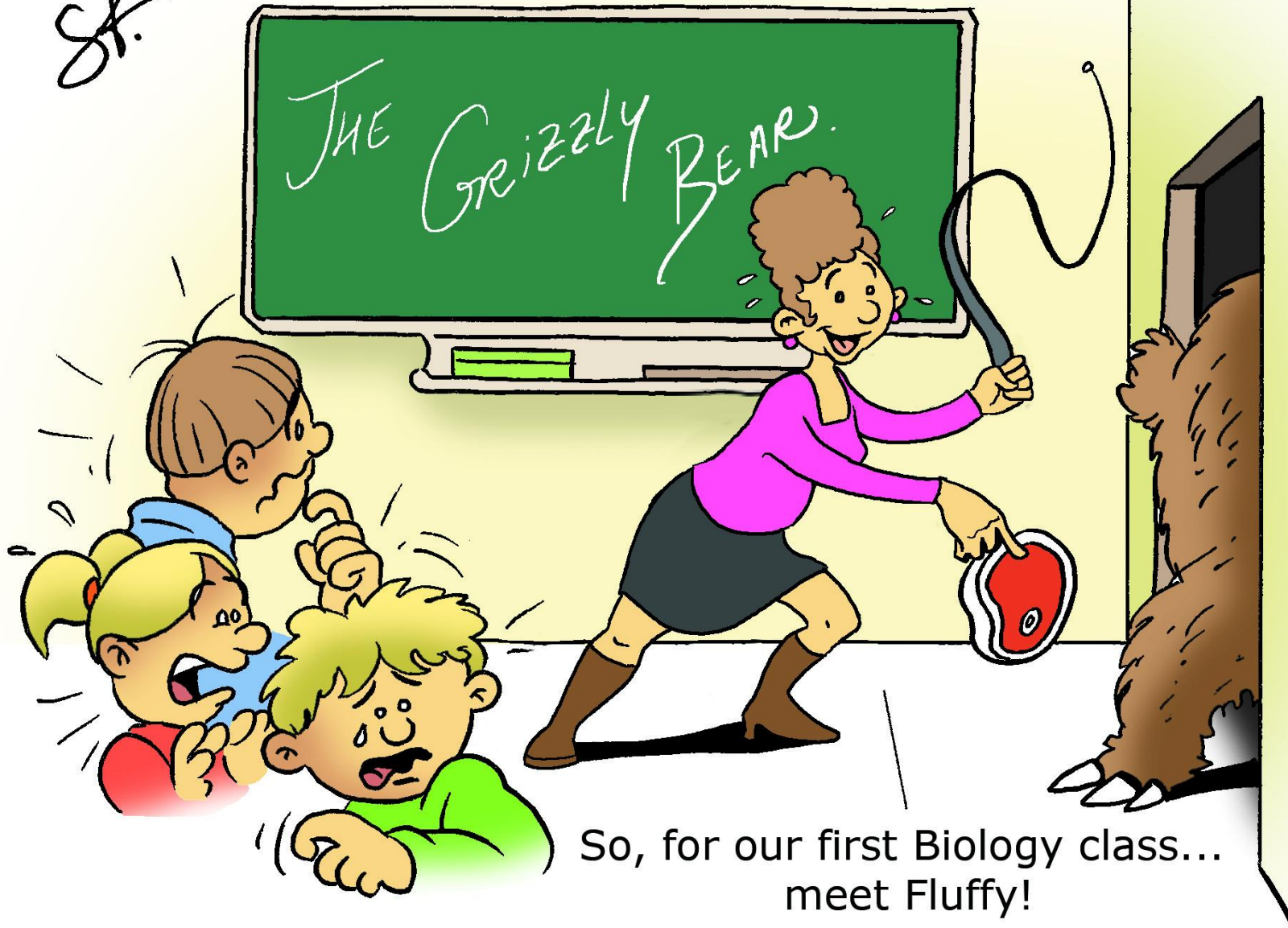
How many kids are there in your class anyway, John...?



Hush! Almost activated the first one!

