

CLIL in Spain:  
Implementation, Results and Teacher Training

Edited by

David Lasagabaster and Yolanda Ruiz de Zarobe

**CAMBRIDGE**  
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**P U B L I S H I N G**

CLIL in Spain: Implementation, Results and Teacher Training, Edited by David Lasagabaster  
and Yolanda Ruiz de Zarobe

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# FOREWORD

DO COYLE

We are entering a new era in the development of content and language integrated learning. In the latter part of the 20<sup>th</sup> century Hugo Baetens-Beardsmore described CLIL as the *growth industry of educational linguistics*. Over the last decade there has been an explosion of interest in CLIL in Europe and beyond, as many teachers, learners, parents, researchers and policy-makers have realised the potential of CLIL and interpreted this potential in very different ways. Indeed, the fact that CLIL is open to wide interpretation is its strength since the ways in which different languages are learned and used, including the first language, need to be embedded in the local and regional learning context. There are no set formula and methods for CLIL and re-conceptualising elements of any formal curriculum at primary, secondary or tertiary levels, needs a vision which involves new and alternative opportunities for connected and connecting learning which are pertinent to the context and the individuals who work and learn in them.

However, CLIL also brings with it complex challenges which focus on the growth of effective pedagogies and the professional development of teachers who understand how to question their teaching, experiment with new approaches and put these into practice in their classrooms - after all, CLIL *per se* will not lead to sustainable changes and improvements in learner experiences and outcomes. Moreover, for CLIL to be justifiable within a regular curriculum there is a need for rigorous on-going planning, monitoring and evaluation, with clear goals and expectations. Yet change also brings with it risks. Whilst early pioneers in CLIL provided positive encouragement to experiment further with CLIL, the evidence-base upon which to disseminate CLIL practice and expand provision was limited. This too is changing as more practitioners engage in professional learning communities and gain confidence to see their own classroom as a place of inquiry. Case studies of classroom initiatives are providing practical 'lived through' CLIL experiences matched by an increasing European and transnational research agenda which seeks to adopt a scientific approach to investigating more longitudinal outcomes and specific demands of CLIL in terms of effective teaching and learning. Implementing CLIL therefore invites teachers in all sectors of education to reflect on their own practice to engage in self-analysis and self-evaluation and to make fundamental contributions to both professional and research communities. Implementing CLIL also encourages teachers to experiment, to take risks and to have a voice to articulate what works and what doesn't work for their students and

why this is so. Implementing CLIL provides an opportunity for practitioners and learners to collaborate with other stakeholders in order to understand better the complexities and implications of using languages as effective learning tools.

Spain is rapidly becoming one of the European leaders in CLIL practice and research. The richness of its cultural and linguistic diversity has led to a wide variety of CLIL policies and practices which provide us with many examples of CLIL in different stages of development that are applicable to contexts both within and beyond Spain.

This book makes a significant and very timely contribution to furthering professional understanding of CLIL. The first part brings together the outcomes of CLIL implementation initiatives in different educational sectors in Spain which reflect regional possibilities and priorities. The second part takes a critical look at a variety of teacher education models both in-service and pre-service. Linking classroom initiatives with teacher education underlines the importance of addressing this often neglected or ignored area. Quite simply without appropriate teacher education programs the full potential of CLIL is unlikely to be realised and the approach unsustainable. This publication provides the reader with practical suggestions and raises issues for further reflection. The contributors have embraced the 'educational challenge' and in so doing have made a significant contribution to disseminating CLIL practice across Europe and further afield, by raising issues and questions which need to be addressed through future class-based inquiry and scientific research. The collection of case studies is also a celebration of the hard work, endeavour and constant drive by practitioners, teacher educators and researchers to give our young people the best linguistically-rich learning experiences they can possibly have throughout their schooling and further studies.