

TEACHER DEVELOPMENT IN CONTENT-BASED LANGUAGE TEACHING

DESARROLLO DOCENTE EN LA ENSEÑANZA DE IDIOMAS BASADA EN CONTENIDOS

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Abstract. Teacher development is the process to qualify teachers' abilities, competences, and knowledge in order to develop a pedagogical process into a specific approach. In other words, it helps teachers to be more proficient in language, didactic, pedagogy or in a specific subject area, based on the principles of an approach, in this case, Content-Based Language Teaching (henceforth CBLT). This review paper focuses on the process of teacher development into CBLT; it first presents a set of main categories or statements that offer a guide for a successful CBLT teacher development, reviewing important authors who present theories based on different research works that finally give specific annotations to take into account in this process. Then, it describes a list of teacher competences to implement CBLT, followed by a categorization of different strategies and process development to train teachers in regards to its implementation. Finally, there is a description of different teachers' perceptions about their experience as CBLT teachers.

Keywords: Content based language teaching (CBLT), language skills, language teaching training

Resumen: La capacitación docente es el proceso mediante el cual, los maestros cualifican habilidades, competencias y conocimientos con el fin de desarrollar un proceso pedagógico en un enfoque determinado. En otras palabras, ayuda a los maestros a alcanzar más dominio de un idioma, de la didáctica, de la pedagogía o en un área específica, basado en los principios de un enfoque, en este caso, el enfoque en enseñanza de la lengua basado en contenidos (CBLT). Este artículo de revisión se centra en el proceso de desarrollo de los maestros en CBLT. En primer lugar, se presenta un conjunto de categorías que ofrecen una guía para una capacitación exitosa dentro del CBLT, basándonos en teorías propuestas por autores importantes que llevaron a cabo diferentes investigaciones. Finalmente, se expone una descripción de las diferentes experiencias de los docentes dentro de CBLT.

Palabras claves: Enseñanza de lenguas basada en contenidos, competencias de la lengua, capacitación en la enseñanza de las lenguas

Introduction

A new educational trend has engaged teachers and researchers, who are involved in language teaching settings; such trend is focused on the teaching of content and language at the same time, called Content-Based Language Teaching (CBLT). This approach has adopted different names, e.g. Content-Based Instruction (CBI) known in America and Content Language Integrated Learning (CLIL) largely known in Europe; however, its main advocates (Coyle, Hood, & Marsh, 2010; Mehisto, Marsh, & Frigols, 2008; Richard & Rodgers, 2011; Nowak, 2009; Costa & D'Angelo, 2011) have common ideas and agree on its basic principles despite the differences in denomination or names designated geographically.

CBLT is an innovative approach that provides good learning and teaching profits, but at the same time demands certain conditions from people, contexts, materials and resources involved in it. The language and the content are considered in the same teaching process and some elements are provided in order to get better output and to complement each other. Coyle et al. (2010, p. II) stated that CBLT “is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language”. However, in order to implement this approach, it is important to familiarize and engage teachers with the different features this approach demands, considering that “the lack of trained language teachers in public schools, few materials, and constrained school structures made it very difficult for the policy mandates to prove to be successful” (Cano, 2015, p. 12).

Accordingly, the objective of this paper is to analyze the processes and strategies that are being used in teacher development in CBLT; for its effective implementation in bilingual contexts, based on the functional and interactional perspective on the nature of language described by Richards & Rodgers (2011, p. 143), stating that CBLT “seek to teach language in relation to the social contexts in which it is used”. These training processes must provide the participants with the necessary competences demanded by this approach. It is also necessary to consider teachers language proficiency, and content management.

