THE CLIL MODULE

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Contents

Terminology

Throughout the manual, we have found it necessary to refer to the language that is usually used in the school/classroom, and the language being targeted in the CLIL Lesson.

CLIL awareness that language changes according to contexts of use, it has specific communication purpose, making use of domain-specific language. Moreover, succesful CLIL requires teachers of different subject fields to engage in alternative ways of planning their teaching for effective learning, not only as far as the specific domain of knowledge is concerned. But also bearing in mind the best way to use language as a knowledge carrier.

A CLIL environment is flexible and there are many different strategies, models and approaches that can depend on range of contextual factors. Whatever the approach, it is, however a major issue that the content on the topic or theme leads the way. CLIL is not language teaching enhanced by a wider range of content (knowledge). Neither is it content teaching translated into different language (code) from mother tongue.

Terminology plays a crucial role in the development of communication processes as well as in information and knowledge sharing, which has led us consider the need to create a methodology that specifically addresses its use in CLIL environments. In fact, when a field is truly new to students, their first contact with this reality will be through terms, either when listening to the CLIL teacher or when reading class material on their own. They will then have to learn how to recognize terms related to the domain specific information and organize them in a meaningful way.

To compound difficulties, the use of English as a global language has resulted in many countries teaching English as part of the curriculum. English has now become mandatory in most European countries, and is therefore not always considered a 'foreign language', but a second language.

After careful thought, we have decided to dispatch the terms L1 (for mother tongue/native language) and L2 (foreign language), and throughout the manual we will use the following terms:
For the language that is typically and usually used in the classroom, the 'norm' so to speak, we will use the term English Indonesian as the language in which the class learns, operates and communicates.

For the language which is being targeted to learn together with content, we will use the term Targeted Language (TL) or Additional Language (AL). These terms will be used synonymously.

Schedule of CLIL Course

Day	09.00 – 10.30		10.45 – 12.00		13.00 – 14.15		14.30 – 15.45
1	Introduction to CLIL Teacher:……	B R E A K	Demonstration Lesson & Analysis Teacher:……	L U N C H	Lesson Planning 1: Aims & Objective Teacher:……	B R E A K	Cognitive Skills 1 – An Introduction Teacher:……
2	Giving Effective Instruction & Grading Language Teacher:……		Scaffolding Content & Language Learning Teacher:……		Vocabulary Teaching Teacher:……		Power Point: The Good and The Bad Teacher:……
3	Lesson Planning 2 Staging & Supporting Teacher:……		Creating Interest & Scaffolding: Visual Organizers Teacher:……		**Micro teaching 1**		**Micro teaching 1**
4	Cognitive Skill 2 Teacher:……		Scaffolding: Visual Organizers Describing Trends Teacher:……		**Micro teaching 1**		**Micro teaching 1**
5	Teaching Large Class Teacher:……		Eliciting and Questions Teacher:……		**Micro teaching 1**		Feedback & Evaluations

Structure of Module
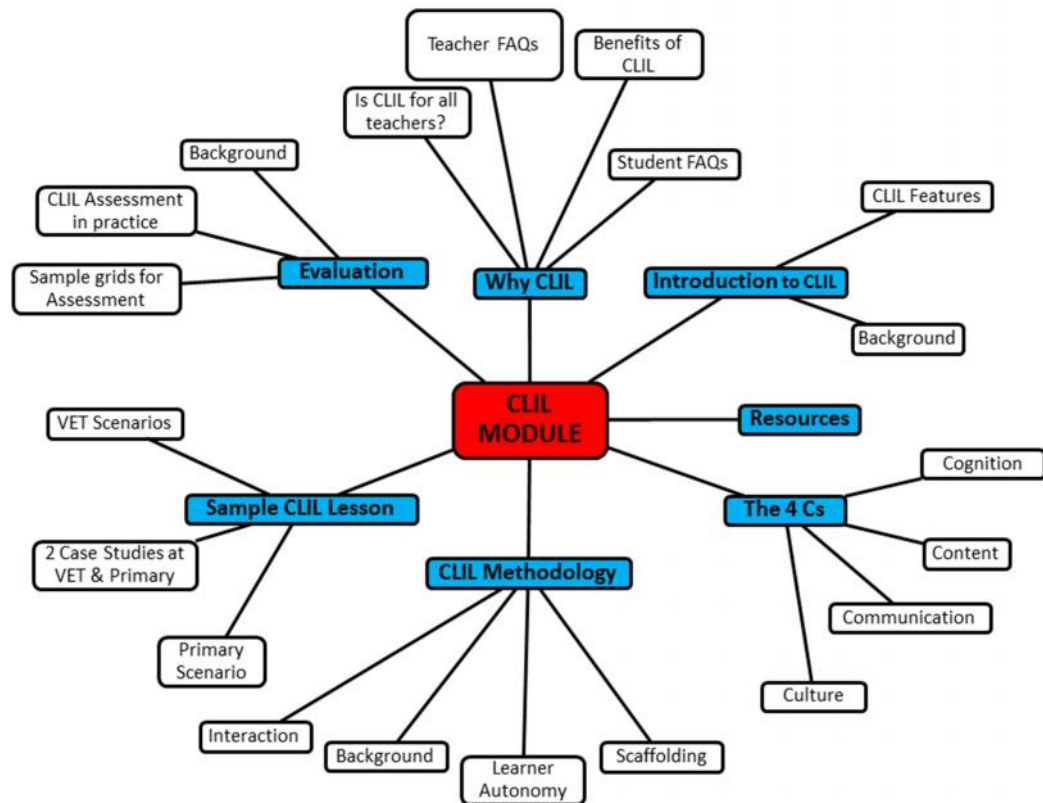
Chapter 1: An Introduction to CLIL

