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PRESENTING THE OSCE POSITION PAPER: THE WHAT'S, WHY'S, HOW'S, AND WHERE'S



CLIL CONNECT CONFERENCE
LEUVEN, NOVEMBER 21-22, 2024



RESEARCH &
EXPERTISE



OSCE POSITION PAPER



Co-funded by
the European Union



INTRODUCTION

WHY?

HOW?

WHAT?

WHERE?

INTRODUCTION

EXPERTS

PRACTITIONERS



SPAIN



ESTONIA

ONE CLIL EUROPE

(KA220-SCH-05539825)

01/01/2023-31/12/2025

POLICY-MAKERS

RESEARCHERS

INTRODUCTION

WHY?

HOW?

WHAT?

WHERE?

INTRODUCTION

INTRODUCTION

THE NEED FOR A
POSITION PAPER?

HAS IT BEEN
DRAWN UP?

DOES IT
LOOK LIKE?

ARE WE HEADED
IN THE FUTURE?

*BACKDROP AND
JUSTIFICATION*

*DOUBLE-FOLD
VALIDATION
PROCESS*

*STRUCTURE AND
CONTENTS*

*CHALLENGES
BEST PRACTICES
SUCCESS FACTORS
WAYS FORWARD*

MISCONCEPTIONS



EMPIRICAL EVIDENCE



TAKE-AWAYS / **WAYS
FORWARD**



QUESTION 1:
WHY the need for a
Position Paper on CLIL?

BACKDROP AND JUSTIFICATION

“... my understanding of the current situation is that it is **an unstoppable train**. Better therefore that we do everything we can to keep it on the rails and **allow its passengers to reach their destination safely** than to try to block its progress.”

(Macaro, 2015: 7)

Expon
and be
with it



'La Chapuza del Bilingüismo', una visión crítica del Programa Bilingüe de

La plaza del bilingüismo

Más

DOLORS



Para Se

El do
causa
explic
docu

"Yo se
super
pasab
denu

De es
repre

"Hay dos puntos fundamentales c
troncales se impartan en inglés, y
profundizar y el alumno hace uso

menos contenidos

- Más para unos pocos
- Tremenda segregación

escuela

ellos saben.

scandaloso y
o país, se va
ción de facto que
privado reciba
na de estudios
ntagio sea ya

mas que se imparte
nalmente

España, apenas han aprendido idiomas aquellos que
usar amplias temporadas en el extranjero; primero, a

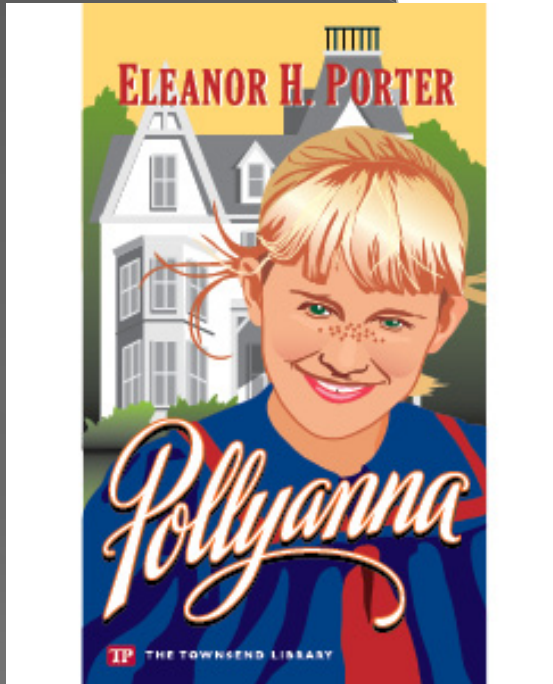
BACKDROP AND JUSTIFICATION

CLIL
IMPLEMENTATION,
RESEARCH, AND
DIVERSITY-SENSITIVE
BILINGUAL
EDUCATION

**SPAIN IS
DIFFERENT**

**THE DUNNING-
KRUGER EFFECT**

BA



“FACTFULNESS”

(Rosling, 2018)

www.icberg.org

INTRODUCTION

WHERE?



Who We Are ▾ Activities ▾ Resources ▾ Announcements



ICBERG

International & Comparative Bi/multilingual Education Research Group





QUESTION 2:

HOW has it been drawn up?