Methodology

This paper examines the literature and research works that some authors have conducted about teacher development

in CBLT. In order to collect the information for this paper, it was necessary to explore some databases and journals such as Eric, TESOL journal, AccELerate, GIST, LACLIL, and Dialnet. They provided different documents, articles, books and research papers written in English, which present and explain important aspects about CBI and teacher development processes, including definitions, characteristics, categorizations, conclusions, among others. Forty documents were consulted and used to write this article, they were examined and analyzed with the purpose of obtaining the most important information about the topic. In addition, a questionnaire was used in order to identify teachers' perceptions about CBLT training.

What is Content Based Language Teaching?

Content-based language teaching is defined as an approach to integrate the teaching of content and a foreign language; it is largely used to refer to all educational procedures when integrating language and content learning. Marsh, Mehisto, Wolff, & Frigols-Martín (2011, p. 11) state it is a dual-focused educational approach in which an additional language is used for the learning and teaching of content and language with the objective of promoting both content and language mastery to pre-defined levels”. In the same way, Nowak (2011, p. 3) describes it as “[...] a pedagogical approach which has a dual (integrated) aim: learning of the subject matter (content) and learning of the(second/foreign/target) language used as the medium of instruction for the content”. Other authors describe CBLT as “an umbrella concept that contains a series of didactic methodologies which, starting from bilingualism and going up to the most recent language across the curriculum, connote the more or less immersive use of a foreign language to learn content” (Costa & D'Angelo, 2011, p. 6).

As those authors mention, CBLT is a didactic approach to teach language and content that can be used in different contexts, following certain principles and adapting to the groups' needs, environment situation and educational goals. In this way, the implementation CBLT is determined by a range of characteristics that have been discussed in different studies. Mehisto et al. (2008) defend the following features:

- Multiple focus
- Safe and enriching learning environment
- Authenticity
- Active learning
- Scaffolding
- Co-operation

All these characteristics describe a CBLT methodology. When talking about the first one, Mehisto et al. (2008) affirm that CBLT is defined as a multiple focus approach because it is based on the teaching of language through content and the content through language. Additionally, it could be developed in different subjects. The second characteristic refers to the importance of building student confidence to experiment using the language and the content. Concerning the authenticity, which is the third category, CBLT approach gives the possibility to access to authentic materials and environments; in the words of McDougald & Anderson (2015, p. 5) this methodology provides, “innovative methods, forms of interaction, and assessment procedures, and learning objectives-to engage students in active learning through cognitively challenging tasks and authentic, relevant materials”.

The fourth defining characteristic is about promoting real experience providing students with current materials, media and connection with other speakers. To achieve this goal, it is necessary to promote characteristic number five, the one about scaffolding. Such characteristic refers to “challenging students to take another step forward and not just coast in comfort” Mehisto et al. (2008, p. 1). Finally, the last characteristic promotes cooperation between CBLT teachers and not CBLT teachers, involving parents, local community and employers.

Teachers' Competences in CBLT

Becoming a successful CBLT teacher demands the development of some competences that are essential in CBLT lessons and are necessary to be ready to face the demands of different educational contexts. As Curtis (2012, p. 10) says, “greater awareness of the fundamental aspects of CLIL, especially CLIL in a Colombian context, should also grow”. This process of professional development is not easy; it is a hard work that should be carefully implemented. In words of Echevarría, Short, & Vogt (2008).

“Professional development is a hot topic (...) there is growing awareness that teacher preparation is a process; one doesn't “become a teacher” after completing a certain number of teacher education (or pre-service) courses. In order to remain current on educational topics and issues, to hone skills learned in teacher education courses, to stay informed, and to learn new skills and practices, ongoing professional development (or in-service education) is part of comprehensive teacher preparation” (p. 11).

To present those categories, The Sheltered Instruction Observation Protocol (SIOP) was taken into consideration. Because, it gives a guidance for the whole process of teacher development in CBLT models, and as Morales (2011 p. 15) stated, “SIOP allows teachers to combine language, cognition, and academic development”. The SIOP is a pedagogical model that “was developed to provide teachers with a well-articulated, practical model of sheltered instruction. The intention of the model is to facilitate high-quality instruction for English learners in the content areas” (Echevarría, 2008 p. VI). This model provides eight components and a description of thirty features of the SIOP Model (Echevarría et al. 2008), which will be described considering different authors' ideas.