1.1. The Progress of CLIL

The term Content and Language Integrated Learning (CLIL) was launched during 1994 in conjunction with the European Commission. This followed a Europe-wide discussion led by expertise in Finland and the Netherlands on how to bring language learning excellence, found in certain types of school, into mainstream government-funded schools and colleges.

At the time, the launch of CLIL was both political and educational. 'The political driver was based on a vision that mobility across the European Union required higher levels of language competence in designated languages than was found to be the case at that point in time. The educational driver, influenced by major bilingual initiatives such as in Canada, was to design and otherwise adapt existing language teaching approaches so as to provide a wide range of learners with higher levels of competence' Marsh (2012). Now some twenty years later the concept of CLIL has emerged as not only a way of improving access to additional languages, but also bringing innovative practices into the curriculum as a whole.

CLIL as an approach has slowly been gaining acceptance in European countries. In fact, in some countries, lectures are now required to use CLIL in their classrooms. The trend seems to be that CLIL will be used more and more in the future in most of the countries of Europe.

1.2. So what exactly is CLIL?
Definition

 "CLIL refers to situation where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language." (Marsh, 2002)

In simple terms, CLIL integrates both Content Learning and Language Learning. Using CLIL, learners learn one or more of their school subjects in a targeted language, often English, but sometimes in another second language. Learners aren't expected to be proficient in the new language before they begin studying. They learn the language they need for studying at the same time as they learn the subject.

With CLIL, learning the content and learning the language are equally important. Both are important curriculum subjects for the learners, and they are developed and integrated slowly but steadily. In the long term, learners learn both the content and the new language as well as, if not better than, learners who study content and language in separate classes.

CLIL much more than teaching a subject in English – often referred to as immersion or bilingual teaching. Rather than simply teaching in English rather than Indonesian, content is taught with and through English. This is important: **content** is still the principal focus. In CLIL classrooms, learners are active learners, not passive recipients of subject information.

By doing this, the lecture prepares young learners for the modern world, where people work in project teams; use other languages to talk to various colleagues and to communicate with people in different countries. They are expected to solve problems, plan their own work and find out things for themselves using a range of sources, especially the Internet.

CLIL, then, is designed to prepare young people for the future. It provides the first step to learning and understanding independently.

1.3. Features of CLIL

Ioannou Georgiou, S and Pavlou, P (2011) say that CLIL has three main characteristics:

a. The learning of an additional language (AL) is integrated in content subjects such as science, history or geography. Learners learn the target language through which the content is facilitated.
b. CLIL has its origin in different socio-linguistic and political contexts and CLIL relates to any language, age and educational level from pre-primary, primary, secondary, and higher to vocational and professional learning. In this sense, CLIL responds to the EU lifelong learning programme proposal for all citizens, where multilingualism and multiculturalism is thought to promote integration, understanding and mobility among Europeans.
c. CLIL is an approach which involves the development of social, cultural, cognitive, linguistic, academic and other learning skills, which in turn facilitate achievements in both content and language. (cf Mehisto et al 2008: 11-12).

Chapter 2: Why CLIL?

One important reason for the introduction of CLIL is to help the education sector to prepare today's learners for the world of work of today, and of tomorrow as well. Young people have to be ready to face different challenges from those facing their parents and grandparents.

For most of the twentieth century, the set of skills needed for the workforce was much simpler than it is today. Schools used to prepare their learners for employment by teaching them to read and write and do arithmetic, by giving them some information about the world they lived in, and by training them in practical skills like typing, cookery or Keep Fit. Learners had to become used to following a regular daily routine, to remembering information and to carrying out instructions.

In contrast, think about preparing learners for employment in the modern world. What skills do we expect today's and tomorrow's workers might need?

They will have to be independent and flexible in when and how they work. They ought to be equipped with IT skills, and to be able to find any information they need on the Internet or through Social Media. The workforce should also have the necessary social and communicative skills to collaborate and cooperate in project teams, rather than working alone. They may need to be well-trained in subject competencies, but also be motivated to learn further skills and languages as jobs constantly change and develop. It would certainly be useful if they could call on the linguistic and intercultural skills needed in multinational industries and multi-cultural communities.

As lectures, we need to develop young people who can take responsibility for their own work, who can collaborate with other people, and who can think for themselves.

