



Facultad de Educación  
Centro de Formación del Profesorado  
UNIVERSIDAD COMPLUTENSE MADRID



The 2nd J-CLIL Annual Bilingual Conference  
Waseda University 13 July, 2019

# “Initial Teacher Education for CLIL and Multimodality: Insights from an Interdisciplinary Teacher Innovation Project at UCM & YCU”

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Keiko Tsuchiya



# **Outline of presentation**

- 1. Initial Teacher Education  
in two different sites**
- 
- 3. A cross-curricular project with  
prospective teachers at UCM & YCU**
- 4. Concluding remarks**

# Multimodality

“It is now no longer possible to understand language and its uses without understanding the effect of all modes of communication that are copresent in any text”

(Kress, 2000, p.337)

# 1. INITIAL TEACHER EDUCATION IN TWO SITES



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# Primary Education Degree at UCM

**English language entry requirement: (CEFR) level B2**

❑ **STRAND 1 (Bilingual Group): 2011-12; Years 1-4**

**Instruction in English by English and Content specialists: more than 50 %** (Total: about 18 subjects, teaching practice and bachelor's thesis)

❑ **STRAND 2: 2012-13; Years 2-4**

**Instruction in English by English specialists: about 20 %** (Total: 6 subjects, teaching practice and bachelor's thesis)



## Initial Teacher Training Course at YCU

- ▶ The English Language Teaching Module for Y2 to Y4 undergraduate students
- ▶ Pre-service teacher education course for secondary education
- ▶ No English language entry requirement, but all the students at YCU have to achieve more than 500 in the paper-based TOEFL before they become Y3.

## **2. A CROSS-CURRICULAR PROJECT WITH PROSPECTIVE TEACHERS**

# Cross-curricular teaching-learning

“Cross-curricular teaching and learning relies on making links between two or more traditional curriculum subjects in response to an authentic experience, theme or question so that new learning occurs in each subject”

(Barnes, 2018, p. xiv)



# ***Salient features of the 2017-2019 innovation projects:***

## **Collaboration among**

- Language and content area specialists
  - ***joint planning***
  - ***decision-making***
  - ***goal-setting***

## **Adopting a Shared Model:**

- ***subjects are integrated through a similar theme*** (Cone, Werner & Cone, 2009)

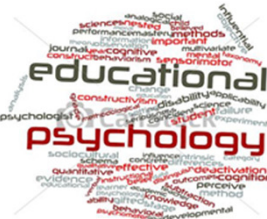
# Project Team (2018-19)

1. Noemí Ávila Valdés (Art Education)
2. Santiago Bautista (English)
3. María José Camacho Miñano (P.E)
4. Monika Ciesielkiewicz (English)
5. Magdalena Custodio Espinar (English Teacher Educator: Univ. of Comillas)
6. M<sup>a</sup> Teresa Fleta Guillén (Teacher Trainer)
7. Rosa González García (In-service Teacher Trainer)
8. María D. Pérez Murillo, Project Coordinator
9. Jaime Prieto Bermejo (P. E)
10. Katherine S. Smith (English)
11. Irene Solbes Canales (Educational Psychology)
12. Ignacio Sánchez Ayala (Deputy librarian)
13. Sara Torres Vega (Art Education-MoMA, NY, US)
14. Keiko Tsuchiya (English Teacher Educator: Yokohama City University, Japan)
15. Javier Zarza Alzugaray (Music, University of Zaragoza)

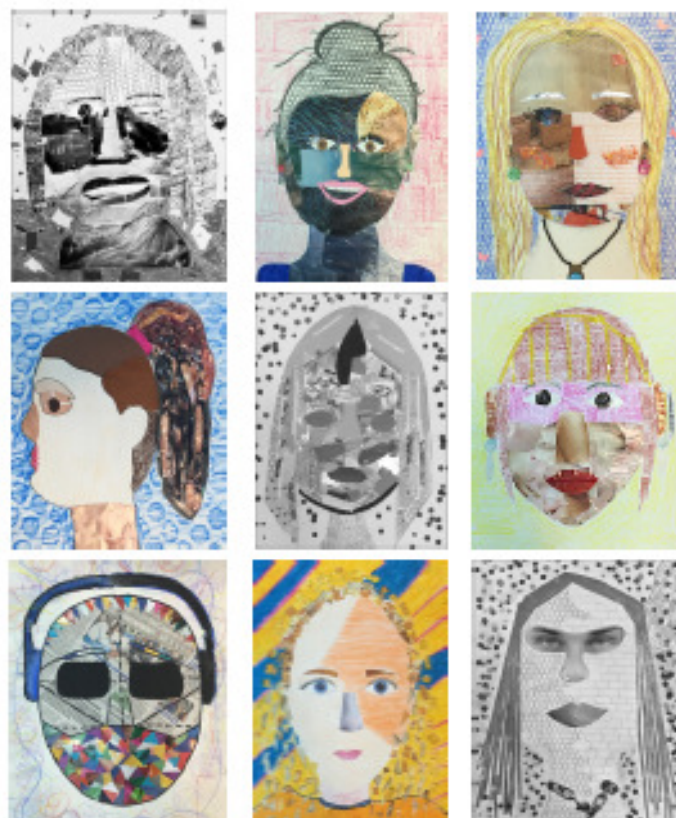
# Project aims



- ▶ to encourage collaboration among teacher educators who teach subjects in English
- ▶ to familiarize prospective teachers with cross-curricular teaching within CLIL contexts
- ▶ to bridge the gap between university and primary bilingual classrooms
- ▶ to equip students with resources to show tolerance, to feel empathy and to engage effectively and constructively with others in different environments