Preparation

This step that is related to the process of studying and organizing the lessons, thus Echevarría et al. (2008) state that “teachers plan their lesson carefully, including attention to language and content objectives, appropriate content concepts, the use of supplemental materials, adaptation of content, and meaningful activities” (p.7). Related to the same category, Bertaux, Coonan, Frigols, & Mehisto (2010) proposed a framework for developing different ways of CBLT programs or trainings. They also refer to the competences that are relevant in CBLT implementation and proposed some such as:

- Merging content, language and learning skills into an integrated approach
- Lesson planning
- Designing a course
- Applying SLA knowledge in lesson preparation
- Translating plans into action

Richards (2011) also proposed a competence called “Teaching skills”, this competence is related to the capacity of teachers to carry out the lesson, and the ability to learn key strategies or tips that are necessary to develop a lesson and manage a classroom, which includes routines and procedures such as:

1. Opening the lesson.
2. Introducing and explaining tasks.
3. Setting up learning arrangements.
4. Checking students' understanding.
5. Guiding student practice.
6. Monitoring students' language use.
7. Making transitions from one task to another.
8. Ending the lesson.

Building Background

This category of the SIOP protocol shows the importance of previous knowledge in CBLT. The abilities, capacities and content that students already have represented foundation for new achievements. According to Echevarria (2008) “teacher makes explicit links to their students' background experiences and knowledge and past learning, teaching and emphasizing key vocabulary” (p.7). Furthermore, this category refers to a cultural aspect that is part of students' background and influences all the learning process.

Richards (2011) proposes a set of competences that teachers should have; one of them is related to the cultural and contextual aspects, called, contextual knowledge. This competence refers to the knowledge and abilities that a teacher has to develop when facing different sociocultural contexts. It means that learners might be children, teenagers, adults, and they can differ in other variables like the economic status, educational level, background, etc. Additionally, the teacher has to be ready to face the school cultural environment, the pedagogical practices, values and norms, that they develop; and the most important thing, the way in which they understand language teaching. That is why we find out that some authors outstand the importance of taking into account some notions such as the school's context, the culture and the effective learning. For example, Bertaux et al. 2010 propose the following features:

- Promoting cultural awareness & interculturality
- Linking the CLIL programme with school ethos
- Taking into account the affective side of learning

Comprehensible input

It refers to all the actions that CBLT teachers need to put into practice to get good performance from their students, and the actions that a teacher applies to facilitate the students' comprehension. “Teachers use a variety of techniques to make instruction understandable, including speech appropriate to students' English proficiency; clear academic tasks and modeling, the use of visuals, hands on activities, demonstrations, gestures, and body language” (Echevarría, et al. 2008, p.7). To make input useful and comprehensible to students, it is important to see the relation between the tools, media or elements that we have to do it successfully, considering that “in CLIL contexts, learners may also have to be explicitly and carefully

introduced to specialised terms, and more importantly to terms that are in use in informal settings” (Sammons et al.,2014, p. 21).

This competence also claims that CBLT demands the use of specific learning resources and environments, that should support the learning process. It should be balanced and integrative, including the elements that improve scaffolding and other educational methodologies which give students security in the use of the content, and let them experiment with the language. There are some important actions that a CBLT teacher should take into account, Bertaux et al. (2010) describe the following:

- Adopting an approach to CLIL
- Adapting CLIL to the local context
- Integrating CLIL to the curriculum
- Using the language of teaching
- Using the language of learning activities

An important point immersed in the competence to provide comprehensible input, is related to the content and language management that a CBLT teacher must supply. Taking into account that the role of the teacher demands more than just being a user of the language; teachers should use the language to teaching purposes; “teachers will need to be able to make both language and subject-area content information accessible to students. To do so, they will need to be able to comprehend, explain, and model academic discourse patterns and vocabulary usage” (Horn, 2011, p. 4).