Below is a diagram which outlines what 21st Century Education should entail to educate learners and prepare them for the world of today.
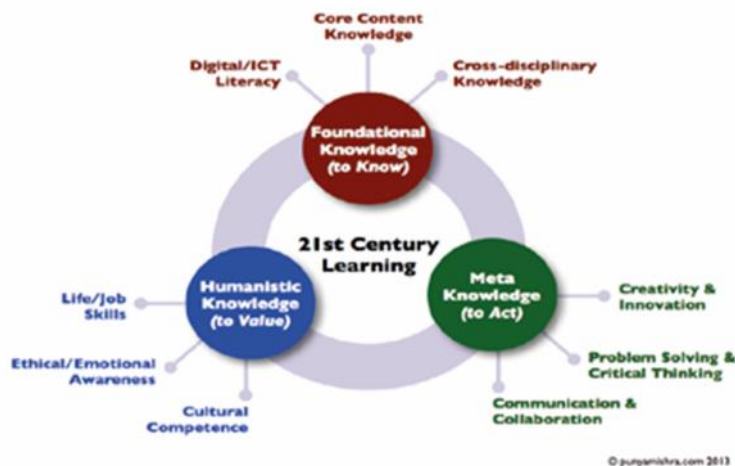
2.1. Is CLIL for all Lectures?

When feasible, it is preferable that there is cooperation between the content and the language lectures in a school when setting up a CLIL class (Pavesi et al 2001).

However, this is not always possible, and CLIL lectures often have to perform both roles. This often gives rise to anxiety when lectures who are knowledgeable about their subject areas but who are not proficient in the target language are asked to use CLIL.

The following is a typical comment from a content lecture:
"I'm a CLIL subject lecture, and I know what content I want my learners to learn. But how do I know what language to teach them?" CLIL lectures don't teach the sort of language that learners usually learn in language classes.

- CLIL learners don't follow a syllabus which is based on grammar development.
- CLIL learners don't learn tourist language such as 'Can you tell me the way to The Eiffel Tower?' or 'How much does this t-shirt cost?'
- CLIL learners don't learn language through the kind of topics usually found in language Course Books, such as 'My Family', 'Travel' or 'Advertising'.

In other words, CLIL lectures don't teach Basic Interpersonal Communication Skills (BICS). So what language do CLIL lectures teach? It can be described in three categories.
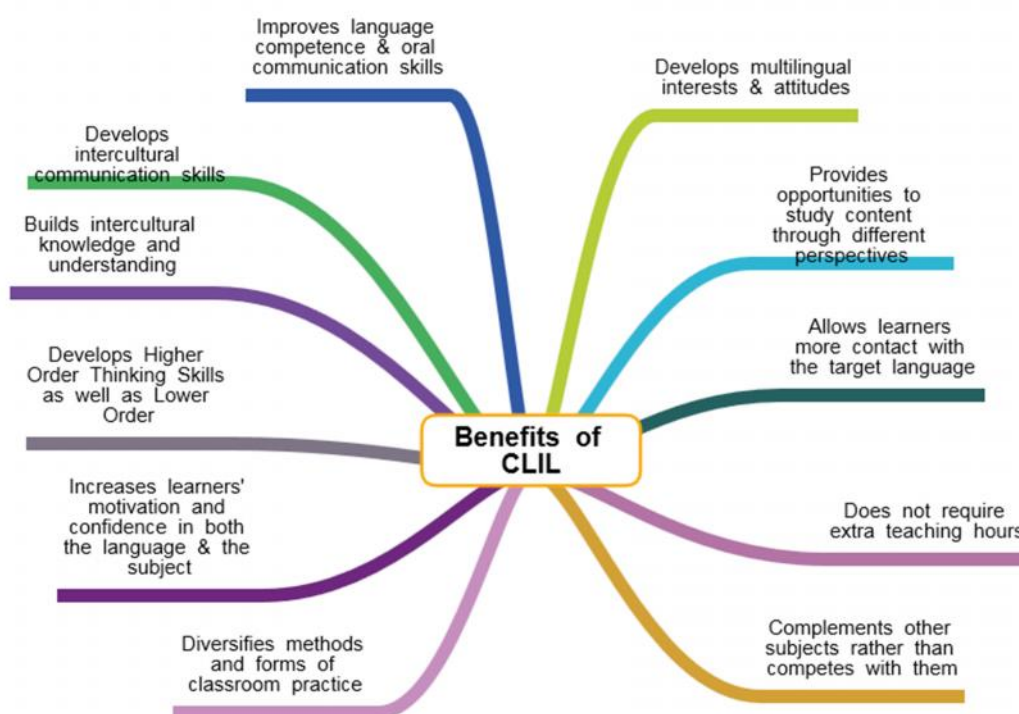
- First of all, CLIL learners need to know content-specific vocabulary for the topic they are learning, such as 'locomotors', 'non – locomotors', 'manipulative' or 'fitness' for physical education, or 'ratio', 'divide', 'fraction' or 'decimal' for math's. They also learn the grammar which is needed for the subject, such as the past simple tense and 'used to' for history, or 'if . . . . ., then . . . . .' sentences for science.
- CLIL learners also need to learn the language they will need to carry out activities during the lesson, such as sentence starters like 'there is' or 'there are' and sequence markers like 'firstly', 'after that' or 'finally' for writing, or Functional Language 'I disagree with ....' or 'Shall we decide on ....' for group work.
- CLIL learners learn the sort of language which helps them organize their thoughts and solve problems, like 'analyze', categories' or 'design'.