# Activity for all: A two-day workshop on Gender & Education



## GENDER & EDUCATION IN THE BILINGUAL CLASSROOM

School of Education  
UCM  
November 5 & 6, 2018



## GENDER & EDUCATION

MONDAY 5 NOVEMBER	TUESDAY 6 NOVEMBER
<p>17-17.45 hrs. <b>MARÍA DOLORES PÉREZ MURILLO</b> UNIVERSIDAD COMPLUTENSE OFFICIAL OPENING</p> <p><b>NOEMÍ ÁVILA/MARÍA JOSÉ CAMACHO</b> <i>QUILTS FOR SOCIAL JUSTICE: AN INTERDISCIPLINARY PERFORMATIVE ACTIVITY</i></p>	<p>17-17.45 hrs. <b>ESTEBAN LÓPEZ MEDINA</b> UNIVERSIDAD COMPLUTENSE</p> <p><i>¿POR QUÉ INCLUIR REFERENTES LGTBI EN EDUCACIÓN?</i></p>
<p>17.45- 18.30 hrs. <b>JOSH MARZANO</b> YOUTH AND GENDER SPECIALIST</p> <p><i>LGBT IN SCHOOLS</i></p>	<p>17.45- 18.30 hrs. <b>ADA FRANCOY</b> STORYTELLER &amp; WRITER</p> <p><i>LGBT-INCLUSIVE CLASSROOMS: PUPPETS AND STORIES (Part 1)</i></p>
Break (15 min)	Break (15 min)
<p>18.45- 19.30 hrs. <b>ANA PÁEZ</b> CEIP DANIEL MARTÍN (ALCORCÓN)</p> <p><i>ANOTHER EDUCATION IS POSSIBLE</i></p>	<p>18.45- 19.30 hrs. <b>ADA FRANCOY</b> STORYTELLER &amp; WRITER</p> <p><i>LGBT-INCLUSIVE CLASSROOMS: PUPPETS AND STORIES (Part 2)</i></p>
<p>19.30 -20.15 hrs. <b>ROSA GONZÁLEZ</b> COMUNIDAD DE MADRID</p> <p><i>ROADS FOR TEACHERS INTO BILINGUALISM</i></p>	<p>19.30 -20.15 hrs. <b>MAGDALENA CUSTODIO</b> UNIVERSIDAD DE COMILLAS</p> <p><i>KEY COMPETENCES IN CLIL LESSON PLANS</i></p>

IN THE BILINGUAL CLASSROOM

# Prospective Primary Teachers: Skills and Competences

- ▶ Knowledge of the psychological aspects of bi- and plurilingualism
- ▶ Subject-related second language skills
- ▶ Knowledge of a wide range of methodologies for the teaching of subject content and the second language
- ▶ The ability to find **teaching materials in the second language and adapt them for use in the CLIL classroom**
- ▶ Readiness to plan and undertake a training placement

(Haataja, Kruczinna, Àrkossy & Costa, 2011), p.16)

# Multimodality: ICT and CLIL

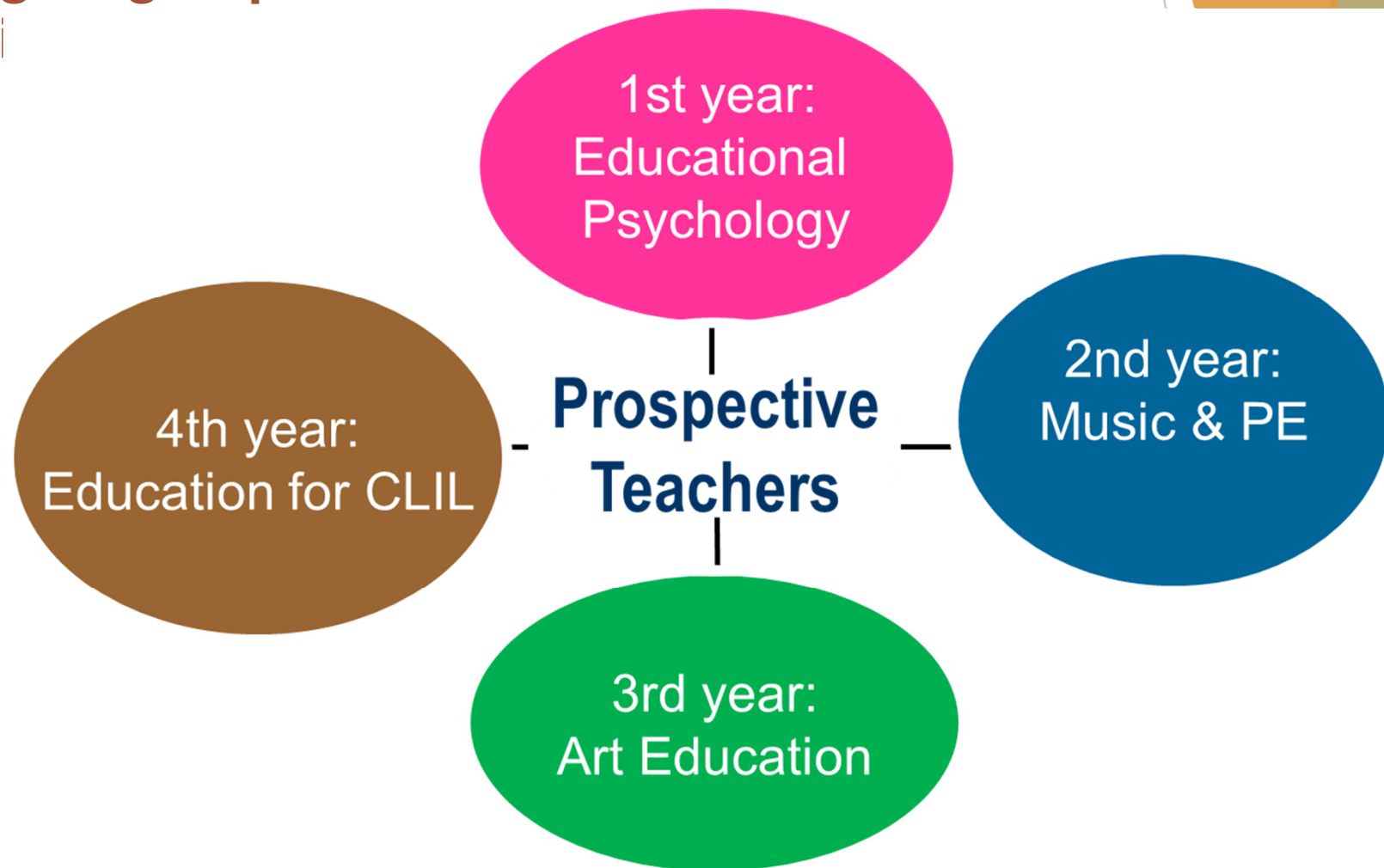
“ICT has a multimodal and vital role to play in CLIL, since it cater for the media and the resources that can enhance multidisciplinary learning, and provides the means that stimulate, guide and facilitate students in their effort to express themselves adequately and effectively in the target language”