A CBLT session involves both competences, language and content, and demands to students' skills and proficiency in both. “Successful content learning is particularly dependent on language: enhanced language learning is dependent on content learning” (Marsh, et al. 2011. p. 18). This competence is focused on identifying the appropriate content and language that facilitate both learning process. According to that Bertaux et al. (2010) recommend:

- Using Basic Interpersonal Communication Skills
- Using Cognitive Academic Language Proficiency
- Using the language of classroom management
- Knowing second language attainment levels
- Applying SLA knowledge in the classroom

In the same way, Richards (2011) proposes some important factors to provide comprehensible input. He

called it, The language proficiency factor. This competence asks about the importance of the language proficiency that a teacher has to develop to be able to teach it effectively and how the teacher is able to use the language to interact with other aspects of the teaching process. Proficiency is described as the capacity to well perform the following actions (Richards, 2011, p. 3):

- To comprehend texts accurately
- To provide good language models
- To maintain use of the target language in the classroom
- To maintain fluent use of the target language
- To give explanations and instructions in the target language
- To provide examples of words and grammatical structures and give accurate explanations (e.g., of vocabulary and language points)
- To use appropriate classroom language
- To select target-language resources (e.g., newspapers, magazines, the Internet)
- To monitor his or her own speech and writing for accuracy
- To give correct feedback on learner language
- To provide input at an appropriate level of difficulty
- To provide language-enrichment experiences for learners.

On the other hand, related to the content, Richards (2011) states: “content knowledge refers to what teachers need to know about what they teach (including what they know about language teaching itself), and constitutes knowledge that would not be shared by teachers of other subject areas” (p. 5). It is possible to state two different kinds of knowledge, the first one called “disciplinary knowledge” refers to the content that is part of a specific field or subject and is essential to obtain the membership of the profession, it is usually acquired through a specific training process. The second one, Pedagogical knowledge refers to “knowledge that provides a basis for language teaching” (Richards, 2011, p. 6). This is mainly integrated by the study of language teaching and language learning and all the aspects concerning to that. In this way, a CBLT teacher should be able to do the following (Richards, 2011, p.6):

1. Understand learners' needs
2. Diagnose learners' learning problems
3. Plan suitable instructional goals for lessons

4. Select and design learning tasks
5. Evaluate students' learning
6. Design and adapt tests
7. Evaluate and choose published materials
8. Adapt commercial materials
9. Make use of authentic materials
10. Make appropriate use of technology
11. Evaluate their own lessons

Strategies

In the process of learning a second or a foreign language and, at the same time, contents students also need that the teacher provides meaningful opportunities to learn, using different materials, helping students with their challenges, etc. As Echevarría, (2008, p.7) says “teachers provide students with instruction and practice with a variety of learning strategies, scaffolding their teaching with techniques such as think-aloud, and they promote higher-order thinking through a variety of question types and levels”. CLIL teachers should be guides to students in the way to learn, give them the tools to learn by themselves, build autonomy, critical thinking and creativity. “Learners would not remain passive. Learners were expected to participate in the lesson actively, as their contributions and prior knowledge would help co-construct the lessons” Banegas (2015, p. 123).

Related to this category, making emphasis on the necessary strategies for classroom management, Marsh, et al. (2011) propose a competence called Classroom management. This competence refers to the specific knowledge and abilities about classroom dynamic that a CBLT teacher needs to facilitate and integrate to learning of content and language and help students to improve their own learning “to use diverse classroom set-ups to promote student communication, cooperative learning and leadership”. (Marsh, et al. 2011, p. 25). Teachers have to be able to support students learning process and scaffold them, “promoting the use of hands-on materials/realia that provide a real-world context and are essential for language learning” Gomez-Zwiep & Straits (2010, p. 5).