This sort of language learning is called CALP – Cognitive Academic Language Proficiency. BICS and CALP are terms introduced by Jim Cummins (1979).

2.2. What are the benefits of using CLIL?

According to Article 5 of Volume 1 (4) of the International CLIL Research Journal 'Coping with CLIL: Dropouts from CLIL Streams in Germany', CLIL as a method has the following benefits.

CLIL:

Benefits of CLIL

- Improves language competence & oral communication skills
- Develops multilingual interests & attitudes
- Develops intercultural communication skills
- Builds intercultural knowledge and understanding
- Provides opportunities to study content through different perspectives
- Develops Higher Order Thinking Skills as well as Lower Order
- Allows learners more contact with the target language
- Increases learners' motivation and confidence in both the language & the subject
- Does not require extra teaching hours
- Diversifies methods and forms of classroom practice
- Complements other subjects rather than competes with them

- Learners are more successful and more motivated than those in traditional content classrooms
- Learners look at content from a different and broader perspective when it is taught in another language (Multi -perceptivity) (Wolff , 2004)
- Learners develop more accurate academic concepts when another language is involved (Lamsfuss-Schenk, 2002)
- In CLIL, subject-related intercultural learning takes place (Christ, 2000)

2.3. FAQs for Lectures

1.	**I'm a content lecture. Why should I incorporate a focus on language in my subject teaching?**	It is difficult to learn a language out of context. Traditionally, language lectures use course books which are topic-based, and which can be irrelevant to the learner's life. In contrast, learning language in the context of a school subject can be motivating, as it has a clear purpose which is relevant to the learner. It is like an ESP lesson (English for Special Purposes) for a member of flight crew or a Sales Manager. Where learners already have some basic knowledge of content, this can result in the sharing of experiences amongst themselves, and with the lecture, in the additional language (AL). This develops the learning of both the content and the AL.
2.	**I'm a language lecture. How can I help content lectures when I don't know anything about their subjects?**	By teaching through CLIL, you are helping your learners not only by teaching them content, but also by preparing them for any future work where they would need to know that content in an additional language. It is also a holistic way of teaching, incorporating not just content and language, but also thinking skills and competences relevant to the community. In effect, you are teaching your learners the skills needed in their future workplace, and not simply content.
3.	**Yes, but I still don't**	A language lecture does not teach content, and is not

	know much about the content!	expected to, but uses the content as a vehicle for introducing language. In other situations, the language lecture works closely with the content lectures to offer guidance on the language they need in their lessons. Here the language lecture takes on the role of 'consultant' to content lectures.
4.	**What makes CLIL language learning different from normal language learning?**	The language that learners learn in a CLIL lesson is not the typical language learnt in a traditional language lesson, but language relevant to their future. It is a tool for communicating within the framework of the content. Since the primary aim is to communicate and not learn merely the grammar and syntax of a language, learners realize that they can use the language without an in-depth knowledge of it first. CLIL helps learners simultaneously use the targeted language and gain knowledge of content.
5.	**How can I get my learners to accept CLIL?**	Some learners might initially be reluctant to use an additional language (AL) to learn content. They may feel that it will make their workload much heavier than it actually is. It is important to discuss with learners the reasons for learning through CLIL and to stress its benefits, such as the fact that it will open doors for work mobility in the future. Even if learners do not move abroad to work, they will benefit from knowing an AL, especially specialist language related to their work. Employers are more likely to employ people who have the added benefit of an additional language. CLIL language learning develops organically. With time, learners enrich their vocabulary and the targeted language becomes clearer. Learners become more confident and can express themselves with greater ease despite mistakes (in grammar, syntax, spelling or pronunciation). Language learning 'success', in terms of CLIL, is demonstrated by communicative use of the AL.
6.	**How can I teach the new language if my own level is not very high?**	This is probably the greatest fear of any content lecture, and has caused a reluctance to teach using a CLIL approach. A positive approach could be to discuss your insecurities with your Head of School, and to request the help of a language lecture as 'language expert'. Remember that you are the 'content expert'. Using CLIL does not mean that you set out to teach an entire language. Your task is to teach content while incorporating new language needed for your lessons. You facilitate the learning of this new language by providing opportunities for and encouraging your learners to use it. Our online CLIL4U Pre-Course is aimed at helping low-level lectures to become more familiar with English, which is often the additional language used in CLIL, and is the language we use to deliver the course itself. The language sections will help you increase your knowledge of English, and exercises will provide you with practice. By following

