Master's Dissertation

Coaching for CLIL: a training proposal for non-CLIL content primary teachers in the Principado de Mónaco Bilingual School

Presented by:	Angela Johanna Murillo Caicedo
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Abstract

As the world changes, so do languages. This is why education along all of its participants must adapt to a constant changing word and be up-to-date in order to meet all the needs that will show through time. CLIL is an approach that is always adapting to these needs despite how hard they are to meet and accomplish, making the ones who participate to reach their cognitive, linguistic and cultural goals in a fast and flexible way.

In this work we have designed a CLIL teacher training proposal, in which teachers who participate get the basic competences needed to be a successful CLIL teacher as well as improving their teaching ability and techniques, in order to communicate meaning in a successful and enjoyable way to their learners.

This work also includes a very thorough study on several aspects related to the CLIL approach, especially the teacher training in CLIL: models, suggestions and improvements that can be applied during the teaching experience. We provide teachers to participate in a training which follows the CLIL approach and allows them to discuss, propose, create and learn in a very practical way the most important aspects for knowing CLIL, planning with CLIL, create with the principles and tools that it offers as well as assessing and improve everyday their teaching practice.

This intervention proposal aims to fulfill this need in bilingual schools in Colombia or any other region by improving the learning process for students and the methodology of their teachers.

To conclude, this training can be adapted to several institutions, not only schools but also Universities, in which academic writing can be given more importance for the successful creation of material for the students. In order to do this, action research is needed with the knowledge acquired in this training.

Key words

CLIL teacher training, teacher's competences, meaningful learning, cooperative learning, assessment, recommendations for CLIL training.

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3. INTRODUCTION

During the last 10 years, the development of education worldwide has led to an increase the way methodologies, teaching strategies and curriculum development have to be carried out and be adapted to what students need in order to accomplish the requirements of the current globalized and changing society. One of the newest ways education is applied in order to develop individuals who may become useful and adaptable for the world's constant progress is through bilingual education and its numerous development programs worldwide. These programs take into account, besides widening meaningful knowledge, the need of learning and using several languages (especially English) into an academic and argumentative stage. Consequently, throughout the last 25 years, the CLIL approach has been studied, elaborated and applied by several institutions, authorities and education professionals; this will hopefully fulfill many of the world's labor and academic needs in order to continue its development.

In order to accomplish such requirements, all of these methodologies and strategies for a successful curriculum development must be worked on not only with learners but also with teachers, who play an essential role in this huge process and consequently, need coaching and training in order to be competent for implementing new and convenient methodologies. Some of the main objects that will be used to work on these needs will be several approaches related to CLIL such as immersion programs and dual programs as well as several teacher training models for bilingual primary education subject teachers.

Still, very little research and information can be found related to the way primary teachers can be trained for this constantly renovating approach, which is flexible and dynamic because of the way foreign languages and content subjects are integrated in a "mutually beneficial way so as to provide value-added educational outcomes for the widest possible range of learners" (Coyle, 2006). This lack of research on the topic is due to the fact that most of the studies related to teacher training in CLIL have tended to focus on the way teachers and educational communities react to an already implemented training, the inquiries they have related to a new type of training proposal, among others.

Additionally, some authors such as Novotná, Hadj-Moussová and Hofmannová (2000), Pistorio (2009) and Bertaux (2009), among others, have established that

the most important item when training in CLIL should be the CLIL teacher's competences, without focusing on the way they can be enhanced or improved but only being mentioned as a requirement for becoming a competent and skillful CLIL teacher.

This proposal aims at establishing the most important items or elements in which primary teachers in a bilingual School should be instructed in order to be sufficiently competent in the CLIL methodology as well as being able to apply them with their students through several different strategies it offers in order to reach the desired objectives. In addition, some suggestions are established in order for the approach to be successfully implemented into the school, as CLIL will not efficaciously work only with the teacher's knowledge, but also with the school's provided facilities and elements for a successful bilingual education, as well as the different stakeholders that will help build a successful learning for all this community.

The aforementioned items will be driven through previously designed 4-session CLIL training for primary teachers, which will be performed in the Principado de Monaco Bilingual School, primary branch, located in Bogotá, Colombia.

Taking this into account, the proposal is structured as follows:

1. The Principado de Mónaco primary school's teachers' methodology for content teaching and profile
2. The primary students' cognitive and linguistic level
3. Teacher's view on education and content teaching: impressions
4. The CLIL training needed for the primary teachers: how to develop it, sessions' contents and strategies to be applied and worked into the training.

Subsequently, the conclusions for the whole context of the proposal will be formulated as well as the proposal's possible limitations regarding its implementation as well as modifications or improvements that can be formulated in a further research if necessary.

3.1. Justification of the research question and problem

According to (Hanesová, 2015), bilingual programs started to work on content and language as immersion programs in 1970s in Canada and the CLIL approach was launched in 1994 both politically and educationally in Europe; still, it is quite unknown in Colombia. In this country, the majority of bilingual schools manage the International Baccalaureate education, as well as bilingual education with the main subjects (Math, Science, Social Studies). Consequently, only a few schools have recently started to experiment the implementation of CLIL with only one subject, as it is a very time consuming process to be planned and implemented into a bilingual center.

Additionally, if this approach wants to take form into an institution, the teachers, directors and stakeholders need to be aware of its functioning and implementation, as it is not only a bilingual education approach but also an integrated content through language and language through content approach. Additionally, motivation in teachers needs to be worked on in order for them to live different experiences throughout their teaching process (Coyle, 2006)

Therefore, what do the primary teachers from the Principado de Monaco School need in order to improve their methodology by using the CLIL approach into their content classes? This question will be developed and answered through a pedagogical proposal- a 4-session CLIL training for teachers of the Principado de Monaco School, primary level, who are aware neither of this approach nor of the most appropriate way of teaching content and language at the same time throughout their lessons.

As there is a lack of training in several bilingual schools concerning the CLIL approach, this training proposal can also be used or applied for other teachers with similar needs in different schools in the country. This is because it manages the general competences a CLIL teacher must have in order to be successful in its teaching, thus, it becomes a necessary resource to be used with teachers who need a start-up training as well as an informative session for coordinators and other members of the educational community. This training should also be applied in order to encourage teachers to improve their techniques through action research into their institution (Griffith, 2012).

Subsequently, if the tool is not designed and applied, there will not be an improvement in the way bilingual education is carried out in the country, affecting both students' and teachers' personal, academic and professional growth.

3.2. Analysis of the state-of-the-art

CLIL is an approach that states several aspects that can be adapted to any subject at any level. However, when teachers need to be trained on the way it works, there are several aspects that must not be left out.

Hylliard (2011) states that these core aspects must relate to the way language use is intensified and developed as well as content knowledge and the CLIL methodology is managed. On the other hand, Coonan (2011) also states that each one of these elements should be used or taken into account within teacher training: language, methodology, materials and assessment.

There are also recommendations which must be taken into account while developing the training; for example, Pokrivčáková (2013) suggestes that teachers teaching competences should be developed in order for them to create successful learning strategies as create unique and yet excellent materials ready to be used in CLIL. Another meaningful recommendation to emphasize in teacher training is made by Griffith (2012), who gives importance to action research carried out by teachers after the completion of the training.

In the literature review we will find in detail all the necessary items that will give a complete base to the teacher training proposal.

3.3. Aims

As the resurgent need of improvement for teachers and students into bilingual and multilingual education, this intervention proposal aims to fulfill this need in bilingual schools, starting from the Principado de Mónaco Bilingual School and improving the learning process for students and the methodology of their teachers.

The following are specific objectives concerning this proposal:

- Improve the teacher's attitude towards learning, researching and acquiring new pedagogical knowledge.
- Provide teachers with new strategies for the content and language learning as well as teaching.

- Motivate teachers to start the CLIL approach implementation into the school.
- Create a need of everyday improvement for teachers as well as the school directors for the institution management.

3.4.   Methodology

As the proposal is a CLIL teacher training that will improve the Principado de Monaco Bilingual School's teachers' methodology and teaching strategies, several pedagogical, behavioral and facility aspects from the school and its organization will be analyzed and taken into account for the training's design and body.

Regarding the pedagogical elements, firstly, the teachers' weaknesses and strengths in their teaching methodology as well as the strategies used will be observed in some content subject's classes. In order to do a content and language class revision, these observations will be made using the "Tool for measuring CLIL in the classroom template" (Nashaat, 2011). This template is filled in electronically, as it can be converted to a Microsoft Word document. Additionally, with a previous authorization from the school coordinator, the observed classes will be also recorded using a sound recorder: in this case, an ASUS Zenfone 2. Additionally, 5 hours of class were recorded (1 hour per teacher), regarding only the science content subject, as it is the only one taught in a second language.

Secondly, a survey will be delivered to the teachers for them to express different aspects and opinions of their methodology, the strategies they use in the content class, the way evaluation should be carried out within it and what the school offers in terms of resources and training. Additionally, their opinion and impressions about the most important elements they consider for a successful bilingual education as well as what they need to work on and what their abilities and skills are for group work. The survey template used during the study was modified and translated into English from the template "Encuesta al profesorado sobre los cursos de formación Linguistica de la CAM" (Leyva & Díaz, 2013). Some sample questions managed into this survey (adapted into English) are:

- What grades have you taught content subjects (Science, Geography, and Math, among others) in a second language? Which subjects? Which grades?
- What methodology have you used when teaching the content subject (Science) in your group? Please describe it in detail and try to include its advantages, its possible issues and how they can be improved.