Marsh, et al. (2011, p. 20) proposed, a competence called, Methodology and assessment “to constructively give, receive and use teacher and peer assessment/feedback” This competence involves the following set of actions:

- Building learner capacity

- Co-operating with colleagues
- Deploying strategies
- Building direction and focus
- Building safe and meaningful learning experiences
- Assessing

Interaction

This competence promotes socialization and communication opportunities, based on the fact that the language is a sociocultural creation, and students need to interact with others, have meaningful experiences and receive clear instructions and support. “Teachers provide students with frequent opportunities for interaction and discussion, group students to support the content and language objectives, provide sufficient wait time for students responses, and appropriately clarify concepts in the student's 'first language, if possible and necessary” (Echevarria, 2008, p. VII).

Taking that into account, Bertaux et al. (2010) focus on these two competences as important categories in CBLT teacher development: Working with others to enhance student learning and building constructive relationships with students. Richards (2011, p. 16) stated as one of the main competence for language teachers, the one, called, Learner-focused teaching, it promotes that “the goal of teaching is to facilitate student learning”. For language teachers it is an important item that gives the opportunities and resources to get an effective learning and create interactive environment for CBLT students. These are the characteristics that this competence represents Richards (2011, p. 16):

1. The degree of engagement learners has with the lesson.
2. The extent to which learners' responses shape the lesson.
3. The quantity of student participation and interaction that occurs.
4. The learning outcomes the lesson produced.
5. The ability to present subject matter from a learner's perspective.
6. The teacher's ability to reshape the lesson based on learner feedback.
7. The extent to which the lesson reflects learners' needs and preferences.
8. The degree to which the lesson connects with the learner's life experiences.
9. The manner in which the teacher responds to learner's difficulties.

In sum, a successful teacher is not just the one who manages content and language with proficiency, it depends also on the social relation, confidence, and acceptance by the group of students, as Björklund (2013) claims that “it is necessary to see the teacher as an effective user of different learning environments in- and outside school. The teacher is expected to act in such a way that the school atmosphere enhances students' enterprising initiatives” (p.123).

Practice and application

To get high proficiency levels and good content management, CBLT teachers have to supply students with the materials, resources, time or what they need to manipulate, experiment, to assimilate the process. Echevarria, et al. stated this competence as essential in SIOP, arguing that, “teachers provide hands - on materials and/ or manipulatives and include activities for students to apply their content and language knowledge through all language skills (reading, writing, listening, speaking)” (2008, p. VII). In this category Richards (2011) proposed a competence named Pedagogical reasoning skills, this one stated that a language teacher must face different activities that involve organize, plan, asses, etc. They have to test their “mental live”, check their beliefs, thoughts and thinking process in order to enhance their pedagogical work. These are some examples of pedagogical reasoning that exemplify the topic.

1. Analyze potential lesson content (e.g., a piece of realia, as in the preceding example, a text, an advertisement, a poem, a photo, etc.)
2. Identify ways in which it could be used as a teaching resource.
3. Identify specific linguistic goals (e.g., in the area of speaking, vocabulary, reading, writing, etc.) that could be developed for the chosen content.
4. Anticipate any problems that might occur and ways of resolving them.
5. Make appropriate decisions about time, sequencing and grouping arrangements.

In words of Shulman (1987, p. 20) this ability implies “turns the subject matter of instruction into forms that are pedagogically powerful”. It means offer to students a “vehicle” to learn and access to the knowledge easily. This category also demands to do a reflective process to carry the theories to real actions defined by Richards as “Theorizing from practice”, and says that:

“Theorizing from practice involves reflecting on our practices in order to better understand the nature of language teaching and learning and to arrive at explanations or hypotheses about them. The information we make use of is the experience of teaching, observations of how our learners learn or fail to learn, and our reflections on things that happen during our lessons” (2011, p. 22).