(Vlachos, 2009, p. 189)

# English-medium subjects & groups involved in the Project at UCM

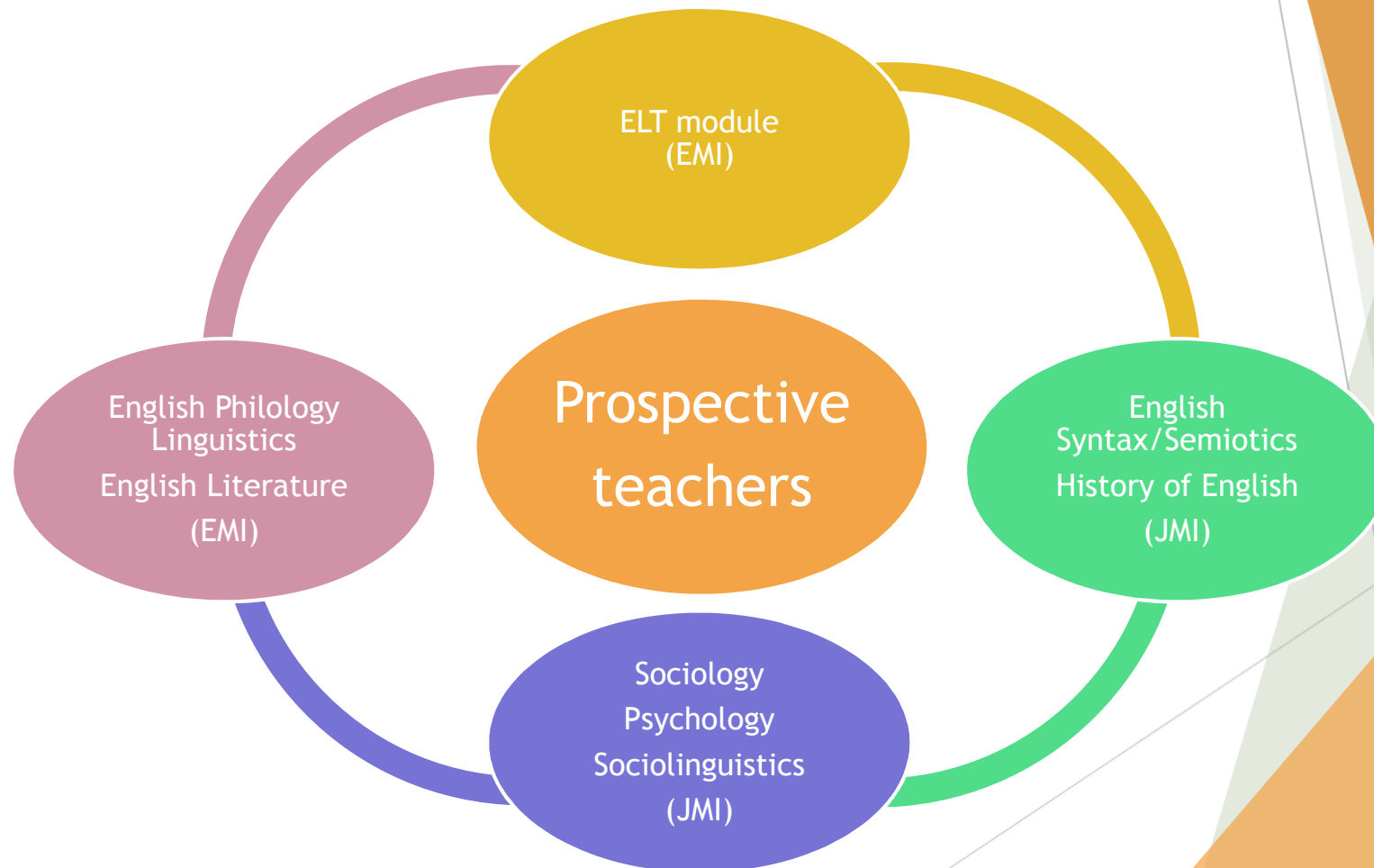
## Primary Education Degree students:

- Bilingual group Years 1 to 4
- English





# English-medium (EMI) and Japanese medium (JMI) subject at YCU







- ▶ The activities were filmed and documented in shared multimodal archives.
- ▶ They included videos of student performances, image files of art works, word documents and Power Points of Primary CLIL lesson plans and social media (Instagram posts).