Thirdly, taking into account these characteristics, a CLIL teacher training will be designed with the most important aspects to be worked in order to make these teachers competent in the CLIL methodology. The training sessions will be carried out in a similar way as when a CLIL class is being held so teachers can see how they can implement contents in a more practical, new and motivational way. This means that the training is completely interactive and learner-centered.

Within the last training session, 15 minutes will be devoted to apply a satisfaction survey to the trainees related to the way the training was held, their satisfaction level with it, the topic management by the trainer as well as the different resources used throughout the sessions.

4. LITERATURE REVIEW

The literature review consists of 4 main points or sections. In the first section, all the basic aspects regarding CLIL (definition, implementation objectives, types of CLIL, the four Cs model, cooperative learning in CLIL and assessment in CLIL).

The second section describes CLIL implementation in Colombia and some teachers' impressions about its functioning and implementation.

The third and most important element from this review encompasses all the theory, definitions, models and suggestions proposed by several authors related to CLIL teacher training.

4.1.   CLIL approach: a general overview

As the main objective of this proposal is based on the CLIL approach, it is essential to indicate the main aspects of this methodology, such as their main components, the way it works and its main goals towards worldwide education.

4.1.1.   What is CLIL?

The Content and Language Integrated Learning (CLIL) is an integrated approach where subjects and second language learning are embedded. In other words, CLIL is a dual-focused educational approach in which and additional language is used for the learning and teaching of both content and language (Coyle, Hood & Marsh, 2010).

This means that CLIL is a content-driven approach and takes into account several abilities that must be developed during the process, such as the cognitive thinking scale, reaching the critical thinking and creative stage. Consequently, it is flexible and dynamic and adds value-added educational outcomes to learners (Coyle, 2006)

CLIL is useful for all of its participants since it is not focused on the form but on the meaning. This relates to the idea that language acquisition requires meaningful interaction in the target language (meaning natural communication), where speakers focus on the messages being transmitted rather than on the form of their utterances. (Krashen, 1981)

The origins of CLIL can be observed in Canada with the first immersion - used as a synonym for bilingual education in the 1970s and 1980s (Hanesová, 2015)- programs for kindergarten students whose parents wanted them to become competent in a second language: French. This competence would refer to their ability to speak it, read it and write it as well as reaching normal achievement levels into the curriculum and appreciate the French culture (Baker & Jones, 1998). Similar elements are worked throughout the development and implementation of this approach, which will be mentioned later on.

Afterward, in the 1990s CLIL (term coined by David Marsh) was adapted in the European educational system by focusing on the way students' language and content competences could be improved, making it an umbrella term, as Marsh suggested:

> An umbrella term encompasses any activity in which foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint curricular role (Marsh, Content and Language Integrated Learning (CLIL) - A development trajectory, 2012)

Nevertheless, Kovács states that CLIL began to be implemented mostly in secondary schools except for a few countries where early education programs were implemented: Austria, Finland, Hungary and Spain (as cited in Hanesová, 2015, p. 4).

Eurydice (2006, p 22) proposes official recommendations for its implementation in Europe along with specific objectives that may vary in every country, which are the following:

- Socio-economic objectives: aim at preparing pupils for life in an internationalized society.
- Socio-cultural objectives: related to transmitting values of tolerance to pupils and respect in every culture through the use of target language.
- Linguistic objectives: focus on enabling pupils to develop language skills for effective communication and learn languages for practical purposes.
- Educational objectives: relate to subject-related knowledge and learning ability.

Because of the recent implementation of this approach, there is still a lack of resources for its application, such as the lack of an official CLIL curriculum,

content and language materials for learners, teacher training, among other aspects.

There are many elements that compose CLIL in order to make it integrated and dual focused. The main elements that make it functional are the types of CLIL implemented throughout several countries and cultures, the four Cs model, the methodologies associated with its correct development (especially the cooperative learning) and the way assessment is carried out through the whole implementation process.

4.1.2. Types of CLIL

According to (Prasetianto, 2015), there are three kinds of CLIL: Hard CLIL, Mid CLIL and Soft CLIL, and each one of these focus on different elements for teaching and learning, all led to a bilingual approach.

a. Hard CLIL: it is the way in which schools teach half of the curriculum in the target language, thus it is a content-focused approach, or content-led (Prasetianto, 2015). This means that the subject content is the main objective, thus, a Hard CLIL approach is when a school uses partial immersion (British Council , 2014)

b. Mid CLIL: it is applied in some schools where some subjects are worked through CLIL for a limited number of hours, and several CLIL modules are worked on (Prasetianto, 2015).

c. Soft CLIL: it refers to the approach where a topic is part of an ELT course, thus, it is language-focused: the target language is taught through several content topics (Prasetianto, 2015) . This may be managed from a general cultural way.

Taking into account these forms of CLIL, it can be considered as a very flexible approach, because it can be adapted to any context, no matter the circumstances of the institution, the way the curriculum is implemented, the level of the students and the focus of the school, among others.

4.1.3. The four Cs model

The four Cs framework (Coyle, 1999) is the basis of planning, developing, evaluating and assessing the CLIL approach, elements that are applied in the curriculum and classes where this approach is used.

It is composed by 4 elements:

a. Content: it relates to the proper subject contents and knowledge.
b. Communication: related to language for and through learning.
c. Cognition: the way thinking is developed through several stages (as shown is Bloom's revised taxonomy) in order to achieve a high critical and creative level.
d. Culture: known as awareness of self and otherness (Gierlinger, n.d.); a more external definition is that culture involves the civic behaviors as well as global awareness and values that one has (Cano, 2013). Culture must be taken into account into all CLIL aspects, as it will develop a more general awareness of how the world works and the way different knowledge learned through the contents and the language can be applied in real life.

As it is a framework that works as a whole, these elements are interrelated and work together to build a synergy of integrating learning (content and cognition) and language learning (communication and cultures) (Gierlinger, n.d.)
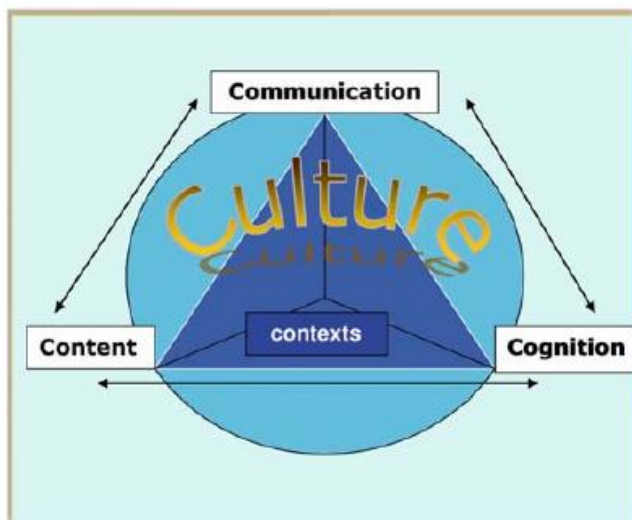
Figure 1. The 4Cs framework for CLIL. (Coyle, 2005)

According to Coyle (2006), in this framework (Figure 1) language and communication are used interchangeably as it promotes genuine communication in the foreign language if learning is to take place.

In order to develop these elements and to increase the level in each one of them is by applying scaffolding techniques, which will help students go beyond their ZPD (Zone of proximal development), term used and defined as the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under

adult guidance, or in collaboration with more capable peers (Vygotsky, 1978). In other words, it is the developmental zone that the student can achieve with adequate guidance and help from the teacher or instructor, which is also known as scaffolding.

The term scaffolding was first acquainted by Bruner, in which he defined it as the steps taken to reduce the degrees of freedom in carrying out some task so that the child can concentrate on the difficult skill she is in the process of acquiring (Bruner, 1978)

As the nature of CLIL allows many ways of teaching and developing content knowledge in students, different techniques of scaffolding have appeared throughout the years of its implementation. Consequently, these methodologies can be applied through our content and language classes. These types of techniques will be mentioned in the proposal development, as they will be exemplified in a practical way for the trainees: the teachers.

4.1.4.   Cooperative learning in CLIL

One of the most appropriate ways of understanding and applying the CLIL approach is by using cooperative learning, in which knowledge, critical and creative stages can be easily achieved through group work and role assignment in different types of learners, learning styles, levels, cultural variations, among other aspects that make every class a different world. It opposes individual learning and targets to the idea that any aim is best achieved through group work.

Cooperative learning has been defined as the instructional use of small groups so that students work together to maximize their own and each other's learning (Johnson, Johnson, & Smith, 1991). It is also said that one of many achievements that learners may have are achieved through cooperative learning, developing autonomy in students as well as healthy competition.

Cooperative learning has several benefits. Johnson et al, (1981) state that it is favorable to social cohesion and collaboration within the group, allowing students to overcome fear in front of other students or teachers.

Types of Cooperative Learning

According to the authors, there are different types of cooperative learning: formal cooperative learning, informal cooperative learning and cooperative base groups (Johnson, Johnson, & Smith, 1991):

A. Formal cooperative learning: according to Johnson et al (1991), in this type of learning, there are groups of students that may last from one class to several weeks in order to achieve a task. In here, students will have the responsibility of enhancing their own learning as well as their peer's learning process. The instructor or teacher has several responsibilities such as providing instructions to fulfill the task, assign roles to the members of the groups, arranging the materials and the activity as a whole as well as monitoring students in order to check their performance and offer assistance when needed (Johnson & Johnson, n.d.)