		the short pre-course in your own time, you can gain more confidence in English.
7.	**How can I get through the whole syllabus if I have to teach language as well as content?**	The language you teach in CLIL is not a complete language course. It is simply the language relevant to the lesson you are teaching. There is no language syllabus that you have to get through. Language in short and strictly relevant 'helpings' is introduced as needed, allowing learners to maintain focus on your content syllabus.
8.	**I already have a huge workload. Do I have to create all the materials and resources that I need?**	CLIL lectures adopt and adapt existing resources to make them accessible to their learners. For example, Graphic Organizers and other clear visuals for information processing and recording are utilized to make additional language processing easier for learners.
9.	**As a subject lecture, do I need to assess learners' language?**	Assessment is an integral part of learning, but it is you who decides on the criteria for assessment of language. It is useful to focus on language areas you have covered in class. Set up a grid for assessment, so that learners are aware of what you will be checking, which will be different from what language lectures assess in their classes. Practical examples of assessment grids are given in the section on Evaluation
10.	**Why can't I just use a subject course book written for additional language (AL) speaker learners?**	Any subject course book aimed at native speakers of the AL has a great variety of language with many different grammatical structures and a wide range of vocabulary. It would be overwhelming for your learners to deal with all this AL language at the same time as learning new content. The additional language you introduce should consist of only necessary grammatical structures and vocabulary at the learners' AL level. However, what a native speaker course book can do is help the lecture with content words.

2.4. FAQs for Learners

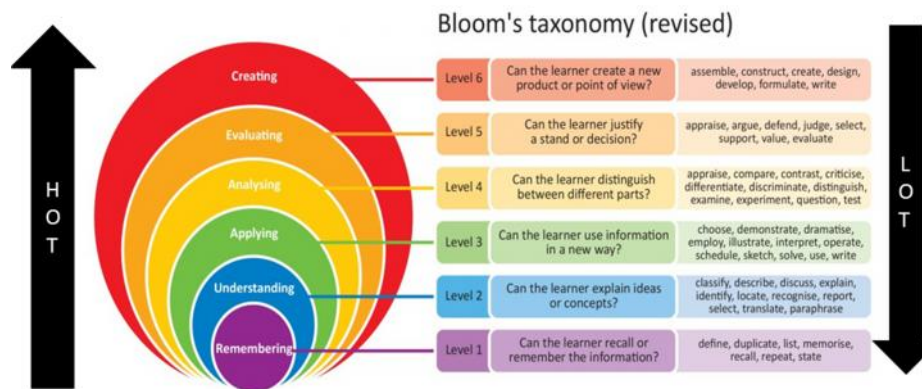|		
1.	I want to be a (mechanic/engineer/carpenter). Why do I also have to learn a new language if it won't be assessed in National Exams?	CLIL teaches language and content at the same time. Learning the targeted language (TL or AL) related to your field of studies opens doors for you in the future. It gives you the opportunity to participate in workshops, seminars or in an Erasmus program abroad. CLIL also helps improve intercultural communication skills and develops multilingual interests and attitudes. It can help you if you want to work abroad at some time, and will be attractive to future employers who want their employees to work internationally, or within a global community.
2.	I am not good at languages. Will my content grade suffer?	No. Your lecture will assess content and language separately. Assessment grids will show you the criteria your lecture will use when assessing you.
3.	Isn't it time-consuming for me to learn vocabulary in an additional language (AL)? Will I learn less content than other learners taught only in the school language franca (SLF)?	Studying a subject through an AL results in better learning, not less learning. The syllabus you will cover is the same as other learners. On the other hand, you will learn another language in addition to the subject. Your course will be richer, rather than poorer. You will be able to describe things and do things in the AL as well as in your own language.
4.	Will I be able to understand everything I am taught in a foreign language as I would in the school lingua franca (SLF)?	Yes. Your lecture will find ways to help you understand the subject. Remember, using the SLF in a CLIL lesson is not forbidden, and you can ask your lecture for help. In addition, your lecture will use ways to introduce content (eg technology or diagrams) that will make learning easier.

Chapter 3: The 4Cs

When lectures are planning a CLIL lesson, there are four things to think about - Content, Communication, Cognition and Culture. The principles of CLIC can be expressed by Do Coyle's 4 Cs:

Content	The subject matter – this comes first. It could be *Physical Education, Photosynthesis, Psychology or differential calculus.* It is the <u>main principle</u> as the other three depend on it. CLIL is not possible if the content is not clear.

Communication	Language learning and using. This covers the written and spoken subject language that learners produce. CLIL lectures encourage this by reducing lecture talking time (TTT) and increasing learner-learner interaction. Communication in CLIL lecture Rooms is meaningful because it used for genuine purposes. Communication is divided into two areas:
	• BICS (Basic Interpersonal Communication Skills)
	   Everyday social and conversational language
	• CALP (Cognitive Academic Language Proficiency)
	   Essential language needed for academic study
	Academic language itself can be further divided into content obligatory language, which it needed for specific subjects, and content compatible language, which can be used for different parts of the curriculum.