UCM VIRTUAL CAMPUS

# Educational Psychology: First year students' posters

## “GENDER IN EDUCATION”: Bronfenbrenner’s Ecological Model and Media Literacy



TITTLE	Dear Disney...
DESCRIPTION	As Disney films are always trying to represent that princesses are weak and they need a prince to rescue them and make them happy, we wanted to transmit an opposite message. We wrote the slogan “be your own prince” to show society that girls and women do not need any prince to rescue them.

# Music: Second year students' musical compositions





# P.E.: Second year students' infographics on gender stereotypes



# Art Education: Third year students' PHOTOVOICE EXHIBITION



Listening through  
images

Making changes through  
images

Learning through  
images

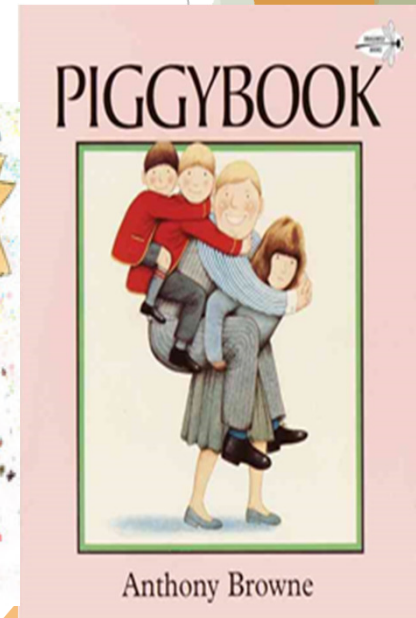
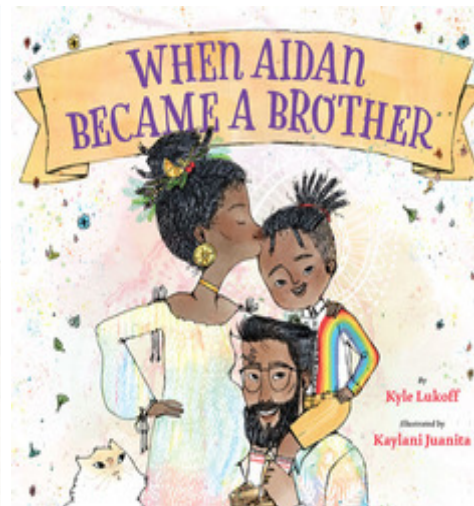
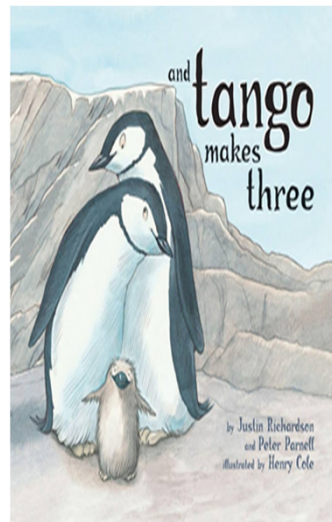
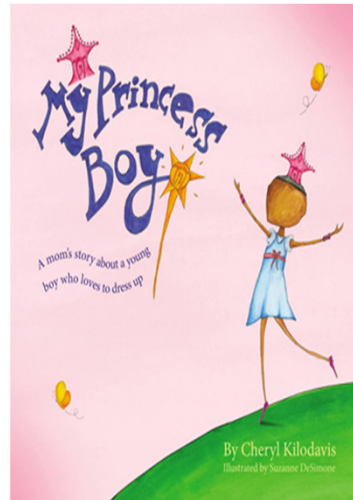
# Education for CLIL:

## Fouth year students' unit plans

- In groups, students designed a set of cross-curricular activities to develop social justice awareness in a CLIL class based on one of the picture books/readings mentioned in class.
- They included activities for different content areas and follow the CLIL lesson plan template that we have been using in class to ensure an effective integration of content and language



# Developing gender awareness in education through picture books



# CLIL Lesson Plan Template

(Custodio's lesson plan template in Harmer, 2012)

<b>LESSON PLAN: xxx</b>		
Subject:		Timing:
Level:		Aims:
<u>Teaching Objectives</u>		<u>Learning outcomes</u>
CONTENT		
<u>Teaching Objectives</u>		<u>Learning outcomes</u>
COGNITION		
COMMUNICATION		
Language of learning	Language for learning	Language through learning
CULTURE		