THE VALIDATION PROCESS



ASSOCIATED SCHOOLS / PARTNERS INFORMATION

School/Institution

- Country:
 - Belgium
 - Netherlands
 - Spain
 - Estonia
 - France
- Name of school/partner: _____
- Exact location of school/institution: _____
- Type of school:
 - State
 - Municipal
 - Private
 - Semi-private
 - Not applicable
- Description of location of the school/institution:
 - Rural area
 - Urban area
- Type of school/institution:
 - Higher Education Institution
 - Primary School
 - Secondary School
 - University
 - Other
- Age range of students at your school/institution: From ____ to ____

Questionnaire respondent

- Age: _____
- Mother tongue: _____
- Foreign/second language(s) you speak:
Please, mark with an X the level in the corresponding language(s):

Language	A1	A2	B1	B2	C1	C2
English						
French						
German						
Russian						
Spanish						
Other:						



CRONBACH ALPHA:

0.942

(Likert scale: 1: Not at all; 2: Moderately; 3: Considerably; 4: Extensively)

Plausibility of the position paper				
1. The position paper presents genuine controversy and uncertainty.	1	2	3	4
2. The position paper shows different positions.	1	2	3	4
3. The position paper is worth reading.	1	2	3	4
4. The position paper is delimited enough to be manageable.	1	2	3	4
Clarity of the position paper				
5. The position paper is easy for schools to understand as far as the framework is concerned.	1	2	3	4
6. The position paper is easy for schools to understand as far as the language is concerned.	1	2	3	4
7. The position paper shows schools what 'One Stop CLIL Europe' (OSCE) stands for and distinguishes the OSCE vision from other visions.	1	2	3	4
8. The position paper convinces schools of the importance of the whole-school approach.	1	2	3	4
Quality and relevance of the position paper				
9. The position paper addresses all sides of the issue.	1	2	3	4



10. The position paper supports arguments with evidence to ensure the validity of the claims.	1	2	3	4
11. The position paper shows a thorough description of all sides (position and counterclaims).	1	2	3	4
12. The position paper proposes a plan of action.	1	2	3	4
Length and structure of the position paper				
13. The position paper has an appropriate length.	1	2	3	4
14. The position paper presents the claims, opinions, and counterclaims in a logical manner.	1	2	3	4
Overall considerations				
15. The position paper is clear.	1	2	3	4
16. The position paper is well-structured.	1	2	3	4
17. The content of the position paper is relevant.	1	2	3	4
18. The position paper defines a clear position and action plan.	1	2	3	4
19. The position paper is likely to be effective with the audience.	1	2	3	4
20. The position paper is useful for schools to optimize their language policy.	1	2	3	4
21. The position paper is useful for schools to optimize their professionalization policy.	1	2	3	4

Is there anything you would add?

Is there anything you would eliminate?

Does the position paper fulfil your expectations? Motivate why (not):



QUESTION 3:
WHAT does it look like?

INTRODUCTION

WHY?

WHAT?

WHERE?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Abstract

Introduction

Solution

Conclusion

INFO PACK

OSCE POSITION PAPER

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one stop CLIL Europe

to engage reader]

background discussion]

cerns]

– provide facts]

success factors, ways]

by sections]