B. Informal Cooperative Learning: different from the formal one, the groups of students last for one class time or one discussion (Johnson, Johnson & Smith, 1991) this type of groups are set in order for them to organize the material provided by the teacher and the notes taken during the teaching time so as to achieve a task or develop a topic worked through the class by solving a problem, creating a proposal, or making a summary on the whole topic.

C. Cooperative Base Groups: its purpose is to provide long-term support and assistance for academic progress, and it maintains long-term base groups, thus, their participants stay together during the entire course so they may meet in a different context outside the classroom (Johnson, Johnson & Smith, 1991).

In this kind of learning, the most important element is not only the fact that cooperativism and group work are used to achieve a goal, but also the feedback that should be provided at the end of the lesson by the teacher, as he or she takes the role of a guide to the learners. This feedback should not only refer to the topic and knowledge, but also to the way each group of students developed the task and assumed the roles assigned at the beginning of the lesson (Murillo, 2016)

According to Kagan (1994), ideally, in order to work cooperative learning successfully, there should be at least two students because at least two of them will be able to share knowledge, opinions and discuss differences until they reach an agreement.

The Kagan and Kagan Cooperative learning is a very popular technique used in nowadays classrooms in order to apply group work and pair work. It develops several academic abilities such as critical thinking, active learning personalization of large lectures and developing of learning communities; additionally, psychological abilities such as the increasing of students' self-esteem, reduction of anxiety and a positive attitude towards teachers (Teacher to teacher UK, 2015).

This type of cooperative learning proposes four principles that will make this technique a successful one. These elements take part in the PIES principle, which stands for (Kagan & Kagan, 2009):

a. Positive interdependence: it relates to the positive relation and interactions students have during the development of their task. Thus, when there is a positive correlation of outcomes, students will work together, cooperate and encourage each other

b. Individual accountability: refers to the individual responsibility each learner has into the cooperative process. Each of them, as an individual, must be aware and express their own learning process, this is because students work together as a team to create and learn, but ultimately every individual student is responsible for his or her own learning.

c. Equal participation: it relates to the equality that must be managed within the class, as ALL learners should participate in an equilibrate way. In other words, students learn by interacting with the content and with fellow students so participation must be relatively equal.

d. Simultaneous Interaction: this aspect refers to the way interaction can be simultaneous during periods of the class. It is preferable to do simultaneous interactions in short periods of time than individual participation during long periods. Likewise, students learn better when a high percentage of them are actively engaged at once.

All of these elements for a successful cooperative learning lead us to believe that participation in the students (including low achievers) fosters motivation for learning, increase confidence and help learners build critical thinking and even reach the creativity stage, developing cognition, content knowledge, communication and cultural awareness.

Some techniques or strategies to implement cooperative learning proposed by Kagan and Kagan (2009) are:

a. Fan-n-pick: each one of the members of the group chooses a card with a question to be answered. Rotation is made.

b. Find someone who: students constantly rotate through the classroom finding a pair who can answer a question.

c. Inside-outside circle: students form 2 circles and rotate in order to solve questions or a given problem in the class with different classmates as they rotate.

d. Match mine: each pair of students place in opposite sites in order to solve a given puzzle or a board game.

e. Numbered heads together: team members put their heads together in order to give an answer. They must remain on their toes while they are being called by their number.

f. Rally coach: it is the usual activity that can be done into competitions. While one team member solves a question, the rest of the team members can coach.

g. Rally robin: it can also be used for a competition, as all team members take turns to answer orally.

h. Round table: all team members solve individually a problem. Solutions will be then shared within the team in order to find a definite solution.

i. Three-step-interview: students interview their partner and then reverse roles to clarify doubts; in the final part, they share their learning with the group.

These strategies can develop several skills (both personal and interpersonal), which will help learners increase their cognitive performance, especially their critical thinking and the way they can share their ideas with the rest of the team members. In (Table 1), these abilities can be seen according to each one of the strategies proposed by Kagan & Kagan (2009)

Key: * Highly recommended • Recommended	Class building	Teambuilding	Social skills	Communication skills	Decision-making	Knowledge building	Procedure learning	Processing info.	Thinking skills	Presenting info.
Strategies		Interpersonal				Academic				
Fan-n-pick		*	*			*	•		*	
Find someone who	*		*			*	•			
Match mine		•	*	*		*	•		*	
Numbered heads together		•	*	•	•	*	*	*	*	•
Rally coach			*	•		•	*		•	
Rally robin			*	•		*	•	*	*	
Round table		*	*	•		*	•	•	*	
Roundtable consensus		*	*	*	•	*	•	*	*	
Three-step-interview		*	*	*		•	•		*	•

Table 1. Cooperative learning strategies types and functions (Kagan and Kagan 2009)

Taking into account all the benefits, strategies and methodologies that can be implemented with the use of Cooperative learning, its application within the CLIL context is noticeable because of the different aims (both content and language) that this approach proposes throughout its development and the way an integrated learning triggers to be achieved.

4.1.5.   Assessment in CLIL

Similar to other processes carried out throughout the implementation of CLIL, assessment is another vital part which makes the approach complete, as it is not done only at the end of the process, but during all the stages in which it is being developed. Assessment "provides feedback on knowledge, skills, attitudes, and work products for the purpose of elevating future performances and learning outcomes" (Walia, 2015) this means that evidences must be gathered through the process in order to provide a proper feedback or assessment to each one of the learners.

Assessment in CLIL must accomplish several requirements which perfectly apply for the CLIL methodology. Some of the most applicable principles of quality assessment are (Baehr, n.d.):

a. Assessment focuses on improvement, not judgment.
b. Assessment focuses on the performance, not the performer.
c. Assessment is a process that can improve any level of performance.
d. Improvement based on assessment feedback is more effective when the assesse seeks assessment: it requires agreed-upon criteria.
e. Assessment requires analyses of the observations.

Assessment for learning or Formative Assessment

Throughout CLIL, Formative assessment is mostly applied. Formative assessment is a systematic process to continuously gather evidence about learning (Heritage, 2007). This type of assessment is used through the whole process, focuses on the student's performance and applies an improvement plan in order to achieve a certain goal. In other words, scaffolding must be used in order to go through the Zone of proximal Development and beyond, taking into account the learner's abilities.

According to Heritage (2007) feedback and involvement are related because active involvement affects the way progress goes on for each student, taking into account the kind of feedback used (by the teacher, himself or peer feedback).

Teacher knowledge and skills required for the Formative Assessment

The author specifies the skill a teacher needs in order to assess effectively: Firstly, there must be a domain knowledge, which relates to the content knowledge as well as different strategies used for them to acquire the knowledge in different ways, taking into account monitoring skills in order to realize whether a student is learning or not.

Secondly, pedagogical knowledge is a must in order to adapt learning strategies to the different learning styles and intelligences found in a classroom. Thirdly, the teacher must be aware of the students' previous learning and knowledge, which includes the concepts they already know, the way they have to learn these concepts and their language proficiency level.

Finally, teachers need to be aware of the different assessment strategies in order to adapt them to their current context and group. In order to apply this needed knowledge and skills, teachers also need to create the conditions for such assessment, teach the learners how to assess themselves and others as well as interpreting all the evidence gathered through assessment and adapt the new

knowledge and teaching to what it is already known about student's process and skills.

Assessment tools

Deborah Short proposes several tools that apply the process-oriented principle in quality assessment, as well as taking into account the performance from each assesse. These tools are (Short, 1993):

a. Skills checklists, reading and writing inventories
b. Anecdotal records and teacher observation
c. Student self-evaluations
d. Portfolios
e. Performance-based tasks
f. Essay writing
g. Oral reports
h. Interviews

Each one of these can be adapted to the learners' needs as well as the context of the class, curriculum or institution. It is up to the teacher which tool to use (Murillo, 2016).

4.2.   CLIL implementation in Colombia

The implementation of this approach in Colombia is still limited, as in Colombia "bilingualism continues to be one of the most controversial topics when referring to foreign language. Furthermore, because bilingualism has many definitions, each bilingual institution has a different approach to educate bilingual students; hence, this issue becomes even more controversial and in a certain way, difficult to manage" (Mariño, 2014)

Bilingualism has also helped Education in Colombia transform in a very subtle way, as a law was imposed by the ministry of education (Law 115 from 1994) in order to carry out the Colombian Bilingual project from 2004 to 2019 (Mariño, 2014) This way, several schools have been using English or a different language to teach subjects such as Math and Science, but without any further objective that goes beyond acquiring new competences, higher cognitive stages or critical thinking (Murillo, 2016)

In Bogotá, Colombia's capital city, very few institutions are starting to implement this methodology, especially the bilingual ones. One institution that applies CLIL

with their primary courses in Math and Science is the Jordan de Sajonia School, according to its bilingual coordinator, Liliana Torres Figueredo.

Some other bilingual schools in the country assure that the implementation of CLIL offers higher results in national tests such as the Saber 11 among others, thus, this will also lead to improve the results as well in more complex National evaluation such as the Saber Pro (which applies for Universities) (Ayala Zárate, 2012).

4.3. CLIL teacher training

Every time a methodology is to be included in certain country, training is a must for its successful implementation. This training should not only be applied to educators, but also to the whole educational community; however, this dissertation will only focus on teacher training for CLIL development.