# Pearl Fairweather-Pirate Captain: Unit plan model

**Level: 4<sup>th</sup> Grade**

**Timing:** Five 1 hour sessions

**Aims:** Introduce Gender Equality, Respectful Relationships and Bullying Behaviors in Class

CONTENT	
<p><u>Teaching objectives</u></p> <ul style="list-style-type: none"> <li>✓ To introduce the concept of Gender Equality</li> <li>✓ To practice writing and speaking to a certain audience</li> </ul>	<p><u>Learning outcomes</u></p> <ul style="list-style-type: none"> <li>✓ Students will be able to understand how gender roles and violence affect others (Social and civic competence)</li> <li>✓ Students will learn how to reteach and create awareness of social issues (Social and civic competence)</li> </ul>
COGNITION	
<p><u>Teaching objectives</u></p> <ul style="list-style-type: none"> <li>✓ To provide students will opportunities for: <ul style="list-style-type: none"> <li>-discussing</li> <li>-defining</li> <li>-analysing</li> <li>- creating awareness posters</li> </ul> </li> </ul>	<p><u>Learning outcomes</u></p> <ul style="list-style-type: none"> <li>✓ Students will be able to <ul style="list-style-type: none"> <li>-predict story outcomes (Learning to learn competence)</li> <li>-understand new vocabulary (Linguistic competence)</li> <li>-apply new vocabulary in writing (Linguistic competence)</li> <li>-evaluate story and posters (Learning to learn competence)</li> </ul> </li> </ul>



(2017)  
by Jayneen  
Sanders

# The Project at YCU



- The English Language Teaching Module for undergraduate students
- Instruction is conducted in English

# YU Learn about Gender

The Essentialism (1980-90s)  
Women (Rapport) Talk  
Men (Report) Talk



What does it mean that  
gender is performative?

bt big  
think

big  
think



Performativity (2000s-)  
Judith Butler



## Theme: Gender in Education

“[G]ender is not a fact, the various acts of gender creates the idea of gender, and without those acts, there would be no gender at all. Gender is, thus, a construction that regularly conceals its genesis. The tacit collective agreement to perform, produce, and sustain discrete and polar genders as cultural fictions is obscured by the credibility of its own production”.

(Butler, 1988, p.522)

Butler J. (1988) Performative acts and gender constitution: An essay in phenomenology and feminist theory. *Theatre Journal* 40(4): 519-531.



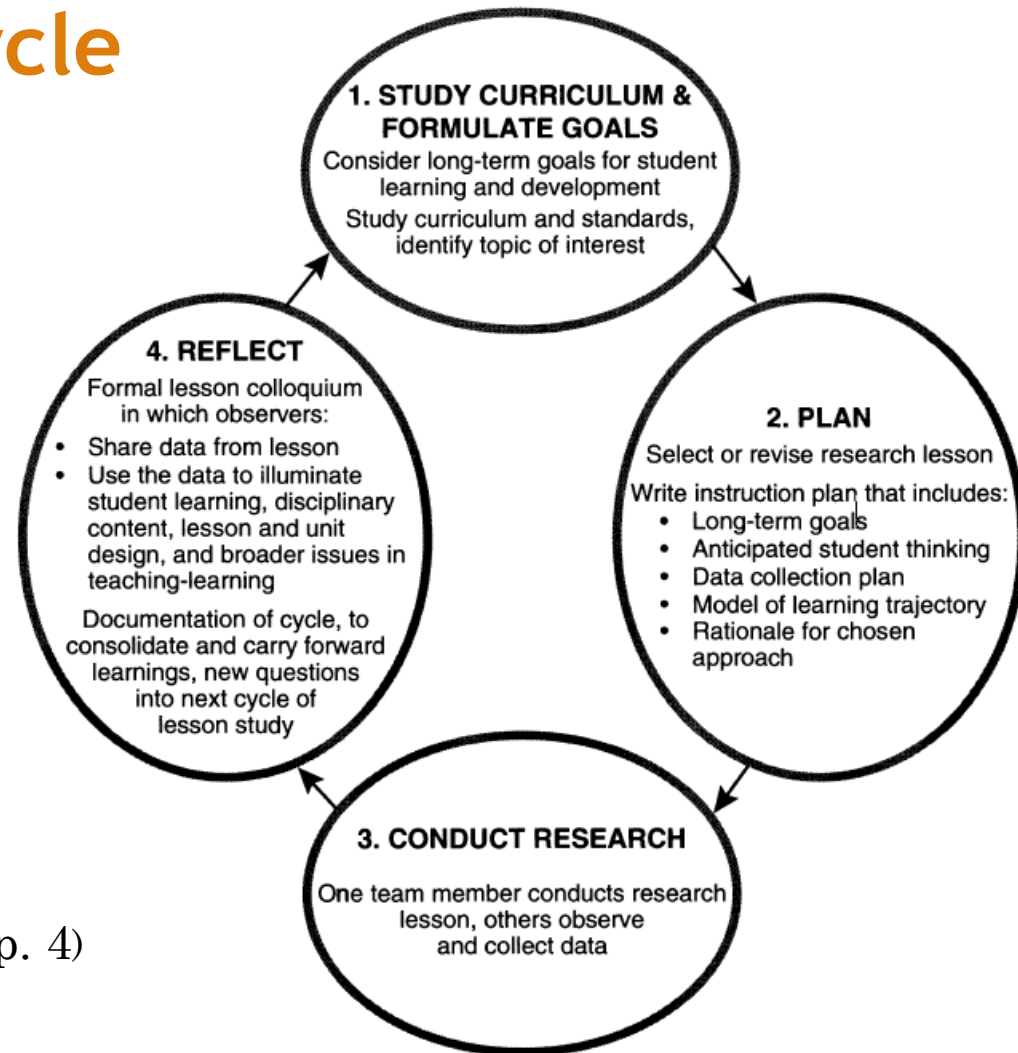
## Develop a Lesson Plan in Group

- Research Theme: Gender in Education
- The 4C Framework:  
Content, Communication,  
Cognition, Culture (Community)

(Coyle, Hood, & Marsh, 2010; Watanabe, Ikeda, & Izumi, 2011)