In this way, it is clear that a CBLT development process has to take into account the importance to transport the theoretical reflections to the practice. In addition, as Lancaster (2016, p. 164) claims, “incite positive development in the autonomous community as regards foreign language learning”.

Lesson delivery

This category focuses on the lesson's development, showing that CBLT teachers should plan lessons based on the characteristics of content and the language that students are learning, “more specifically, plan and organize lessons in such a way as to keep take into account the linguistic and cognitive demands that the different activities carried out in the L2 require”. Pavesi et al. (2001, p. 101). The SIOP protocol, proposed by Echevarria (2011) says that, “teachers implement lessons that clearly support content and language objectives with appropriate pacing, while students are engaged 90 to 100 percent of the instructional period” (p. VII). Bertaux et al. (2010) suggest for successful teacher development programs, to focus on making the learning process efficient. That is similar to what Echevarria says, because it refers to all the actions and processes that work to improve the learning process in CBLT in all of its components.

Review and assessment

To check the effectiveness of the process in CBLT lessons, the teachers have to develop a process to evaluate their own role, the materials, the students and the lessons; it is a key step of the teaching process. “Teachers provide a comprehensive review of key vocabulary, and concepts, regularly give specific, academic feedback to students; and assess students comprehension and learning throughout the lesson”. Echevarria (2008, p. 7).

In the same way, Bertaux et al. (2010, p. 8), recommend to the review and assessment process, having knowledge and awareness of cognition and metacognition in the CLIL environment and knowing about and applying assessment and evaluation procedures and tools. In the same way, following Richards (2011) is possible to state that

implementing research and evaluation in the development of CBLT provides an active model for students using the research and evaluation as powerful tools to dynamize and improve the process of learning content and language.

CBLT fundamentals

Beyond the set of essential competences, it is important to stand out that the knowledge and management of CBLT fundamentals is a competence that the teacher must acquire and develop to implement successful CBLT lessons. It demands teachers to understand and know the principles features of CBLT, and to be able to link with the correct methodology in education. Which is a hard work given that teachers' background, beliefs and opinions, generate a different view of the CBLT methodology, “teachers of different background, experience and subject matter carried distinctive characteristics and they would be reflected in the way they think and act.

Clearly, the results showed that both teachers differed in their understanding of the teaching of CBI pedagogy”. Albakri et al. (2012, p. 6) Moreover, to be a CBLT teacher demands an inclusive teaching perspective and try to develop relationships with students and other important parts. In words of Marsh (2011) “to describe core features of the CLIL approach (definition, models, planned outcomes, methodology, driving principles...” and “to describe strategies for integrating CLIL and existing school ethos” (p. 18).

Teacher development in CBLT

In the process of qualifying teachers in order to implement successful CBLT lessons, different bilingual institutions have been developing a variety of strategies trying to prepare teachers in CBLT methodology, between a quality process that as McDougald (2014, p. IV) says, “not only by facilitating access to and understanding of what CLIL is but also by empowering them to apply it effectively”. Taking into account, the principles and competences presented above. McDougald (2016) says “CLIL teacher profile is quite different than what we are perhaps accustomed to, requiring more collaboration, teamwork, and comprehension” (p. 262). It means that there are many factors to analyze and check teachers' preparation in the process of CBLT implementation “in order to help themselves, their students, and their colleagues to provide critically important solutions to the challenges they face” (Hansen & Casey, 2010, p. 9).

Given that in most cases, as stated by Eyjólfsdóttir (2011, p.10) “language teachers often lack knowledge in a

particular subject, and subject teachers might not have any background in teaching a foreign language”. This characterization must improve strategies for preparation in both cases. In sum, there are a lot of items to consider Casteel & Ballantyn (2010, p. 6) suggest a set of core principles including: “Build on foundation of skills, knowledge, and expertise, engage participants as learners, provide practice, feedback, and follow-up, measure changes in teacher knowledge and skills and measure changes in student performance”. Based on this principles and procedures, around the world different teacher development programs have been developed, such as projects, strategies, courses; in order to provide them with the necessary tools for good teaching practices. Therefore, it is important to review the different procedures and strategies implemented around the world.