**CONTENT
LEARNING**

**STUDENT-
CENTERED-
NESS**

ELITISM

**Set the record
straight!**

L2

L1

Impide la
correcta
relación de
conceptos

Retrasa la
lecto-escritura

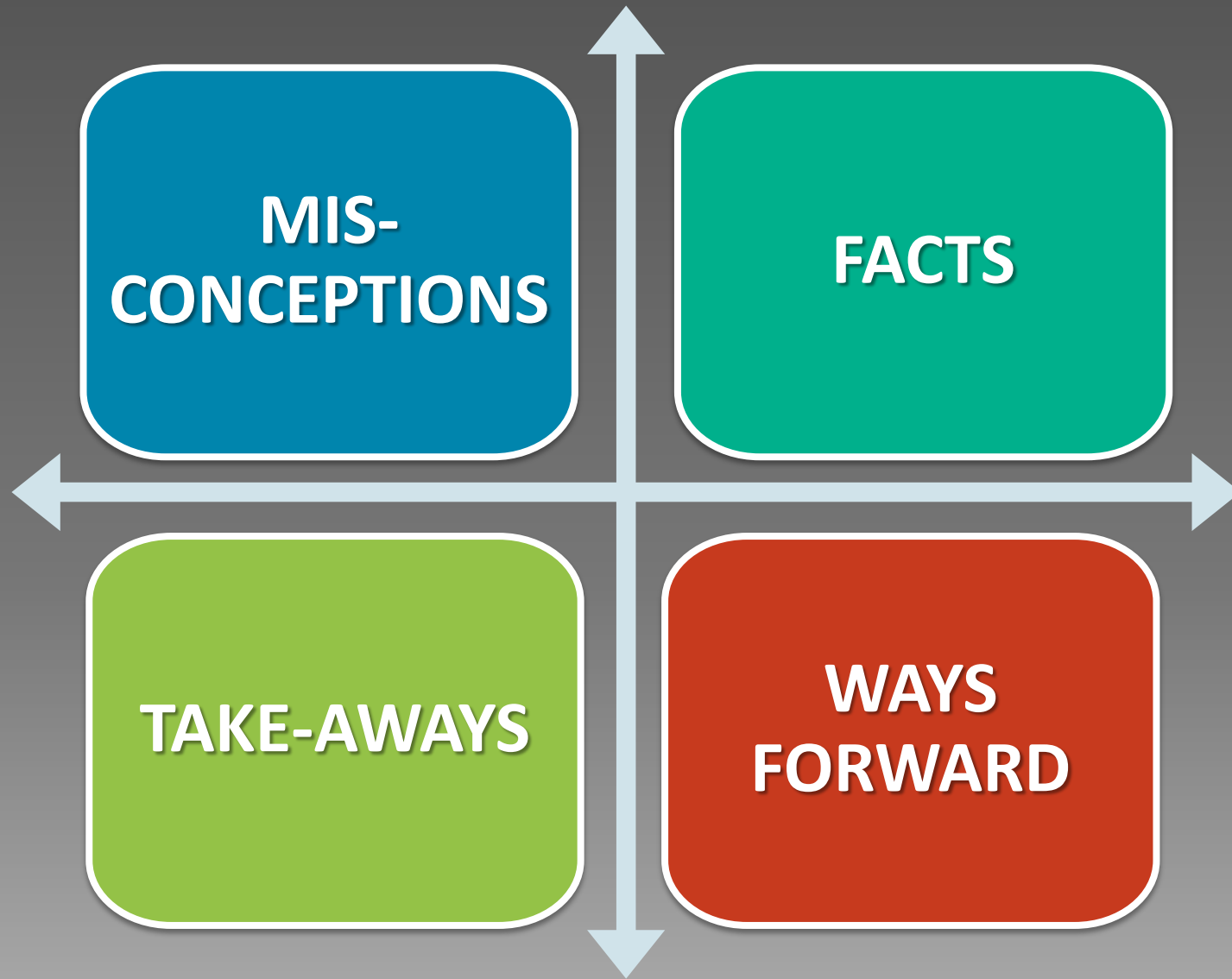
No obtiene
los resultados
esperados en
inglés

Genera
déficits
en
castellano

lismo

y únete a su asociación de familias: [bilingüismo no](#)





1. CLIL does not necessarily improve FL competence.

“El resultado es un **desastre total** (ni enseñanza, ni bilingüe): los chicos salen sin saber nada de inglés (...).”

“ (...) a closer look at some of the research conducted into CLIL and content learning in an L2 suggests that such initiatives do not necessarily produce better results than the alternatives they compete with, (...).”

“**Más horas de lengua inglesa** en sí, y menos tonterías.”

“El bilingüismo es **una gran mentira** metida con calzador que no consigue ni por asomo el objetivo que se persigue, el de que los alumnos aprendan inglés.”

1. CLIL does not necessarily improve FL competence.

1.

CLIL POSITIVELY DEVELOPS L2 COMPETENCE

- * CLIL streams **significantly outstrip** their non-CLIL counterparts on all language skills
- * Sustained and reinforced at the end of **Secondary Education**

USE OF ENGLISH

PRIMARY

LISTENING

* Key success factor to guarantee the correct

SECONDARY

3.