# Lesson Study Cycle

1. Study Curriculum & Formulate Goals
2. Plan
3. Conduct Research Lesson
4. Reflect

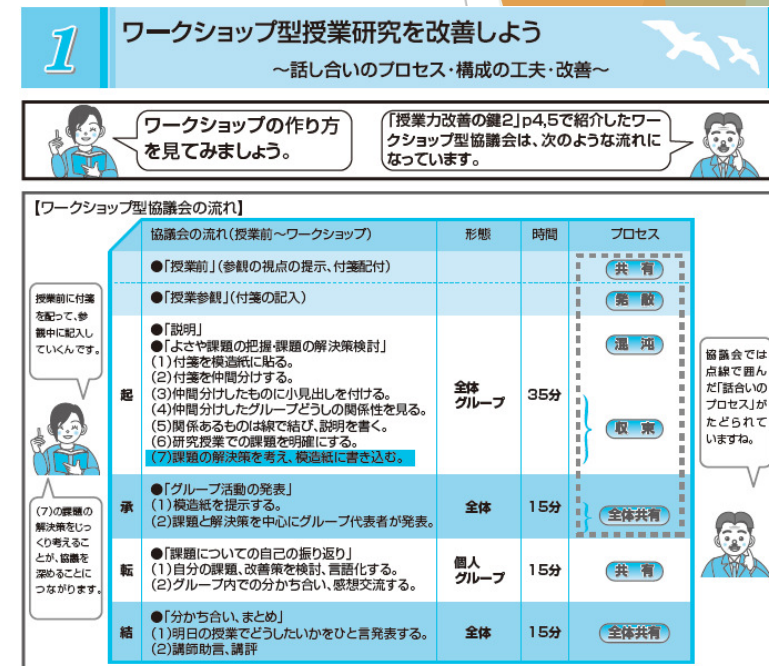


(Lewis, Perry, & Murata, 2006, p. 4)

# Workshop Lesson Study in Yokohama: A Key for Improving lesson skills 3 (2007)

Yokohama City Board of Education (2007) suggests a “workshop-style” lesson study.

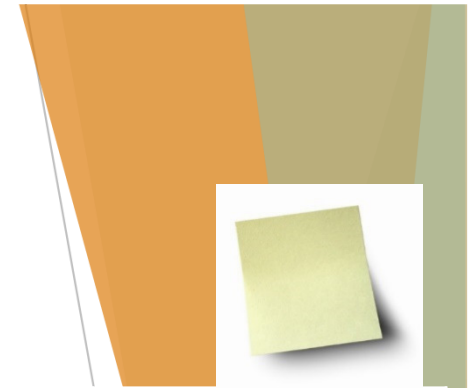
→ A framework for a reflective group discussion after a research lesson.



(Yokohama City Board of Education, 2007)



# The Workshop Lesson Study in Yokohama

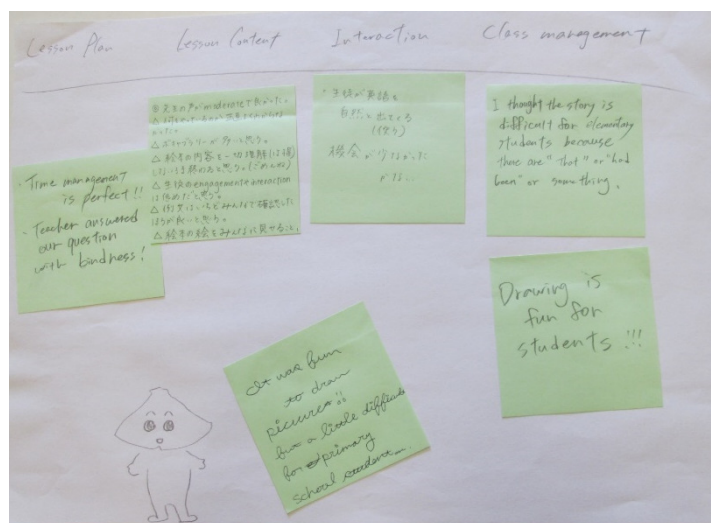


Stages	Activities	Grouping	Time	Process
	<b>Before Research Lesson:</b> Share the goals.	Whole		Share
	<b>During Research Lesson:</b> Write comments on sticky notes.	Individual		Notice
Introduction	<b>After Research Lesson: Workshop [Discussion]:</b> 1) Place sticker notes on the large paper. 2) Classify the comments. 3) Find the problems & solutions of the research lesson	Group	35 min	Classify Summary
Development	<b>Workshop [Group Presentation]:</b> Each Group presents the problem & solution.	Whole	15 min	Share in Whole
Turn	<b>Workshop [Self-Reflection]:</b> 1) Based on the research lesson, reflect your own teaching and write the problem & solution for your own teaching. 2) Share your reflections in group.	Individual/Group	15 min	Share in Group
Conclusion	<b>Workshop [Summary]:</b> 1) Individual teachers state one thing to implement tomorrow. 2) The coordinators summarise the workshop.	Whole	15 min	Share in Whole