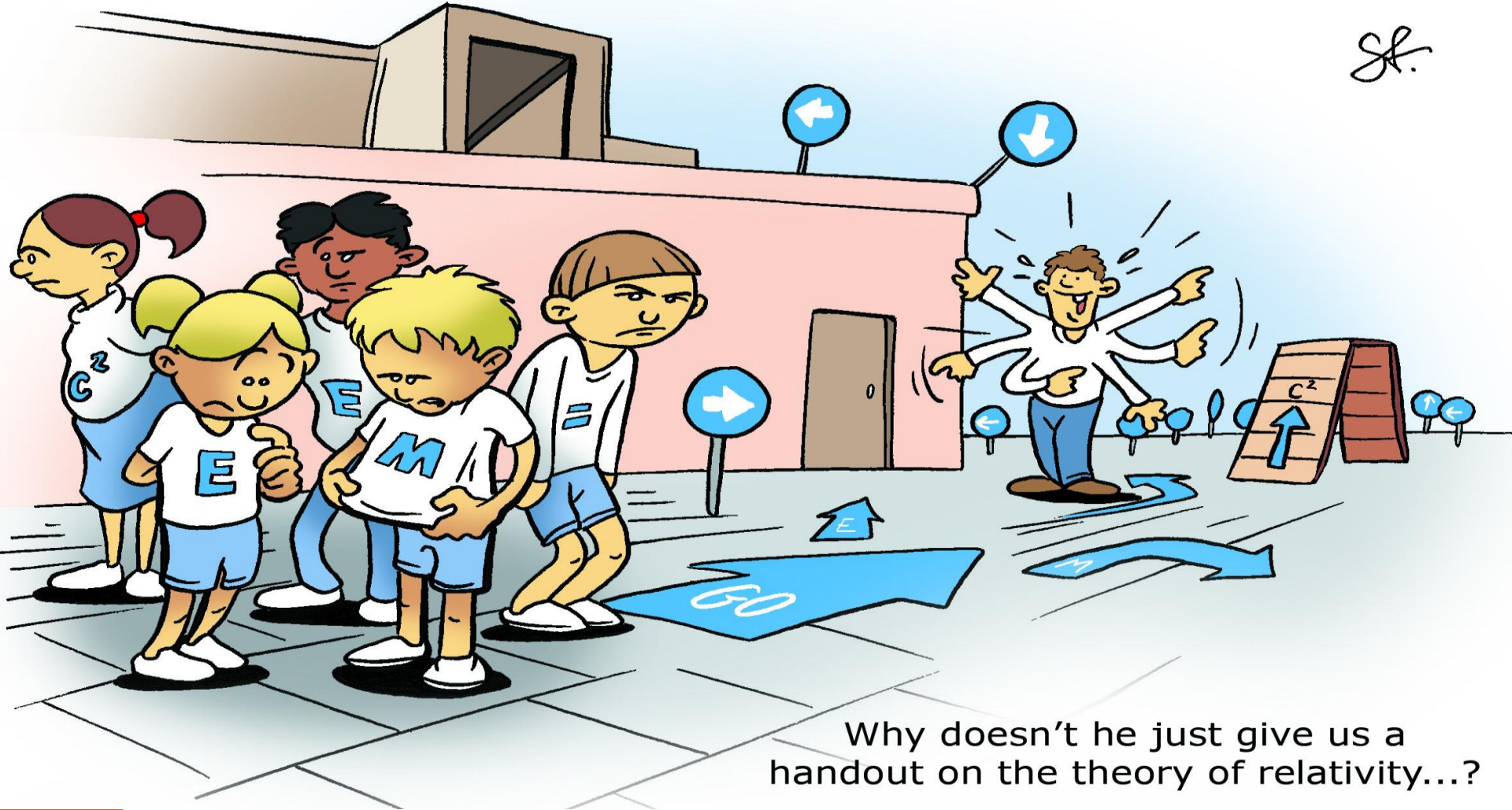
St.

Sf.



