

Learning08: Methodologies and Practices for Approaching Learning as a Social Phenomenon Inside and Outside of School

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CLIL across Contexts : A scaffolding framework for CLIL teacher education

This is a SOCRATES- COMENIUS 2.1 project for teacher education with 9 participant institutions from Luxembourg, Spain, the Netherlands, U.K., the Czech Republic and Italy. The University of Luxembourg is the coordinator of this project

The overall rationale of the project is the need felt in all the involved institutions to develop new approaches in teacher education promoting a better integration of both content and language learning, especially at secondary level.

The project started with classroom observation in various subject and language contexts and has led to the definition of a broad framework of competences which is flexible for teacher education modules in a variety of national and educational settings.

The main target groups of the project are teacher educators who using the tools with teacher students will help raise awareness of CLIL issues and enhance expertise in the broader school communities.

Activities include research and inquiries, the development of tools and documents and the testing of the expected outputs, such as a portfolio of professional growth and modules for CLIL teacher education.

The poster presentation will reflect the first stages of the project and some details of the proposed framework around 8 key areas. More trialling needs to be done and the response from the audience may allow further adaptations of the documents.