# Individual Reflection



# Summary Presentation

English Language Teaching: Team Teaching Name: Shiori Ahe

Group	Lesson Plan	Lesson Content	Interaction	Class management	Comments
Primary School	- Good - 20min - 37min - no bad - VLO - Drawing presentation	- beginners level (not beginner, beginner) - Life and die	- Share the images and draw a picture together and do presentation - Task based - Focus on speaking skill and create something in English	- 4 in 4 groups - Teacher (master) - Powerpoint and 3 materials	It is very difficult to teach English for Primary Students. Because we cannot know their words list in their mind. The Reading section can be more interesting.
Junior High School	- Good - 40min - VLO - Martin Video Question	- 2nd Junior High 30min - Roles, discrimination	- CUL - Learn something through English	- 4 = 3 groups - Observer	The management was good. But sometimes, there was a carelessness point. So, if we can understand, perhaps there will be cannot understand. Read Question cannot understand.
High School	- Good: Fun - 50 min - no bad	- 8 After the class - Higher: The students - Watch Trade war	- Trade Game - Task based - CUL - Focus on speaking (4 skills)	- 4 in 4 groups - Observer - power point - crafts	A was very fine. The beginning of the class, it was very fast, and I cannot understand that theme. The theme settings were so big that is the point.

# Group Discussion



# Evaluation of the project

**Pre-Project  
questionnaire**

**Cross-curricular  
classroom activities**

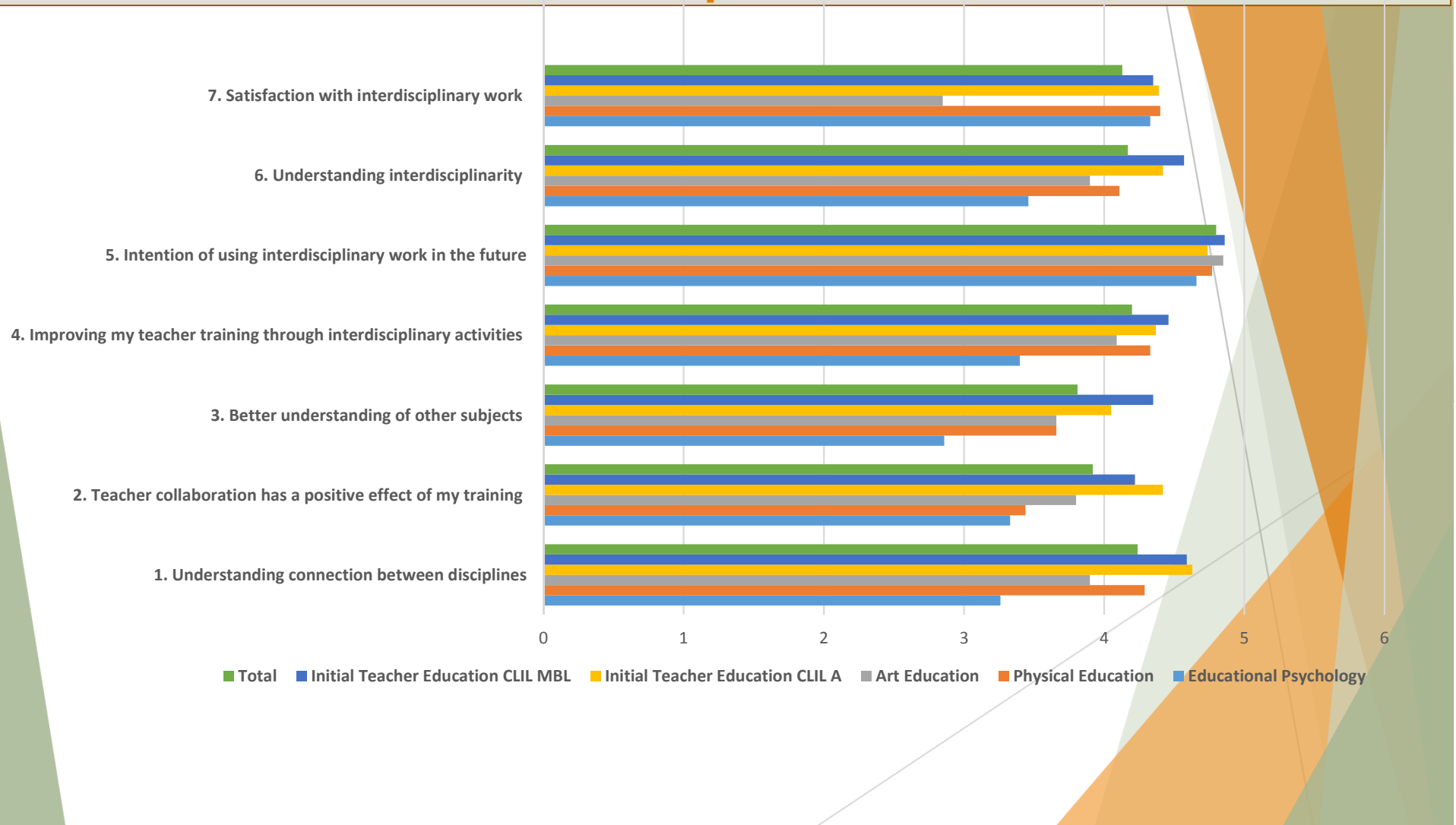
**Post-Project  
questionnaire**

A pre-test was administered to the students to find out what they knew about interdisciplinary teaching before implementing the cross-curricular classroom activities.

Then, a post-test followed once the activities had been carried out in the different groups.

Each item offered a five-point scale of response, from 1 (disagreement) to 5 (strong agreement).

# Spanish students' views on the impact of interdisciplinary teaching/learning in four disciplines



# Japanese students' views on the Project

## Q: What do you think about the collaborative teacher education programme with UCM?

### <Positive>

- ・ 国際的な課題などについて取り組めるし、常識（文化や習慣）にとらわれない授業構成を考えるためによいと思う。

It is good to consider global issues and to think about the lesson plan without being bound by the norm (our own culture and customs)

(J2018\_1)

- ・ 英語の授業自体が次から次へと変化しているのを実感した。

I feel that the English lessons have been changing.