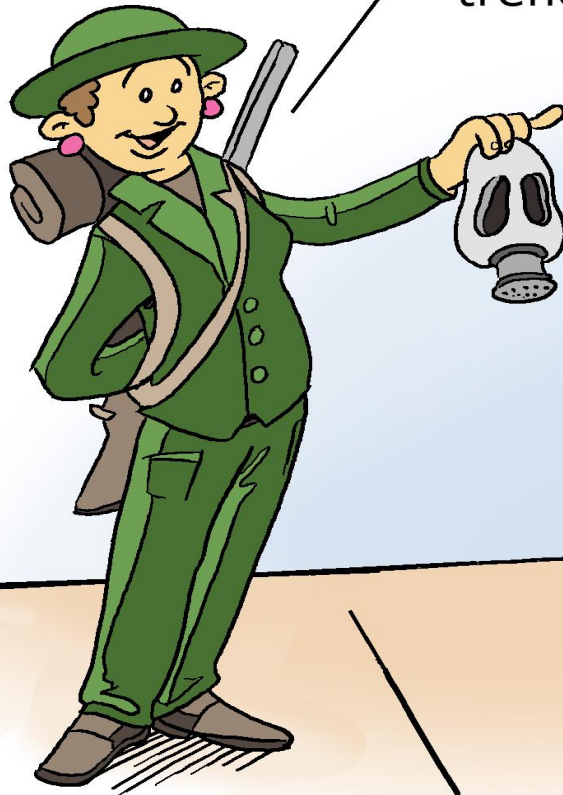
So, for our first Biology class...
meet Fluffy!

St.



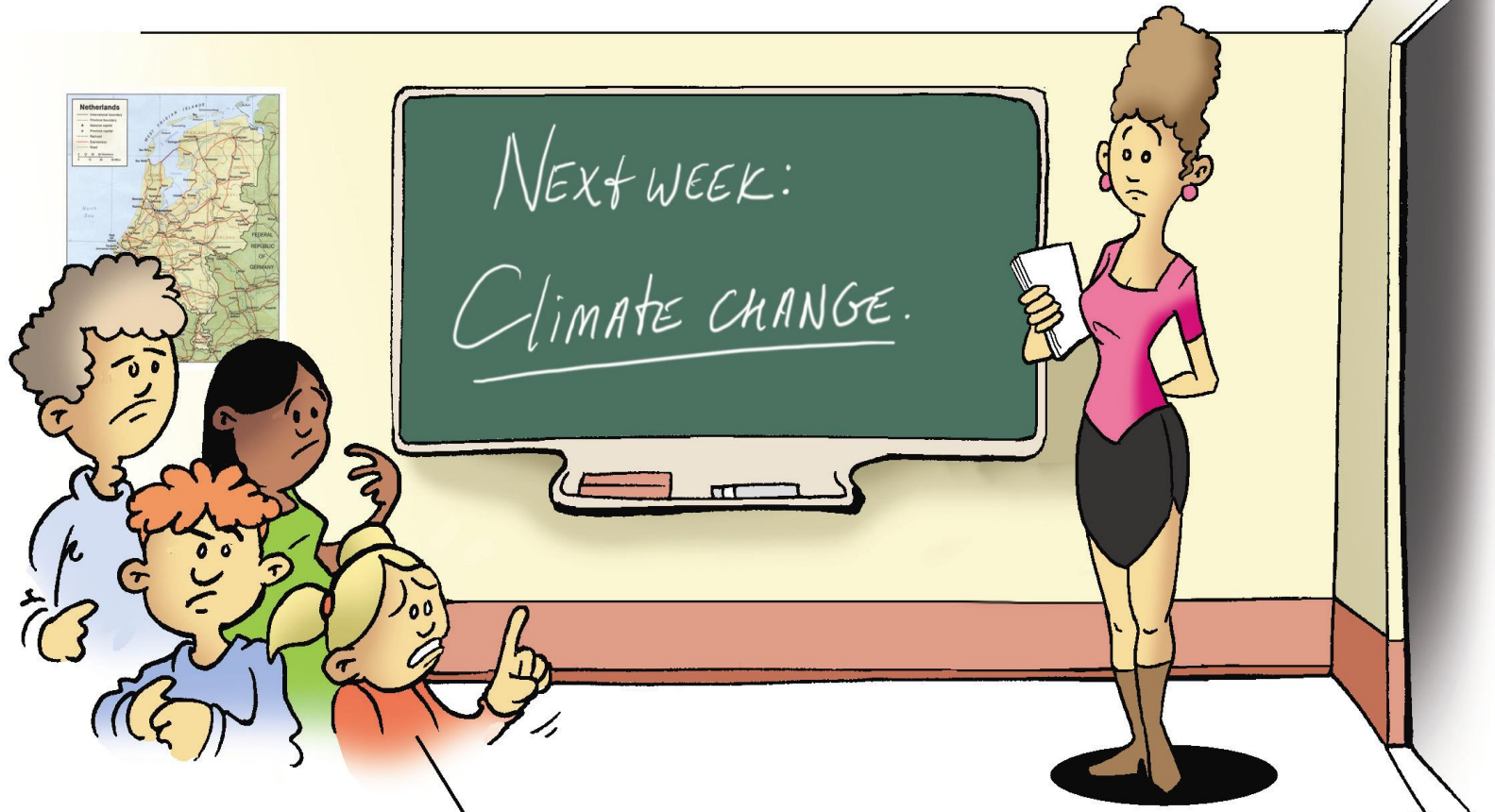
Why doesn't he just give us a handout on the theory of relativity...?