It may seem that there is not a sufficient number of competent teachers for teaching in CLIL. This is because language teachers are not specialized in content, or, in other words, they may not feel very proficient in the subject-area knowledge required for content-teaching (Hillyard, 2011).

Hillyard (2011) also states that the problem for the lack of competent CLIL teachers also relies on the fact that content teachers are frequently monolingual and do not feel the necessity of becoming bilingual.

Trainings started as projects to innovate strategies and methodologies for a successful CLIL application as well as identifying suitable procedures and teaching techniques for the primary CLIL; this was done by getting teachers together in meetings along with talks explaining in detail the way the CLIL approach worked as well as several methodologies of foreign language teaching (Pokrivčáková, 2013).

Taking into account the way CLIL is developed and applied into different types of cultures, students and educational policies, there are three essential separate but intertwined abilities in order to operate in this new approach: target language ability, content knowledge and CLIL methodology (Hillyard, 2011).

4.3.1. CLIL teacher's competences

In order to carry out any approach as a teacher, several skills are required. The main text that can serve as a guide to know teachers' competences in CLIL is the "European framework for CLIL teacher education" proposed by Marsh, Mehisto, Wolff & Frigols (2011). The main competences listed by the authors are:

1. Personal reflection: related to examining good pedagogy and anchoring CLIL in the classroom.
2. CLIL fundamentals: CLIL must be situated in the school context taking into account all of its elements.
3. Content and language awareness: teachers must create different strategies to teach content and manage the required language correctly, making use of scaffolding.
4. Methodology and assessment: relates to group work with other collegaues, self-assessment, self-motivation, deploying strategies to foster knowledge and critical thinking, among other elements.
5. Research and evaluation: teachers must adapt action research in order to improve their teaching and adapt it to their context.
6. Learning resources and environments: relates to adapting and assessing CLIL learning environments.
7. Classroom management: relates to the design of classroom curricula, interweaving psychological and pedagogical aspects in the CLIL classroom, etc.
8. CLIL management: the way CLIL should adapt and be used within the school by the participant stakeholders.

In a more general way, Favilli, Maffei & Peroni (2013), propose eight core competences that a CLIL teacher needs in order to perform successfully while integrating content and language refer to areas of education and competence (Figure 2).
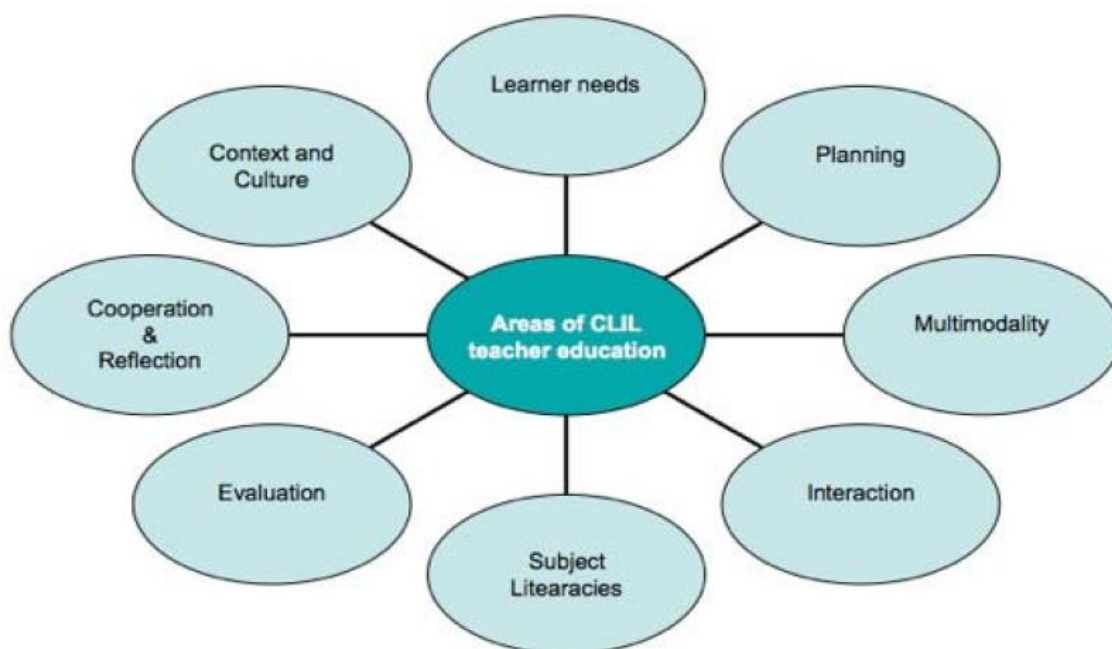
Figure 2. Key areas of CLIL teacher competence (Favilli et al, 2013)

Each one of these competences comprise important elements such as (Favilli, Maffei, & Peroni, 2013):

1. Context and culture: teaching takes place in contexts where different languages may be used.
2. Learners' needs: as teachers manage content and language at the same time, it is important to pay attention to learners' experiences, language levels and needs in learning.
3. Planning: while integrating content and language, the planning must take into account the different language demands.
4. Multimodality: there must be different ways of communicating and conveying meaning, such as pictures, tables and symbols, among others.
5. Interaction: taking into account the appropriate language (for and through learning), interaction must be fostered for learning.
6. Subject literacy: relates to the way teachers must create strategies to teach vocabulary related to the subject.
7. Evaluation/ assessment: it allows to find issues to improve related to subject knowledge and language ability.

Novotná, Hadj-Moussová & Hofmannová (2001) recommend a similar summary of important competences for the CLIL teacher:

1. Give support to the learners' Zone of Proximal development (ZPD).
2. Manage the subject and academic language successfully.

3. Have a good command of the target language.
4. To adapt flexibly their instructional support using scaffolding.
5. Enable students develop individually their own process of knowledge.
6. Overcome learning difficulties that may appear.

As we can see, the core competences that a CLIL teacher needs are proposed in different ways, all aiming at the same objective: successful learning and teaching.

4.3.2. Motivating teachers

In order to motivate teachers for using and applying CLIL, there are several aspects that need to be worked into the school or institution in which it will be implemented:

1. Fostering teamwork between language and content teachers (including teachers from other subjects) in order to engage pedagogical dialogues in order to solve issues that may occur within the classroom.
2. Increase teachers' involvement into curriculum development.   (Coyle, 2006)

Even though, teachers usually have an incorrect concept of CLIL, as they may think it is too easy and there is not a challenging process to learn the contents as it has a medium complexity in L1 (Griffith, 2012).

Taking into account the way teachers should be encouraged to take a step forward and implement a new way of transmitting knowledge and letting learners manage their own pace of learning as well as a new way of understanding and applying knowledge, there are several experiences published by researchers.

Hunt, Neofitou & Redford (2009) describe their experience with teachers from the UK as positive when, despite citing some challenges, such as maintaining good pace without leaving anyone behind, planning the time-consuming CLIL lessons, starting from "scratch" as well as meeting with the teachers' team, creating their own materials, they felt very excited and stated that their learners showed a genuine interest and desire to learn as well as the way learners' potential can be increased with the different strategies applied.

4.3.3.   Training advantages

Any training will give learners the opportunity to discover and develop new skills, knowledge and strategies. This is why the CLIL training provides several advantages to the teachers depending on the way the training is lead and the number of sessions it possesses (Murillo, 2016).

According to Rizzo & Carbajosa (2014), some sessions in the training are designed specially to boost lecturer's self-confidence in the language as well as how to convey English in the teachers' daily routines (if worked Academic English). Additionally, if some assignments are assigned to the trainees, some extracts of such texts will be used as real materials for their subjects. The authors also suggest that, if a CLIL first general discussion is made, not only teachers should be included but also participant skateholders which will lead to the analysis and personalization of the CLIL context.

Moreover, when trainees are guided and instructed on the way their units can be created through CLIL, they will come into grips with the core concepts of CLIL in order to complete the total change of perception towards teaching and adopt different approaches to their subjects.

In a more general way, some special features of CLIL are mentioned by Coyle (2006), in which it is clarified that CLIL:

a. Does not replicate other successful models (e.g. the Canadian model) but is rather a European flexible model with a range of models that respond to situational and contextual demands.
b. Does not favor languages at the expense of the non-language subjects.
c. Is not a threat to subject specialisms at any level.
d. Teaches what learners need to know using a new language of instruction.
e. Is not elitist and fashionable, as it has been around a long time.

4.3.4.   Some training models and recommendations

A training for a single methodology can be developed in several ways, depending on several factors such as the trainees' language level, content knowledge, type of learners they are teaching to, school focusing methodology, number of students per group, among others.

Thus, some of the ideas that have been published for a successful CLIL teacher training are proposed by Hillyard (2011), Coonan (2011).

Additionally, (Pokrivčáková, 2013) proposes a set of recommendations in which a CLIL teacher training should focus on; These were concluded after a long research process from several authors such as Frigols, Mehisto, Hurajová, among others, who discuss and propose competences and background knowledge required for teachers in CLIL development.

As a similar case, (Griffith, 2012) suggests some questions that will help reluctant teachers to reflect on the importance of a bilingual teaching and learning environment as well as how learning can be directed through a second language. It is important to specify that Griffith gives a higher importance to content learning and assures that the CLIL teacher's abilities and strategies are not only developed by "simple" teacher training, but also by carrying out action research on the topic in order to find a better solution to the teachers lack of competence in this approach.