(J2018\_2)

- ・ I think it is good idea [sic] to do that. It is because we don't know how other countries teacher organize the class.

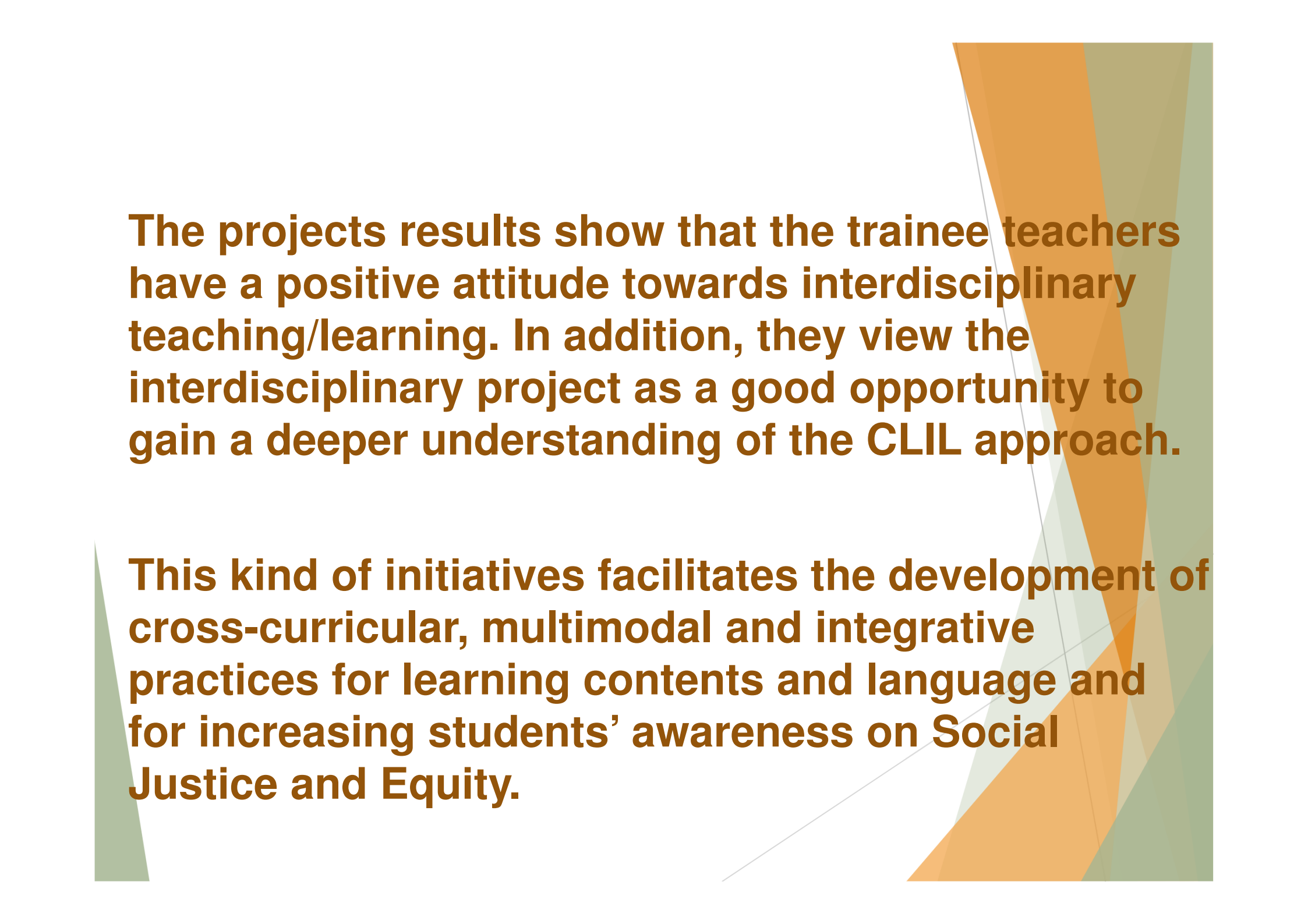
### <Negative>

(J2018\_10)

- ・ I agree with the program. But I think it is difficult for some students to participate in the program because some students aren't confident in English.


### **3. CONCLUDING REMARKS**

- **In this presentation, we have explored the nature of an international teacher collaboration project that has been implemented in two different sites: UCM (Spain) & YCU (Japan).**
- **This cross-curricular project aims at raising our students' awareness on culture and tolerance of people with diverse backgrounds and on gender equality.**
- **It also pursues to familiarize prospective teachers with multimodal and cross-curricular teaching resources that they collaboratively develop for CLIL lessons.**



**The projects results show that the trainee teachers have a positive attitude towards interdisciplinary teaching/learning. In addition, they view the interdisciplinary project as a good opportunity to gain a deeper understanding of the CLIL approach.**

**This kind of initiatives facilitates the development of cross-curricular, multimodal and integrative practices for learning contents and language and for increasing students' awareness on Social Justice and Equity.**



“Teaching approaches in different academic subjects can vary considerably, and much can be gained through staff engaging in interdisciplinary cooperation”

(Marsh, Pavón & Frigols, 2013, p. 26)



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ありがとうございます

Eskerrik asko

Gràcies

Graciñas

¡Gracias!

Thank you!