EXTRAMURAL EXPOSURE

- * More **meaningful CLIL exposure** is better than more form-focused teaching
- * CLIL is favoring **enhanced extramural exposure** to the L2
- * The **greater** the extramural exposure to the L2, the **better** the students' **achievement**

BACCALAUREATE

READING

SPEAKING

WRITING

1. CLIL does not necessarily improve FL competence.

TAKE- AWAY

- * **Language training** for teachers should continue to be prioritized on the CLIL agenda

- * **Exposure to the target language** should become maximized, within and outside school.

Linguistic outcomes should become maximized, within and outside school, to be a success story.

2. CLIL can detrimentally impact L1 competence.

“El mal llamado ‘programa bilingüe’ **no desarrolla adecuadamente** la competencia lingüística”

“Los alumnos dedican **‘más tiempo y esfuerzo’** al inglés, lo que puede afectar a otras materias”

... and **specific academic terminology** is not mastered.

2. CLIL can detrimentally impact L1 competence.

SECONDARY

ENRICHING FOR
LOW PROFICIENCY
STUDENTS

ITS USE DOES **NOT**
NEGATIVELY AFFECT
THE LEARNING OF
CONTENT

1.

CLIL STUDENTS' MOTHER
TONGUE IS **NOT**
DETRIMENTALLY
IMPACTED BY THESE
PROGRAMS.

2.

THE **ROLE OF L1** IN THE
CLIL CLASSROOM IS
ALSO BEING
DRASTICALLY
RECONFIGURED.

NON-BILINGUAL

BILINGUAL

**LIFELINE /
FALL-BACK
OPTION**

**STRATEGICALLY /
PURPOSEFULLY**

2. CLIL can detrimentally impact L1 competence.

TAKE- AWAYS

- * Explore the **effects of translanguaging** in the CLIL classroom

- * Take into account not only the L1 as majority language, but also the appreciation and application of **other (home) languages**

No more gu
pe

e said for the
ing.

3. CLIL waters down content learning.

“quizá se aprenda más inglés, pero se hace **a costa de la materia impartida**”

“**nada es gratis**: o el aprendizaje de las asignaturas enseñadas en inglés se ve perjudicado, o el aprendizaje del idioma inglés no es suficiente”

“No se puede intentar ayudar a los alumnos a mejorar una determinada área de su conocimiento **a costa de machacar otros**”

“el bilingüismo **repercute negativamente** en las materias que forman parte del proyecto bilingüe de cada centro educativo”

3. CLIL w

SECONDARY

Learning.

BILINGUALS =>
BETTER

HISTORY & GEOGRAPHY



NO DIFFERENCES

MATHEMATICS



NON-BILINGUALS
=> BETTER

SCIENCE



Wode (2007); Madrid & Hughes (2011); Ouazizi (2016); Surmont, Struys, Van Den Noort & Van De Craen (2016); Pérez Cañado (2018); Hughes & Madrid (2020); Martínez Agudo (2020)



BILINGUALS =>
BETTER

3. CLIL waters down content learning.

TAKE- AWAY

- * More **integrative stance**: **pluriliteracies** approach and **SFL** in evaluation
- * Ensure that the quality of the CLIL curriculum remains as high as the 'monolingual' curriculum, by means of **scaffolding** and offering a **language-rich program**

Any misgivings re CLIL should be dismissed,

4. CLIL is anti-pedagogical.

“There are **discrepancies** between educational policies and real teaching contexts”

“In most cases, **only lip service** has been paid”

“CLIL lessons can have a highly innovative potential for schools [...] However, schools and teachers need to make active use of this innovative potential as **innovation does not happen automatically.**”

4. CLIL is anti-pedagogical.

- ✓ Supersession of the teacher-fronted paradigm => **critical, constructivist, student-centered** approach where the **learner takes center stage**
- ✓ **Tasks, projects, cooperative learning, gamification, baseline mixed-ability groups, or the flipped classroom** are some of the most inclusive pedagogical options employed.
- ✓ **Materials** are more innovative and interesting, with ICTs acquiring a particularly sharp relief.
- ✓ **Evaluation** is more holistic, diversified, and transparent.
- ✓ Quality CLIL thus involves a **thorough methodological overhaul** and has been considered a catalyst for change.

4. CLIL is anti-pedagogical.

TAKE- AWAY

- * Distil those factors which determine what **good CLIL practice** should look like
- * Establish clear-cut and validated indicators within a **quality assessment framework**

The **pedagogical** is actually t

etically with **CLIL** and **practice**.