Marsh (2002), also recommends several points for teacher training in CLIL. However, these are more directed to a moving training (among one country to another) in order to achieve all the educational standards from the curriculum of a certain country or region.

4.3.4.1. Hylliard's model – 2011

Hillyard's model (2011) takes into account the essential abilities mentioned in 3.4, and combines them in three stages:

1. Intensive language development: aspects related to the way language should be managed within the classroom such as input and output, classroom language stressing (language for learning) and content-orientated language (language through learning).
2. Content knowledge: focuses on the way syllabus contents, concepts and skills at the cognitive level must be worked on.
3. CLIL methodology: focuses on the different methods and strategies used to develop critical thinking on learners. Some of the topics relate to output from students, the use of graphic organizers, Bloom's taxonomy on thinking skills, the theory by Cummins (BICS and CALP), as well as meaningful learning and applicable activities.

Some recommendations that the author stipulates relates to the way the training not only refers to the talks and exercises developed with the trainees, but also to a very disciplined follow-up to the school and teachers through class observations and meetings in order to be aware of the teacher's impressions, problems and successes. It would be called a constant coaching for teachers in order for them to improve their CLIL classes and also a controlled training.

4.3.4.2. Coonan's model – 2011

Coonan (2011) carried out a comprehensive research around Italy, taking into account the different European standards required for CLIL methodology. She proposes four main elements in which the training should be focused on: language, methodology, materials and assessment.

1. Language: the teacher must be able to communicate in a second language for specific CLIL situations, not necessarily using language for specific purposes. In order to increase his or her language skills, it is necessary to acquire work experience abroad.

   Moreover, the need to be linguistically flexible is a must in order to apply different strategies for successful learning and adapt to any changes through the planned lesson.

2. Methodology: as CLIL works in a methodological and didactic way, there are several aspects that acquire relevance for a complete training. These are:

   a. Know-how to get learners to speak

   b. Know-how to create exercises and activities

   c. Know-how to use strategies to overcome problems of comprehension

   d. Know that CLIL requires a change of mindset.

3. Materials: given the fact that the CLIL teacher needs to adapt authentic materials into a more comprehensible ones taking into account what the curriculum states, Coonan establishes important elements to highlight during the training in order for the teacher to acquire this competence:

   a. Possibility of working with language teachers.

   b. Opportunities for joint work between content teachers to develop and discuss about materials, websites and their exploitation.

   c. Creation of specific CLIL websites on content areas, publish periodicals for different subjects; periodical newsletter on different subject area things.

4. Assessment: taking into account the ideal way of assess, Coonan proposes using the *interrogazione* format, which is applied orally to assess content knowledge.

4.4. The Coaching in CLIL training

Now that several information regarding the teachers' language level, their teaching methods, the way they see a new method or approach for teaching and the interest they have in learning something new (which will make their classes more engaging and motivational for their students) a 5-session CLIL training has been designed in order to fulfill all of these needs and demotivation teachers may suffer in their everyday class routine. Additionally, several competences regarding the CLIL context will be developed through the different sessions.

4.4.1.1. Pokrivčáková's recommendations for CLIL Teacher Training

Based on a research on several works by authors such as Frigols Martin, Marsh, Mehisto, & Wolff (2011) and Sepešiová (2012), Pokrivčáková concludes important areas in which the teacher training should be focused on (Pokrivčáková, 2013):

1. Improve teacher's CLIL competences in order to define educational objectives and manage to successfully integrate content and language objectives.
2. Develop the teachers' CLIL competences in order for them to create more learning-centered activities.
3. Introducing new and successful ways to combine two different languages in CLIL classes.
4. Provide examples of good practice and finely-tuned CLIL materials compatible with the national curriculum (in this case she specifies the Slovak curriculum)

As we can see, these recommendations can also be taken into account for a country where CLIL is being currently developed, and some changes can be made depending on the curriculum requirements as well as the necessities a certain educational community may need.

4.4.1.2. Griffith's leading questions for a successful CLIL Teacher Training with reluctant teachers

According to the author, the leading questions for CLIL teacher training will lead teachers to believe that this learning is possible, as there are many teachers who believe that it is almost impossible to reach a mastering stage in language and content learning. This is why these questions will help the trainee to discover much more about the way teaching should be applied.

The author recommends the content teachers to be trained by a language specialist so as to compensate any lack of practical knowledge the content teachers or the language specialist may have.

The complete training consists three different frames (word used by the author):

1. *Why do we teach?*
   This question will help teachers to re-connect with their purpose, as there are many teachers who feel reluctant to change the way they teach; they may feel CLIL as an imposition and an inappropriate way to teach their lectures because of the way everything is learnt through a second language.
   When this question is addressed and teachers look reluctant, they must be convinced that CLIL is the best choice to prepare students for the workplace.

2. *Is it possible to create bilinguals?*
   Some teachers may not believe that there are effective ways of teaching through a second language, and that content teaching will be only 100% successful if done in a language the learners truly manage. According to (Griffith, 2012), there are two main ideas that must be highlighted to teachers must be:
   a. Creating semantic memory directly in a second language, chunks of information move from working memory to long-term memory independent of the first language code.
   b. Teachers must create opportunities for these concepts to be rehearsed, retrieved, taught directly in L2. CLIL is integrated learning, it includes assimilation of the foreign language as well as the content. This is why, the trainees must be aware of the fact that a bilingual (Figure 2) is not achieved through translation (called the translator's syndrome) (Figure 3), but through the use of L2 to achieve a higher content knowledge as well as

a higher cognitive level, where sometimes the first language system will influence the other, as L1 which is bigger than L2 in the learner's mind.
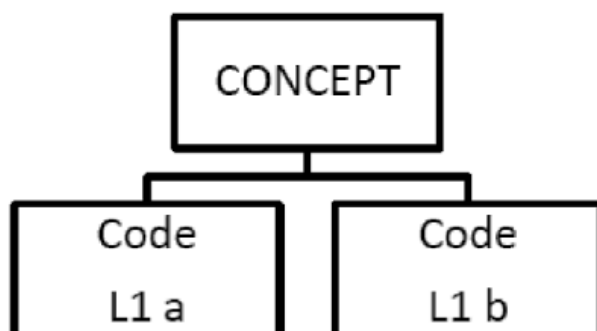
Figure 3 The perfect Bilingual. (Griffith, 2012)
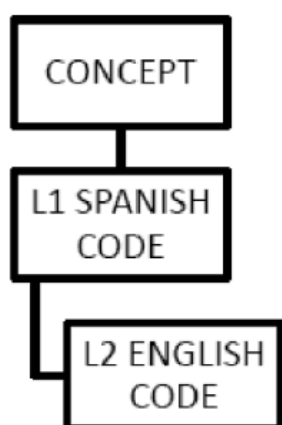
Figure 4. Translator's syndrome with a monolingual mindset. (Griffith, 2012)
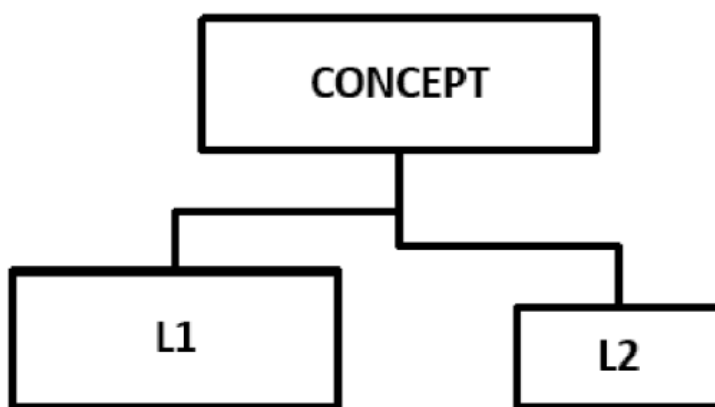
Figure 5. Functional Bilingual working model. (Griffith, 2012)

3. How can we teach through a second language?

According to the author, the main elements in CLIL are the contents, the language and the methods. This is why, teacher training must focus on the way the first two elements combine effectively in the classroom as well as the different ways they can work through different methods, which is the most remarkable element that

the language specialist shows during the training process. One of the most important ideas that have to be shown is the way there must be language support.

One example for language support is the fact that teachers can manage the information or their material through simplifying, elaborating or re-discursifying.

After these leading questions into the talk and training, Griffith describes the way a complete process can be obtained through the stages following these inquiries, using action research with teachers. During this process, the trainees will plan their classes, elaborate their own materials taking into account what was discussed with the language specialist.

However, a thorough observation process and following must be done in order to see the process each teacher is developing, the different strategies he or she is using through the classes and answer any question, as the training involves explaining theory and strategies in general, thus, teachers will start putting all this knowledge into practice.

When the first months have passed and teachers have acquired some experience in the field, an action plan can be created within a teacher meeting in order to find out a way to satisfy the school and learners' needs.

This meeting will also help teachers to reflect on their different experiences through the subjects and improve their methodology with feedback from the trainer as well as from other colleagues in order to complement their knowledge on the way CLIL should be appropriately applied in each one of the subjects.

About Classroom observation

The author states that the classroom offers a wide range of variables, from individual teaching styles to individual students (Griffith, 2012). In order to assess a teacher's work and process with the CLIL methodology, three aspects must be taken into account:

a. Students' interaction: one of the top elements for CLIL, which will help students to develop their own learning process and communicate their impressions on the content with their partners. This interaction is also useful for peer assessment.

b. The teacher's performance in the second language: as a CLIL teacher, the L2 performance and communication must be clear, understandable and at a high level, especially the way we teach contents and use classroom language with our students, as well as encouraging them to use it within the classroom.

c. Overall CLIL performance: several aspects are taken into account regarding strategies, use of scaffolding in language instruction and activities development, elaboration and appropriate use of materials and assessment, among other elements.