Cognition	Learning and thinking. CLIL lectures challenge learners by promoting cognitive skills. Cognition refers to the critical thinking skills that learners use to engage with and understand course content, to solve problems, and to reflect on their learning. These include higher order thinking skills (creating, evaluating and analyzing) and lower order thinking skills (applying, understanding and remembering)
Culture	Also known as Citizenship – preparing learners for their role in global society. This is principally relevant to European context. In short, through learning in the language of another culture, cultural awareness will be increased. This may be through the content, language or cognition.

More on cognition:
Higher – order thinking requires learners to manipulate information and ideas in ways that transform their meaning and implications.
Lower – order thinking occurs when learners are asked to receive or recite factual information or to employ rules and algorithms through repetitive routines.

Bloom's taxonomy (revised)

Creating	Level 6	Can the learner create a new product or point of view?	assemble, construct, create, design, develop, formulate, write
Evaluating	Level 5	Can the learner justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Analysing	Level 4	Can the learner distinguish between different parts?	appraise, compare, contrast, criticise, differentiate, discriminate, distinguish, examine, experiment, question, test
Applying	Level 3	Can the learner use information in a new way?	choose, demonstrate, dramatise, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
Understanding	Level 2	Can the learner explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognise, report, select, translate, paraphrase
Remembering	Level 1	Can the learner recall or remember the information?	define, duplicate, list, memorise, recall, repeat, state

HOT — LOT

Note: that some writers put Evaluation at the top, and place Synthesis second.

Thinking skills such as these were categorized in Bloom's Taxonomy as Lower Order Thinking Skills (LOTS) as early as 1956 (the Taxonomy was revised in more recent years by Anderson and Krathwohl). According to the Taxonomy, students practicing LOTS, as in the questions above, learn to remember and understand information, and to explain it. They also learn to apply new information in a different situation. The CLIL approach has attempted to add to these concrete thinking skills by adopting more abstract, complex and analytical questioning. This is not just for older or more able students, but in all lessons. A student following a CLIL course will soon have learned to think about such probing questions as 'why?', 'how?' and 'what evidence is there?', and so will have practiced some of the thinking skills categorized by Bloom as Higher Order Thinking Skills (HOTS). Using HOTS encourages students to investigate and evaluate new information and to use it to develop something new.

It can be useful to think of Bloom's taxonomy in terms of Learning Behaviors:
- We have to remember a concept before we can understand it.
- We have to understand a concept before we can apply it.
- We have to be able to apply a concept before we can analyze it.
- We have to analyze a concept before we can evaluate it.
- We have to remember, understand, apply, analyze, and evaluate a concept before we can create.

Verbs for Use in Writing Learning Objectives

| Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
cite	associate	administer	analyze	adapt	appraise
collect	classify	apply	arrange	assemble	argue
copy	convert	calculate	breakdown	collaborate	assess
define	describe	change	categorize	combine	conclude
describe	differentiate	chart	classify	compile	convince
duplicate	discuss	choose	compare	compose	criticize
enumerate	distinguish	collect	connect	concoct	decide
identify	estimate	compute	contrast	construct	deduce
label	explain	construct	correlate	contrive	defend
list	express	demonstrate	detect	create	determine
match	extend	determine	diagram	design	discriminate
memorize	group	develop	differentiate	develop	infer
name	identify	discover	discriminate	devise	interpret
order	indicate	employ	dissect	formulate	judge
quote	order	establish	distinguish	generalize	justify
recall	paraphrase	examine	divide	generate	persuade
recognize	predict	exhibit	examine	hypothesize	prioritize
record	report	illustrate	experiment	imagine	rate
recount	restate	interview	group	incorporate	rank
relate	retell	manipulate	identify	integrate	recommend
repeat	review	modify	illustrate	invent	relate
reproduce	select	operate	inspect	modify	revise
show	summarize	practice	interpret	organize	score
specify	translate	predicts	investigate	originate	support
state	understand	prepare	order	plan	value
tabulate		produce	organize	predict	validate
tell		relate	outline	produce	
when		report	probe	propose	
what		schedule	question	reconstruct	
where		show	relate	reorganize	
who		sketch	select	revise	
		solve	separate	speculate	
		transfer	survey	systematize	
		use	test		

Teaching CLIL:
CLIL lectures need to challenge learners to take more responsibility for their own learning. This means cognitively engaged learners, which in turn requires lessons that develop cognitive skills. Lecturers need to ensure they maximize student talking time. They must remember to:

- Adjust teacher talk
- Allow S-S more time to speak
- Elicit student talk
- Provide more thinking time
- Ask open – ended questions
- Activate top down and bottom-up knowledge

Visual aids as realia, graphs, charts, and photos are vital to help students/learners bridge the understanding gap, especially if their English language skills are below average.

