

Madrid. 20, 21 y 22 de octubre de 2017

SESIÓN DE DEBATE

ÁREAS Y ASIGNATURAS / AREAS AND SUBJECTS

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This session originated vibrant debate on the issue of areas and subjects being taught through CLIL, showcasing contrasting viewpoints, pinpointing potential problems, and signposting possible solutions for the future. The following **five main overarching threads** were touched upon:

1. Subjects and educational stages amenable to being taught through CLIL: Interesting points were made on this score. The consensus is that those subjects which seem to be particularly amenable to being taught through CLIL are *Music, Art, Physical Education, and Science* in Primary Education and *Ethics, Philosophy, Technology, and Mathematics* in Secondary Education. Other subjects which were traditionally considered to be adequate for CLIL teaching (such as *Biology/Geology or History/Geography*) have not proved to be as successful, according to some of the participants in the session. It also transpires that in Primary Education the task of teaching through CLIL is considerably easier, whereas difficulty appears to increase at Secondary level.

2. Integration and interdisciplinarity: It appears that one of the major reasons for this increased difficulty in upper educational stages accrues from the lack of integration and interdisciplinarity in the latter. A strong claim is made for the need to favor the integration of diverse subjects (which are pigeonholed to a greater extent in Secondary Education), to integrate BICS and CALP / HOTS and LOTS, to promote joint project work, and to provide a more fluid continuum and transcend barriers among subjects. The pivotal role of publishing houses in order to overcome this rift is discussed and underscored. The potential of the subject of literacy in this sense to link concepts and provide scaffolding is also highlighted.

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3. Coordination and roles of the diverse types of teachers: The paramount importance of coordination to achieve the afore-mentioned goals is also expounded on. The inherent difficulty in coordination due to time constraints is also repeatedly mentioned. Teachers' (especially language teachers') excessive workload is underscored. The diverse roles of language teachers, non-linguistic area teachers, and teaching assistants are also discussed. There are contradictory standpoints on whether the content teacher should also become involved in off-the-cuff language teaching and on whether language assistants should act as a support for content or language teachers. Both positions are endorsed by different participants. What remains incontrovertible and is consensually agreed upon is that the language teacher is crucial for the correct development of CLIL programs.

4. Student-centered methodologies: Another aspect which comes to the fore affects the need to continue attuning our methodology to a more student-centered, meaningful, and communicative paradigm. Project work should be capitalized on, there should be less reliance on the textbook, and an excessive focus on grammar and memorization should be overcome.

5. The importance of time and stocktaking: A final point which is discussed is the pivotal role of time and experience in fine-tuning and perfecting those areas or subjects taught through CLIL. Successive years of experience and stocktaking are crucial to determine what subjects can successfully be taught in bilingual programs and which are not as recommendable. The process of trial-and-error comes across as a valuable tool to help guide our decisions in this area.



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