As we can see, Griffith (2012) takes into account several elements that perfectly fit and concern a CLIL teacher training including the training leading questions, the follow-up process and the class observation for this continuous observation and improvement. However, this complete process takes a long time to develop and report.

4.4.1.3. David Marsh recommendations for teacher training in CLIL

David Marsh (2002, page 12) proposes several items to be taken into account for a better teacher training. However, these focus on exchange programs (which do not apply for teachers but only for students). Some of the important point he establishes are:

1. Exchange funding systems should be adapted to support teachers (both content and language ones) to visit, teach and job-shadow (defined as an educational program where college students or other adults can learn about a particular occupation or profession to see if it might be suitable for them by acquiring experience working along an experienced worker) in CLIL schools in other countries.

2. CLIL should be used to encourage teacher mobility and exchange programs, which could be facilitated if national agencies provided special recognition of teacher qualifications for CLIL schools.

3. Recommendations in the training must indicate the required level and fluency of teachers according to the common European framework of Reference scales by using a language diagnose, e.g. DIALANG.

4. Initial training systems should enable a trainee to specialize in both a content subject and a foreign language, examining and reporting their performance taking into account a general European curriculum point.

5. A trans-national higher degree program should be designed and implemented by key European centers that can develop courses in order to acquire expertise through an academic program for European CLIL. This would have an effect internationally and would encourage the participants to continue with a thorough research (Marsh, 2002).

5. INTERVENTION PROPOSAL

In the following proposal several elements will be explained in detail. First, the target group -the Principado de Mónaco primary teachers- profile and methodology will be shown taking into account the different observations and instruments used during the data collection process.

Secondly, several teacher's impressions and opinions related to a new approach and nowadays methodologies will be shown in a general way. Thirdly, the competences that trainees will develop with the 5-session coaching training will be mentioned, taking into account the authors who proposed such competencies.

Finally, the training development will be explained in detail taking into account the topics that will be worked on each session along with suggested activities that can be worked with the teachers taking into account the CLIL methodology application. Additionally, a follow-up process will be described in order for it to be done some time after the training itself with a suggested set of instruments that will help it to be successfully implemented to any post-training process.

5.1.   The Principado de Mónaco Bilingual School teachers

In general terms, The Principado de Mónaco primary teachers are very calm and patient with their students, and their teaching methodology varies, as some of them tend to do code-switching in their Science classes for comprehension purposes. This is why a general overview will be done to each teacher taking into account general methodology, overall linguistic ability and estimated English level. This information will be useful for the design of the training, which has to be appropriate for the trainees and serve to the needs of the school, the teachers as well as to the students in this institution. The information below was obtained through class observations and continuous questioning to the teachers.

5.1.1.   Teachers' Profile

First grade tutor, Miss Luna Orozco. A multitasking and very patient teacher; she is very passionate with her job as well as with the first grade students. Very resourceful and creative with teaching when issues may come up, although she uses the Spanish language very often, limiting students to understand some instructions as well as contents in English. Her average English level is B1.

Second grade tutor, Miss Julieta Vanegas. A very calm and passive teacher. Her methodology is based on teaching the topics in both English and Spanish, thus, second grade students' level is higher than first graders as they can understand more instructions in a second language. However, the variation of activities is very limited and all of them are based on the textbook used in the school. Her average English level is B1.

Third grade tutor, Miss Mariana Quintana. A very active and creative teacher. She is always speaking in English to her students, except when there are complex concepts in Science. As she is young and her methodology is updated, she always uses different strategies and activities to teach contents or basic instructions. Her average English level is C1.

Fourth grade tutor, Miss Rosa Mendez. Similar to Miss Jazmin, she is very calm and passive. She uses English when teaching or providing instructions, and in order to teach grammar structures in a second language, she always translates them so students can understand it "better". Her teaching strategies are varied, as she uses different materials to complement her classes; her average English level is B1.

Fifth grade tutor, Miss Veronica Parra. A very active and demanding teacher. She uses English and Spanish (mostly English) when teaching her students, in the science class. She is very strict when it comes to assignments and tasks, creating a need of extra effort by the students. Her average English level is B1.

5.1.2. Teacher's methodology

Taking into account the "Tool for measuring CLIL in the classroom template" (Nashaat, 2011), several aspects were taken into account regarding the CLIL methodology, such as lesson and material preparation, Comprehensible input to communicate meaning, journey to HOTS (activities or tasks organized into the class from the understanding cognitive level -LOTS- to the critical thinking and creative level), use of the target language and variation of activities, among other aspects. (ANNEX 1). An additional instrument to record the classes was a sound recorder: in this case, an ASUS Zenfone 2.

Some general aspects used to show every teacher's methodology and performance will be the use of first and second language in the class (taking into account language of instruction and teaching), the variation of activities through the class,

the amount of time in which only the textbook was used and the cases in which new materials were brought by the teachers to work the topics from a different perspective (Figure 6).

Figure 6. Teachers' general methodology and materials used
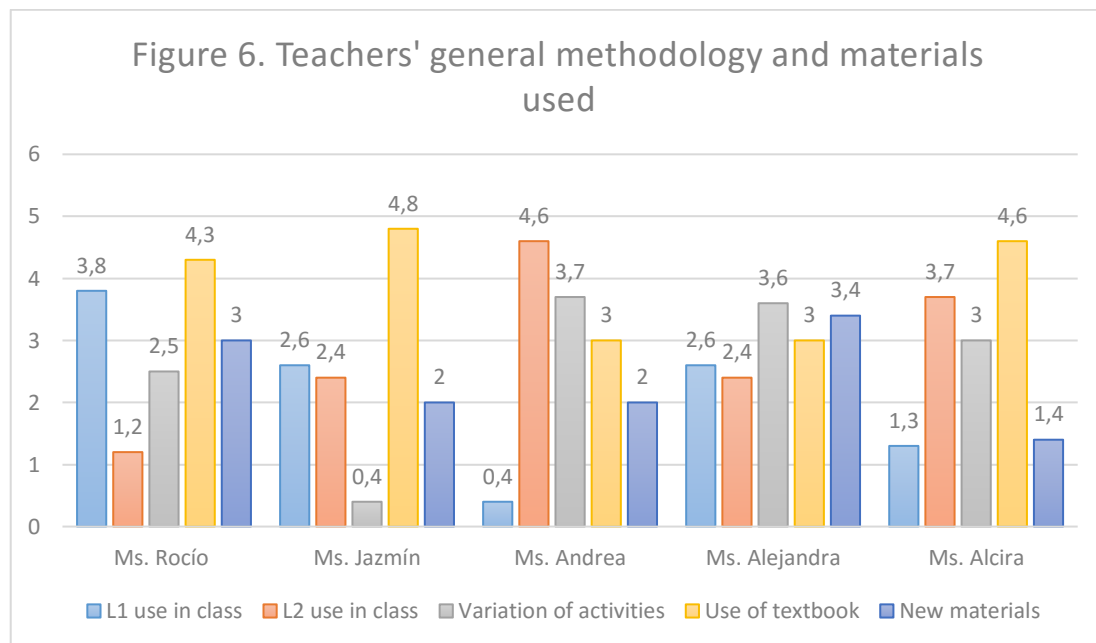
Figure 6. Teacher's general methodology and materials used.

Taking into account the graph above, several aspects can be observed in a general way:

In some cases, the first language is used more than the target language in order to convey meaning and give instructions.

a. Teachers vary the activities in few occasions during the lesson.
b. Most of the teachers use the textbook during the class in order to work a topic from the content subject.
c. New materials are not used among the teachers because of different circumstances.

5.2.   Teacher's impressions

As CLIL is a new methodology for most of the institutions in Colombia, it would have more impact on the teachers as they are the ones who have to implement it directly and adapt to it as soon as they receive the training.

This is why a survey was applied to each teacher in order to know their opinions and the way they teach into a classroom. The survey template used during the

study was modified and translated into English from the template "Encuesta al profesorado sobre los cursos de formación Linguistica de la CAM" (Leyva & Díaz, 2013).

When teachers' opinion was asked in the question "What are the advantages and disadvantages you have found about teaching a subject in a second language?", several participants observe the difficulty of teaching a content subject in a second language:

> *"Teaching a subject in a second language is very difficult since the vocabulary is very different and students might not find it as interesting because it takes more effort. For instance, being involved in a Spanish speaking culture makes it a lot more difficult to remember new vocabulary. However, there are some advantages. For example, finding more materials in English, like games on line, documentaries and books to teach. I personally would like more advice about other materials or exercises, or even experiments that could be available to enrich the class".*

> *Andrea*

However, a growing interest in learning can be noticed in the teachers, especially about materials, exercises or other types of activities.

5.2.1.   Competences developed by teachers

The competences that will be developed through the training will be the ones proposed by Marsh et al. (2011):

- Personal reflection
- CLIL fundamentals
- Content and language awareness
- Methodology and assessment

A special importance will be given to the research during the last sessions in order to encourage trainees to apply it with their students to improve their teaching methodologies and subsequently CLIL implementation.