5. CLIL is elitist.

“there is every reason to believe some students may be **prejudiced** by CLIL”

“Implicitly, CLIL is likely to be **elitist** and **cream off** certain students”

“rather than increasing the equality of opportunity, CLIL in certain contexts is subtly **selecting students out**”

“auténtica **pesadilla elitista**”

“**clasismo brutal**”

“el bilingüismo se está utilizando como **excusa para la segregación escolar**”

5. CL **YES** .

SUBJECT

SELF-SELECTION
(Lorenzo, Casal, & Moore, 2009)

- Bulgaria

TARGET LANGUAGE LEVEL

ance

- Romania

SOCIAL CLASS

- Hungary

NO ADMISSION

PARENTAL CHOICE

- Germany

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UNIVERSIDAD DE JAÉN



The Challenge of Diversity in CLIL: Game-changer or Deal-breaker?

1.

The

2.

C

3.

CLIL

?

WHERE?

guistically proficient
CLIL groups.

out differences)
ontexts.

atural, public settings,
y groups.

5. CLIL is elitist.

TAKE- AWAY

- * **Materials** (differentiated, digital, interactive, multimodal, tiered-level, project-based, trans-disciplinary)
- * **Specific training** (student-centered methodologies, scaffolding, materials design, evaluation)

Elitism in C

burning issue



QUESTION 4:

WHERE are we headed in
the future?

CHALLENGES

01



The diversity of students' language levels

Major hurdle for a success-prone implementation of CLIL

CHALLENGE 1

02



Materials (ICTs) for all types of learners

Their access, filtering, adaptation, and creation is another tall order for many teachers

CHALLENGE 2

03



Insufficient time for teacher coordination

Oftentimes carried out outside the official school timetable => negative impact on motivation

CHALLENGE 3

CHALLENGES

04

Evaluation

Still considered a blind spot in the system

CHALLENGE 4

05

Need for enhanced teacher development

On language, methodology, evaluation, coordination, and materials

CHALLENGE 5

06

CLIL is still considered a separate approach for bilingual education

The development of a whole-school team would be beneficial

CHALLENGE 6



WHERE?

Typology	Factor	Indicator	Level
Input	Curriculum	Reduction of content load, as said contents are recycled in subsequent grades and educational stages	Macro
		Reorientation of the subjects taught in the target language, as some of them are more amenable to being taught through CLIL than others (e.g. Spanish History should be maintained in the L1)	Macro
		Provision of continuity for subjects taught through the target language, so that they are not implemented in different languages across grades	Meso
		Increase in motivation in the center for subjects taught through the target language for their adequate acquisition by all students, especially at Secondary level	Micro
School climate, attitudes, and beliefs	School climate, attitudes, and beliefs	Awareness that setting diversity-friendly policies is firmly in place	Meso/ Micro
		Maintenance of CLIL	Micro
Process	School teaching practice	Use of differentiated and group-based teaching	Micro
		Use of scaffolding	Micro
		Use of diversified, alternative, transparent, adapted, and commonly designed evaluation criteria and instruments, which departs from students' initial level and incorporates self-assessment	Meso
		Coordination through co-tutoring and co-teaching, in order to address difficulties, contrast information, and share good practices	Meso
	Collaboration	Time for bilingual teachers to coordinate within their in-school schedule	Meso
		Parental involvement through multi-tiered systems of support	Meso
		Coordination with language assistants	Meso
		Teacher development options specifically on attention to diversity in bilingual education	Macro
Support	Adequate training for language assistants	Macro	
	Increased support for teachers from the administration in coordination, training, and access to materials	Macro	

Source: Compiled by the authors.



WAYS FORWARD

GUIDELINES FOR SCHOOL TEAMS

- Favor a whole-school approach and comprise detailed, concrete advice

WAY FORWARD 1



JUST DO IT.

TEACHER TRAINING OPTIONS

- In direct response to diagnosed needs to ensure they are updated and relevant

WAY FORWARD 3

QUALITY ASSURANCE FRAMEWORKS

- Levels, factors, and indicators of good CLIL practice



**¡MUCHAS
GRACIAS!**



THANK YOU SO MUCH!

See you on ...



ResearchGate

CC BY CT



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do





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