Programs based on the SIOP Model.

There is a description of the implementation and professional development based on SIOP model in the United States (US). Describing the experience of certain educators in the US who are working in the process of learning and applying CBLT classes according to the SIOP model. Three types of models emerged across the different districts they are:

1. A district representative or team attended a SIOP institute, then returned to the district and carried out a professional development program.
2. A district representative or team attended a SIOP institute, returned to the district, and developed a plan for sending the rest of the staff to SIOP institutes or contracted with SIOP National Faculty to provide staff training.
3. An individual or group began a book study of *Making Content Comprehensible for English Learners: The SIOP Model* and began learning and practicing the components of the SIOP Model”. (Echevarría et al. 2008, page. 44)

The following are two samples of contexts in which teachers were trained in CBLT through the SIOP Model. The first one is *Kansas City, Missouri*. In this Midwestern, urban district teachers were trained in the SIOP Model, in 2002. Alicia Miguel, the director of languages services, took the training on SIOP Institute, and then she took the training back to her district. She started to work with a specific school: Gladstone Elementary; she went to the school twice a week and met with support teachers such as art, music and PE teachers, organized in seven groups each week. Each grade - level team met with Alicia, once

per week and work about one of the SIOP component per month. The eight components were studied in the first year. The second year was focused on implementation, the instructional coach, Charlotte Daniel, met with the teacher's team once per week, working on lesson plans. Based on that work, Alicia checked with the teachers if the lessons plans showed the SIOP components, they also used video clips of the lesson to discuss and improve the process.

Another sample is *Lela Alston Elementary School, Phoenix, Arizona*; in the first year of this school, a team of seven people attended a SIOP institute in Long Beach California. At the end of the training the staff started to reproduce with other teachers, the methodology learned. The process of training took place during (2002-2003 and 2004). The staff met for four hours after children were released. During the training, the staff introduced each component of the SIOP protocol, watched SIOP videos, and shared experiences. This process took two years. After that the coaches continuing providing guidance and feedback in lesson preparations, using video clips to review each moment of the lesson presentation. (Echevarria, 2008, p.25)

CAM bilingual project. University of Alcala, Madrid

This training project for teachers has emerged as a necessary action to improve skills and capacities in secondary teachers in public universities in Madrid. It starts in 2009 with six universities. “In relation to the regional administration's initiatives taken in making sure that future CLIL teachers in secondary education develop appropriate competence in the English language”. (Olivares & Pena, 2013, p. 28). The courses took 48 contact hours and 52 hours of extra activities, courses were taught entirely in English and focused just on training linguistically to teachers. In the last week of the courses, a satisfaction survey was applied and the teachers who have successfully finished the courses received a certificated.

ECLILT Project (e-based Content and Language Integrated Learning Training)

It was a course training funded by the US and developed in different countries such as Italy, Slovakia, Australia, France and UK, with the aim to improve teachers' skill in CBLT. Hunt (2011, p.30), describe the principles goals of the Project as:

1. “Create a blended, transnational model training course (online and face-to-face) for CLIL teacher

trainers and pre-service and in-service secondary school subject. Teachers in CLIL adaptable to different countries, consisting of 120 hours (30 contact hours and an on-line component of 90 hours)

2. Provide a course guidebook with sample material in the eight target languages.
3. Create a CD-ROM with simulations of the way the learning platform's functionality and content have been exploited, together with extensive samples of the course material and peer exchanges”

This investigation programme was focused on determining the principles changes that teachers make when planning lessons, the use of resources and methodology to support the CBLT approach, the influence of the CBLT training on students' performance and in teachers view of teaching (Hunt, 2011). One of the most important programmers applied, as Hillyard (2011) cites, was developed in United Kingdom (UK) with the aim to improve CBLT practices in schools through the design and development of a training input for modern foreign language trainees in a period of 4 years, obtaining meaningful results in this first experience adapting CBLT approach.