5.2.2.   Training development

Taking into account Griffith's (2012) proposal and recommendations, the trainer should be a language specialist. However, this professional must have the necessary knowledge on CLIL, which may be acquired through research, experience in CLIL application in other centers or a specific MD on Bilingual education. These requirements are a must if the training can be explained successfully applying the CLIL methodology during its development and being able to answer all the teachers; questions regarding theory, methodology and CLIL development both by teachers and stakeholders.

The training starts with basic concepts and elements most used within CLIL implementation, passing through the application of these elements during class planning and execution with the use of cooperative learning and different resources, a general overview to material design and the way assessment should be carried out during the CLIL classes. As the training will be developed taking into account CLIL principles, autonomous learning will be fostered through small discussions in pairs for trainees to discover the new concepts through their discussions and a posterior explanation given by the trainer.

Additionally, a feedback on the training is carried out during the last session in order to know the participants' impressions, inquiries and new objectives for their teaching development.

5.2.2.1. Session 1 – CLIL principles

Timing: 50 minutes	
Competences to develop: Personal reflection and CLIL fundamentals.	
Topics	**Suggested activities**
What is CLIL?	After showing a video where CLIL is worked in a class, a discussion in pairs to discover what it means and what it is used for.
CLIL vs. Bilingual education	Complete a chart (in pairs) to compare traditional bilingual education and CLIL before the explanation.

Why CLIL? Advantages and transformations, types of CLIL	Question to the public: what type of CLIL should we start with?
The four Cs model: Content, Cognition, Communication and Culture	What does each element work? (multiple choice game)
Communication and content: the language triptych	Individually, reflect on the language that applies to the language triptych to your subject.
Scaffolding: what is it?	How would you scaffold an activity related to the Carbon cycle? (work in pairs – final task)
Continuous assessment should be done during the session: trainer talking time should be reduced.	

Table 2. CLIL training - Session 1 development.

5.2.2.2. Session 2 – Class planning

Timing: 50 minutes	
Competences to develop: CLIL principles, content and language awareness.	
Topics	**Suggested activities**
How to plan a CLIL lesson?	Take advantage of trainees' previous knowledge to lead them in the process of a CLIL lesson planning.
Content: Creating advance organizers	From a given topic, trainees will fill up an advance organizer with all of its elements, then, it will be socialized in a very brief way.
Cognition: What is Bloom's taxonomy?	For every stage of Bloom's revised taxonomy, suggest and ask trainees which activity or objective can students develop for each stage.
Communication: Language triptych development in class	After a brief explanation, each pair of learners will develop a language triptych for Science, Social studies, Math and Physical Education.

Culture: how to integrate it?	Provide topics related to science; make 2 suggestions for it and then provide other topics for trainees to associate it with a cultural aspect.
Scaffolding techniques	Write a scaffolding technique on strips of paper. In pairs, trainees discuss it and prepare an example.
Continuous assessment should be done during the session: all concepts should be learned in a practical way.	

Table 3. CLIL teacher training - Session 2 development

5.2.2.3. Session 3 – Use of cooperative learning

Timing: 50 minutes	
Competence to develop: CLIL fundamentals, Methodology and assessment.	
Topics	**Suggested activities**
Bloom's taxonomy: critical thinking and creation	Take advantage of trainees' previous knowledge regarding Bloom's taxonomy and ask them to discuss in pairs what critical thinking is and how it can be achieved.
Critical thinking techniques	A diagram for each technique will be provided to each pair of teachers; they will guess the way each technique work and how it can be worked with their students. Feedback should be provided to clarify the way these work.
Cooperative learning, the basics	Discuss with students about this concept and what advantages or disadvantages it may have.
Cooperative learning techniques	A video showing each one of the techniques is used to reflect which one of them would apply better for each group of learners.
Final task: in groups of 3 use one of the Cooperative learning techniques to work a	

topic from a content subject. Apply in some way a critical thinking technique.	
Continuous assessment should be done during the session: all concepts should be learned in a practical way.	

Table 4. CLIL teacher training - Session 3 development

5.2.2.4. Session 4 – Resources and material design

Timing: 50 minutes	
Competence to develop: CLIL fundamentals, Methodology and assessment.	
Topics	**Suggested activities**
Churches' digital taxonomy	Take advantage of trainees' previous knowledge regarding Bloom's taxonomy and ask them to discuss in pairs what tasks can be assigned to accomplish the digital taxonomy.
Blogs, Wikis and other tools. What are they used for?	Before mentioning these concepts, ask trainees how they can share information with their students.
Digital material and resources	A matching game will be done with several tools for sharing information, grading students' performance, games, quizzes, debates and puzzles creators. After every right or wrong answer, the use of every application or tool will be explained in case the learners do not know.
Material in CLIL: adapting a text	A video with the types of text adaptation can be shown to make trainees aware of the way these adaptations can be done in a very practical way.
Final task: in pairs, trainees will make their own adaptations of a given text by the trainer. Each pair of teachers will make a different adaptation.	

Continuous assessment should be done during the session: all concepts should be learned in a practical way.	

Table 5. CLIL teacher training - Session 4 development

5.2.2.5. Session 5 – Assessment in CLIL

Timing: 50 minutes	
Competence to develop: Methodology and assessment.	
Topics	**Suggested activities**
Assessment vs. evaluation	Create an opening question for learners to discuss what the difference is between assessment and evaluation.
Assessment for learning: before, during and after.	Create the need in trainees to analyze why is it necessary to use assessment during these three times in the class.
Assessment methods.	Before going into the different strategies for assessment, ask the trainees how they would do a self-assessment activity, peer assessment and teacher assessment.
The rubric: how to	Among the whole group of trainees, they will organize several evaluation items in order to complete the rubric related to a topic in Math.
Teacher's competences for assessment in CLIL	Opening question about these needed competences. Write each competence on a big paper, trainees will explain what is needed for each competence, how it can be achieved.
Final task: in two groups, trainees will plan a small activity, they will act as teachers and students and will provide assessment and feedback using one of the assessment tools.	

Continuous assessment should be done during the session: all concepts should be learned in a practical way. Continuous encouragement should be done related to action research in order to improve implementation, strategies and techniques.

Table 6. CLIL teacher training - Session 5 development

5.2.2.6. Session 5.5 – Final Assessment and feedback on the training

When finishing the last session, a total of 15 minutes should be devoted to the feedback from the trainees to the trainer related to what was learned, what activities they enjoyed, if there are inquiries related to any technique, among others.

In order to know the trainees' impressions, a satisfaction survey should be applied. This survey should contain the following questions:

a. In a general view, the training was:
   o Very satisfying
   o Satisfying
   o Just another pedagogic exercise
   o Boring
   o Not useful at all

b. The trainer manages the topics fluently.
   o Yes
   o No
   o N/A

c. The trainer used different activities during the training.
   • Yes
   • No
   • N/A

d. The trainer used different resources during the training.
   • Yes
   • No
   • N/A

e. The trainer talked more than 60% of the training.
   • Yes
   • No
   • N/A

f. The trainer used scaffolding in difficult topics.

- Yes
- No
- N/A

g. I feel ready to apply CLIL with my students.

- Yes
- No
- N/A

h. I feel ready to plan my classes following the CLIL approach principles.

- Yes
- No
- N/A

i. I would like to continue a follow-up training

- Yes
- No
- N/A

5.2.3. Training follow-up

Taking into account Griffith (2012) suggestions related to continue observations to the teachers after the training, this type of coach will also have a follow-up, in which, after two weeks, the observations in the content classes where CLIL is decided to be applied by the school members.

In order to do the follow-up observations, the "Tool for measuring CLIL in the classroom template" (Nashaat, 2011) should be used in order to check if there are improvements within the teacher's methodology and if CLIL basic principles are being applied.

After each observed session, the feedback should be given digitally or via skype, taking into account the teachers' lack of time between classes. It is recommended to arrange meetings with the team of teachers once a month in order to check if there are doubts relating to any of the items seen through the training, agree on the creation of materials, sharing ideas and success or failure in the application of strategies, among others.

6. DISCUSSION

A complete 5-session CLIL teacher training has been proposed in order for teachers to acquire the basic competences that a CLIL teacher needs in order to succeed in their teaching and convey knowledge in every lesson to their learners. This training was created for teachers from the Principado de Mónaco school (and even other schools) to have the opportunity to access to this kind of knowledge used worldwide for education, as in Colombia trainings for teachers (especially in CLIL) are very rare and limited to certain bilingual schools that take the initiative, as the Ministry of education in this country has not pronounced itself about CLIL so far.

In order to design the complete training, several aspects were taken into account, such as the main elements of CLIL, the way it can be adapted to any situation, in any school with any type of learner, the important role that the four Cs make within its functioning and planning. Additionally, the training was also based on the way CLIL works perfectly when using Cooperative learning along with different techniques that enhance critical thinking development, how technology helps the approach to fulfill its mission by working on the cultural aspect with learners, helping teachers to create new and original material that allows flexibility of learning. Finally, a very important element was used to fulfill the training: assessment throughout the complete process of teaching, learning and producing.

Although the training is focused on the most important aspects of the CLIL approach, there are still some items that can be worked in the follow up coaching, such as the way curriculum can be created and adapted with the use of CLIL and the four Cs framework. However, in order to be able to create a complete CLIL curriculum, experience in the field is required so as to know the needs of the learners, the teachers and the parents and adapt it to the national curriculum as well as the school context.