Possible outline of CLIL Lecture
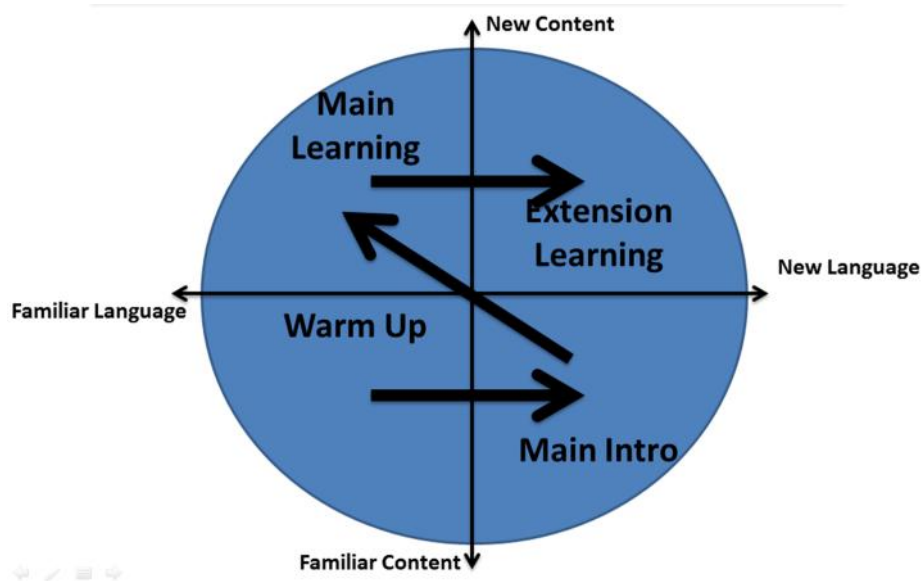
Note:
- Start with familiar content, familiar language
  - But tell the students that this is revision
- Introduce new language
  - But don't "tub down" the content
- Use the new language to extend knowledge of the new content
  - But don't over-challenge the students

Chapter 4: The CLIL Approach

4.1. Background

There is no specific methodology that relates to CLIL. However, according to Pavesi et al (2001) some common features are used in different countries, and "CLIL requires active methods, co-operative classroom management, and emphasis on all types of communication (linguistic, visual, and kinesthetic)".

- In CLIL, it is important to use audio-visual aids and multimedia in order to overcome problems caused by the use of a new language.
- Pavesi et al emphasize the importance of using holistic ways of learning as well as learning from practical, hands-on experiences.
- Pavesi et al also suggest the use of the targeted language (TL) for authentic communication without paying attention to language mistakes.
- The teaching of a second language and content at the same time should include language scaffolding such as reformulation, simplification and exemplification.
- Code switching (switching to the students' school lingua franca (SLF) instead of the target language) should normally be the last option for communication purposes.
- The use of the school lingua franca (SLF) by the CLIL teacher should be kept to a
- minimum and should be avoided except when appropriate . Ioannou Georgiou, S and Pavlou, P (2011)
- However, Butzkamm (1998) suggests that 'students, especially at the early stages of CLIL, can be allowed to code-switch, that is to use SLF or TL/AL alternatively, or a mixture of both languages, in order to get their message across more effectively or to carry on with the conversation'. For example, in the Istituto Comprensivo Statale "Monte Grappa" (a member of the CLIL4U EU project), inorder to overcome students' reluctance, they are allowed to use Italian (the SLF) and are not forced to speak the additional language (TL/AL) publicly in class to avoid potential initial embarrassment.
- Where possible, any content and/or language problems should be overcome in the planning stage through the cooperation of both content and language teachers.
- Teamwork skills are needed by CLIL teachers when preparing the curriculum as well as while teaching.
- When planning the lessons, teachers should take into account the AL/TL language level of the students.
- Pavesi et al suggest that as part of their methodology, primary school pupils could be given 10-20 minute "language showers" each day, or could spend up to 50% of all lessons using the TL/AL, focusing mainly on the oral language skills of speaking and listening.
- Both Pavesi et al (2001) and Ioannou Georgiou, S and Pavlou, P (2011) mention that when planning the CLIL curriculum, it is important to take into account:
    - the children's ages, needs, interests and general linguistic competence
    - the teacher's competences, training and expertise in CLIL and command of the second language
    - administrative support in the school , resources and materials
    - local community resources
    - the motivation of students and the interest of parents
    - outcomes and objectives

In practice, the CLIL approach to teaching takes many forms, from teaching of the whole curriculum in the new language (total immersion) to adapting language courses to include a focus on subject content.

4.2. The Zone of Proximal Development (ZPD)

CLIL learning is a process of construction of knowledge and of language at the same time. Students almost always begin with some basic knowledge of the content and of the language that they will learn. In geography, for example, most learners will know that Antarctica is an icy land far away, where penguins live - but they might need to be taught that Antarctica is a continent at the South Pole, covered by ice over 1.6 Km deep. In the same way, they might know how to say that Antarctica is big and cold and far away – but they might need to be taught how to say that it is bigger than Europe, is the southernmost continent on earth, and is where the coldest ever temperature was recorded. In each CLIL lesson, new content and new language are introduced to build on the foundation the students already have. Through interaction with classmates, with the teacher, and with multimedia resources, each student constructs new knowledge at his own pace, moving from simple awareness, to real understanding and proficiency.