Modules

The University of Warwick in partnership with Ipoh (Malaysia) developed a programme to qualify teachers in CBLT, between The Center for applied Linguistics (CAL) at Warwick University. The programme consisted of a first stage of studies in different areas of degree in Malaysia, and three years course at CAL (center for applied Linguistics). In the second year of study, the learners attended a course called: content in the language classroom (CLILC). This module focused on improving the use of content in the language classroom to promote language learning. The objective of the module was “to help trainees gain an awareness of the potential value of the CLIL approach for English language teaching in general, as well as for their own future and specific teaching contexts back in Malaysia” (Banegas, 2012, p. 49).

The module was divided into two terms. Term 1 was deeply focus on theory and practice about CBLT, including CBLT definitions, context, challenges, curricular models, approaches for content selection etc. On the other hand, Term 2 was focus on deploy skills in teaching, didactic lessons, provide materials such as

literature, fiction, like: Challenges in CLIL, materials, assessment, the use of poetry, short stories, novels and plays. Banegas, 2012

Teachers' perceptions about CBLT training processes

With the purpose to know the opinions and perception of some teachers in different bilingual schools in Cartagena that started to use CBLT methodology and have participated in some training process, it was applied a questionnaire based on the format presented by Strotmann et al. (2014, p.17), to a group of bilingual teachers from different schools in Cartagena - Colombia. The questionnaire consists of 22 questions divided into 6 categories:

- Biographical/ teacher profile.
- Student profile.
- Content assessment, classroom management and preparation.
- Language use.
- Teacher motivation.
- Training and support.

The information collected through the questionnaire was analyzed and systematized in graphics to facilitate the interpretation and to find similarities and differences between the teachers' perceptions. Finally, the instrument shows that the majority of the teachers have a B2 level of English proficiency according to the European framework, and they are people with approximately 4 to 8 years of experience as bilingual teachers. The great majority of the teachers expressed to have received training in relation to the management of academic English, a small percent has participated in CBLT training and other part of the teachers expressed they do not have any experience in training process. A big part of the training process took about 3 to 7 days, following 1 month per process in a format that involved online materials, meetings and workshops.

At the end of the training process, a half of the teachers expressed high satisfaction with the achievement and learning acquired, and the other part expressed low satisfaction with the process. Moreover, the teachers evidenced the desire to access and participate in trainings related to CBLT methodology and in academic English, because they consider these two aspects are important in their pedagogical practice and feel the necessity to continue improving their skills and management of the methodology.

Finally, they mention it is necessary the supervision of an expert in CBLT to help them to prepare lesson plans, activities, materials, analyze the classes and among others. They stated that it is not enough a training of a few days or sporadic sessions during the year, to get quality and advances in the implementation of CBLT. They said it is indispensable a confident process of supporting and review.

Conclusion

In conclusion, CBLT teacher development is clearly a complex process, it demands a serie of material and human conditions that are not easy to get. In addition, to have a big impact in CBLT implementation, it is a mandatory step to achieve quality and good performance in the application of the methodology and to provide teachers with the opportunity to improve their skills and help their students. "Teachers can become active agents of change in this regard and work towards the development of CLIL materials". Banegas (2016, p. 32). Schools, governments, universities or any institution that are in the process of implementation of a CBLT methodology have to provide training to their teachers in order to achieve enough preparation in the management of this approach. It demands to the educational institutions to provide the time, resources, materials, tutorials and guidance to teachers to get an adequate balance between the language and the content in the development of a CBLT approach. There is a variety of strategies and procedures to develop a training process, and there are programmers, courses, online tutorials, workshops, instructive modules etc. All of them with the purpose to prepare teachers to generate real CBLT contexts.

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