All in all, this training proposal can be used by teachers and trainers with a vast knowledge on the approach in order to help an increasing number of teachers and stakeholders to improve their learning and teaching style as well as to see the world in a different way and take advantage of technology to learn about other cultures and worldwide elements that can make us more productive and really useful in today's changing world.

7. CONCLUSIONS

Several conclusions can be drawn upon completion of the present study. Firstly, CLIL is a very wide approach that can be adapted to several contexts in different ways. This is why the teachers that work on CLIL must be very creative, problem-solving, resourceful and open-minded to discover beyond traditional education. However, as the training design is simple and practical, from the first 10 minutes the trainees are able to understand that CLIL works very differently from other methodologies, as it is not based on memorizing or being a passive learner; on the contrary, an active participant that can experiment how CLIL works as the trainer starts creating an atmosphere of confidence and discussion among colleagues.

Additionally, the final tasks in every session allow learners to apply what has been discussed, assessed, practiced and learned through every single session; this will give trainees the idea of using many different kinds of activities with their learners so they can enjoy learning through discussion and knowledge sharing.

Although this intervention proposal has not been implemented and worked by any CLIL trainer, it is ideal to work with it as it is very thorough and specific from the beginning until the follow up coach, where the teachers and coordinators will feel sure enough to continue the process on their own.

8. FUTURE RESEARCH LINES AND LIMITATIONS

Because of the way this proposal has been designed, we believe that it will definitely be useful and helpful for untrained teachers in any part of the country.

When the proposal is applied, the different questions that may arise from teachers will be known, as well as the impact it would have in their mentality and teaching style; also, the different ideas that may come up while applying any given situation, strategy or concept, which may be used for future trainings or more specialized ones.

This is why a new line of research related to the way a training follow-up should be planned and carried out as well as the different types of instruments, methodologies, meetings with teachers that can be designed in order to transform a traditional bilingual institution into a CLIL institution, creating new ways of improving CLIL through action research by teachers, coordinators, practitioners, among others.

Additionally, if this proposal is carried out, it will help solve a growing problem in education: the lack of autonomy among learners and teachers as well as a short mentality into students, teachers, parents, coordinators, etc.

Regarding the limitations of this study, due to the short time offered by the school for teacher training during students' vacation (only one day in the whole year), it was impossible to carry out the training, not even 50% of it, priority is given to curriculum development, school new decoration and future events. At least one week could have been enough to carry out all the CLIL sessions, one per weekday; this way trainees could have had more time during the rest of the day to plan their activities, do the training assignments, start planning their classes and cross-curricular activities taking into account the main pillars in CLIL, the use of technology to carry out their activities, etc. additionally, a possible follow-up would have been much more accurate with the school's curriculum and philosophy if all the teachers (primary and high school) would have participated, creating a more general research and a need for more information regarding CLIL, because of the way is managed in primary and secondary separately.

To conclude, the proposal could have been more complete if its implementation and subsequent results would have been put in action, as the continuous assessment is applied to this training in order to make it more appropriate for every institution's needs. This would have allowed follow-up suggested activities

appear, according to each teacher performance after the training and their subsequent results, leading all of its participants (including the researcher) to improving the way it can be implemented.

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10. APPENDICES

APPENDIX 1

Teacher's name: Jazmín

Subject: Science

OBSERVED CRITERIA	COMMENTS	SUGGESTIONS FOR IMPROVEMENT
1. Lesson & Material Preparation (sts talk) a. Introduces CLIL-driven outcomes. b. Plans vocabulary work. Emphasize key vocabulary (e.g., write, repeat, and highlight) for students. c. Divides the lesson into different, recognizable stages.	a. No, only the activity to teach. b. The vocabulary is worked through questions about the video worked at the beginning. Emphasizes on vocabulary. Does it in an oral way. c. First stage: video, second stage: questions about the video; third stage: review on some animals movements.	• Teacher can improve some language use: Elephants, how do move? How do move the monkey? No is necessary. The snake swim? In this moment do you confuse. Who is turtles? Giraffe is written as jirafe.
2. Comprehensible Input to Communicate Meaning (ttt) a. Elicits and links past learning to new concepts b. Builds schema in warm-up. c. Avoids difficult language. d. Enunciates/articulates clearly. e. Paces talk & Signposts. f. Provides realia, visuals, and/or manipulatives. g. Provides clear instructions. h. Frequently checks student comprehension.	a. Yes, by reviewing the vocabulary from other sessions through a video. b. The teacher can be clearer in the warm up, by giving more signposting on what is going to be done. c. No, seeks the students to say the specific word d. Yes, very clearly to the students level. e. Yes, f. Yes, pictures from different animals as well as the video used for the exercise. g. Yes h. Yes, but needs to walk through the classroom to check all	• When the teacher wants the students to say a specific term, more scaffolding can be done to get to the word. • When saying the instructions, the teacher needs to get the students' attention, sometimes they do not understand them all. For this, she can walk through the classroom.

	students' comprehension.	
3. Promotes extended output (Journey to HOTS) a. Creates opportunities/activities that increase STT 1 in English. b. Uses strategies to minimize TT 2 . c. Fosters a student fronted/centred classroom d. Promotes HOT 3 through questions and activities.	a. Yes, during the whole class, she does not allow translation. b. TTT is reduced greatly, allowing students to speak and participate more. c. Yes d. HOTS are worked only through small readings.	• There can be a final task in order to work HOTS in the classroom.
4. Feedback on Meaning & Form a. Praises and encourages. b. Negotiates meaning when needed. c. Encourages self and peer correction. d. Provides explicit error correction and explanation when needed.	a. Yes, through the questions made to the students. b. Yes, when students say a different answer, the teacher gives more possibilities about meaning or form. c. No d. Yes, by showing the provided realia.	• When encouraging and praising the students, more expressions can be used, such as great, nice, good, amazing, among others. • Teacher can encourage students to make peer and self-correction through competences or games.

APPENDIX 2

TEACHER'S CONTENT TEACHING METHODOLOGY SURVEY

This survey has been designed in order to take into account your ideas and answers for the analysis and design of a future Content Teaching Training session. Please be very clear and include as many details as you can.

1. What grades have you taught content subjects (Science, Geography, and Math, among others) in a second language? Which ones?

In my experience, I have taught language content subjects to courses from 1st grade until 5th grade mostly in Principado School and other schools.

2. What methodology have you used when teaching the content subject (science) in your group? Please describe it in detail and try to include its advantages, its possible issues and how can they be improved.

Most of the times, I have used a teacher centered to a student-centered approach. I start with a motivating or interesting opening to introduce a topic to call the attention of the students. I use mimics, or readings or examples that students might have seen outside the

classroom. Secondly, we move in into the concept itself by doing exercises or copying and drawing in the notebook. I always try to make student remember topics by the drawings they make. I also start making a few questions to avoid losing their focus. Finally, I let students do an exercise by themselves and I try to involve participation, correct pronunciation and spelling of the vocabulary previously learnt.

3. Have you used ICTS in your class? If you have, please provide the ICT resources used in your classes or any other content subject class.

Unfortunately, the school does not have many ICT resources, however, we have used them in some occasions. At the beginning of the year, there was a meeting focused on this subject and the use of more technology in the classroom. This objective hasn't been quite possible since the equipment needs more maintenance. All in all, we use the radio, the laptop, video beam, the T.V and the DVD player to play some videos. At the moment, my classroom does not have one DVD. Hopefully, we will acquire it soon.

4. How do you think evaluation should be applied in the science class? Please provide an example.

Evaluation or checking for knowledge can be applied in many ways. Inside the classroom, it can be evaluated orally, on paper, or in an experiment or presentation. However, I do agree that at the end of the term students should be evaluated orally, by making the explanation of the subject, and in a written evaluation so they can be more independent of the teacher and be improving their reading and writing skills.

5. What methods do you use to evaluate in the science class? Please be specific and write its advantages, possible disadvantages and how to improve them.

I personally use oral and written exams, presentations and a written evaluation at the end of the term. Using these methods, students can check what they know and make sure that the vocabulary they saw in class is learnt and used, instead of forgotten. However, the written exam does not prove completely all the knowledge one student has. It creates a lot of anxiety and usually students make mistakes even though they know more information about the topic. I usually try to make a review before the exams so students can practice and get familiar with the exercises. Never the less, some students show better results than others that didn't practice more. Preparation of exams is key and students must continue to study more.

6. What communicative skills do you work with your students in the science class? Which ones do you think learners have improved the most?

Lately, I have tried to introduce other ways to make students comprehend topics by using communicative skills with fewer words. I gathered 3 students and in a piece of paper I wrote words and they had to tell me what topic or theme was I talking about. Using this method students have lower anxiety since they are not doing it alone and seeing what others know, they might remember and understand the topic faster.

7. What are the advantages and disadvantages you have found about teaching a subject in a second language?

Teaching a subject in a second language is very difficult since the vocabulary is very different and students might not find it as interesting because it takes more effort. For instance, being involved in a Spanish speaking culture makes it a lot more difficult to remember new vocabulary. However, there are some advantages. For example, finding more materials in English, like games on line, documentaries and books to teach.

8. Do you think it would be necessary to receive any special training of contents teaching in a second language? If yes, please explain what kind of information should be included.

I personally would like more advice about other materials or exercises, or even experiments that could be available to enrich the class.

9. Please write any additional comments you have related to this matter.

Teaching science is very interesting, and most of the students like what comes with it. However, there are always difficulties that we teachers have learnt to overcome and if it is possible to make it more interesting, it would be very good.