So, for today's history class, you will explore the trenches!



Bill, would you like to wear the gas mask?

st.



Miss, when are you going to... assassinate us?!

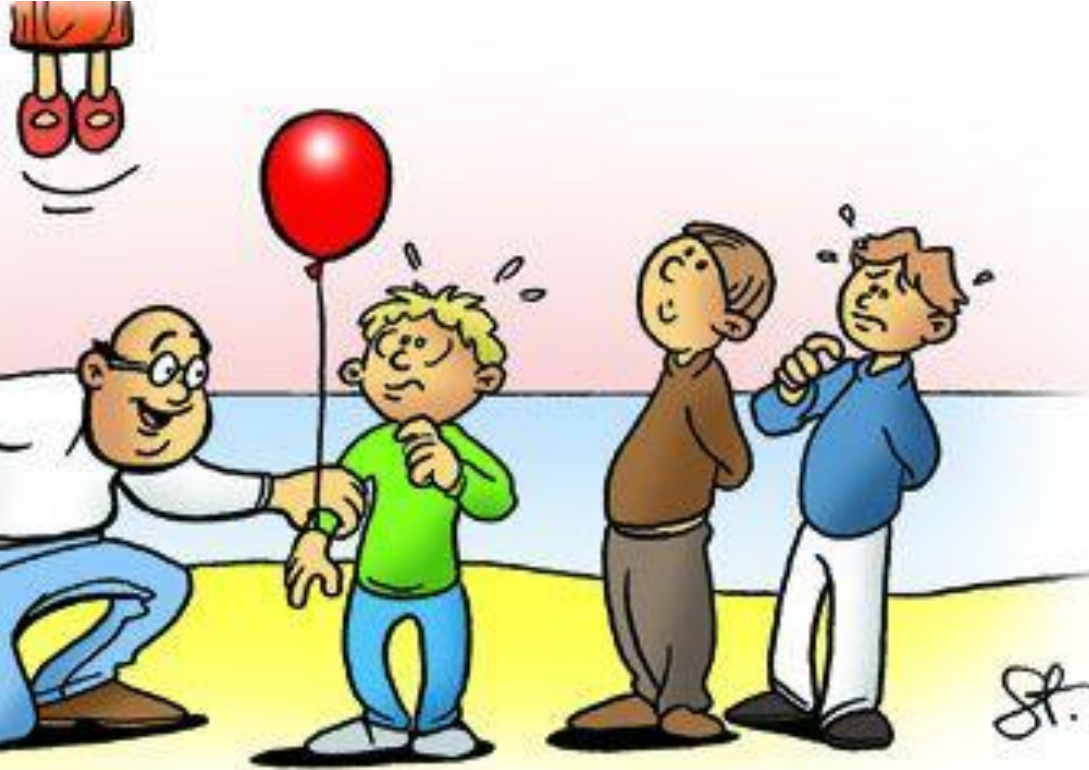
St.



So, let's see how many helium balloons are needed to lift Bill's total weight!

Jill, could you pass me the second balloon?

Jill?





Masters Course in English

- International focus
- Bilingual education
- English immersion





Study Load 1 year (60 ECs)

- Teaching Practice 1 at bilingual school in Netherlands (13 EC)
- First Portfolio (7 EC)
- Subject Methodology 1 (4 EC)
- Teaching Practice 2 abroad (13 EC)
- Final Portfolio (7 EC)
- Subject Methodology 2 (4.5 EC)
- Research (11.5 EC)



skills

language skills in English

- competent at B2/C1 level
- classroom English: classroom procedures
- subject related terminology
- independently develop your own language level further
- adapting one's own English to students' level
- being able to use CEF for your students and yourself
- how to analyze students language difficulties



classroom skills

- how to deal with difficult texts
- how to deal with vocabulary
- how to give corrective feedback
- scaffolding
- maintain balance between subject teaching and language teaching