Between the two states of raised awareness and thorough competence, the student is developing some new knowledge or skill, but cannot yet use it independently and confidently. This intermediate stage of the development of learning is often described by Vygotsky's metaphor of 'the Zone of Proximal Development' (ZPD). During this intermediate stage of learning, the student can be helped to progress to complete and independent proficiency by support from someone with a higher level of knowledge or skill than he has himself. The temporary support given is described by the metaphor of 'scaffolding', because it provides a platform from which learners can construct the next level of understanding and knowledge.

4.3. Scaffolding Content & Language Learning

Learners have to focus on two things at the same time – the English language and the content of the lesson. Therefore, they may need extra help so they can understand the material.

Remember that the third of the four Cs is cognition. This means challenging students and moving them into their Zone of Proximal Development. The ZPD is the zone beyond current knowledge, which can be reached by assistance from teachers and peers. Lectures need to provide support so students are challenged, but not so much that they cannot follow the lectures.

One name for this support is **scaffolding**: teacher talk that supports learners in carrying out activities and helps them to solve the problems. Examples include simplifying tasks by breaking them down into smaller steps, keeping students focused on completing the task by reminding them of what the goal is, showing other ways of doing tasks. Scaffolding also includes support strategies for writing. Scaffolding is temporary support which is gradually taken away so that learners can eventually work without it.

Examples of this are:
- *Glossaries/definition*
- *Simplified language*
- *Graphic organizers (chart, diagram, graphs)*
- *Picture & realia*
- *Clear instructions*
- *Adapting material*

4.4. Learner Autonomy

A major aim of CLIL teaching is to help students to work independently to solve problems and to develop their own knowledge and skills. How can CLIL teachers achieve this?

When we think of our own school days, we probably remember being told exactly what to do, step by step. Teachers were expected to control when, where and how learning took place. With CLIL, we have to try to change our approach, to consider letting go of the reins in class, and to face losing our central role. We need to pass some control over to our learners. Here are some things to think about:

- Try connecting with students' lives, and their needs and interests
- Practice encouraging (and enjoying) student-to-student communication
- Allow students to help decide on content and language assessment criteria
- Agree to adopt student-generated rules on acceptable classroom behavior
- Decide to let students ask for new language when they need it, rather than teaching in advance the words you think they will need
- Stop expecting all students to work in the same way: advise them to recognize and develop their own learning styles and strategies
- Put yourself in their shoes, and imagine learning in different and exciting ways
- Vary your approach
- Respond to immediate needs
- Go on believing that instilling learner autonomy will result in better learning!

CLIL teachers can expect to feel vulnerable at first in their new role. It is difficult to begin working in a less traditional way, not only for the teacher, but also for the students - they will resist changing their classroom lifestyle unless they have the opportunity to adapt gradually to working independently. Remembering to take responsibility for their own learning, and to take the initiative in tackling problems, can be very hard. Sometimes, they will prefer to sit back, listen to the teacher and be told what to do next! One of the most important, and most difficult, roles of the CLIL teacher is to train learners how to be independent.

4.5. Interaction

Communication is one of the four "C"s of CLIL. It refers not only to how the teacher and learners communicate with each other in a new language – but also how students can learn. The CLIL approach recognizes that learning is not a purely internal and cognitive process, but instead results from interaction in which knowledge and understanding are shared.

Through interaction, learners build on their existing knowledge as they compare it with, and discuss, new content and new language. At the same time, they become aware of what they still need to do. For language learning especially, interaction provides an opportunity to both learn and improve.

How do CLIL teachers increase interaction between students?

Pair work
When the teacher asks a HOTS question, or outlines a problem to solve, or sets a creative task, some students will search for ways to avoid speaking in front of the whole class, especially in the TL! If the teacher can see that this is going to be a problem, she can use 'think, pair, share' to help.

- First of all, the students are given some silent thinking time, so that they can rehearse the answer in their own mind.
- Then, each student is asked to tell their ideas to a partner, so that they can both find out if their ideas make sense, and if the language they use is understandable.

- By this stage, the students will have had an opportunity to try out what they want to say, and will be much more confident of sharing their ideas with the whole class.

Group work

While students are interacting in pairs, they will be getting to know one another better and building new relationships. This is likely to be especially useful for project work, in which interaction between members of a group is essential for cooperation.

- Interacting in groups, students can relax, work creatively, and take more risks with their language skills.
- They can work to their strengths and can take control of their own learning.
- By the time the project is successfully completed, students will have had numerous opportunities to speak together and to construct together the learning of content and of new language.
- Pair and group work are nothing new, but they are a focus of the CLIL approach.

4.6. Teacher Thinking Time

Once a school decides to adopt CLIL, any teacher involved needs time to review and reflect on their teaching and to decide what adaptations will be needed. Spending time becoming familiar with this student-centered and interactive way of learning will allow the teacher to say with confidence 'tomorrow is the first day of term, and I'm teaching CLIL!'

4.7. Interactive Teaching

Interactive teaching is means of instructing whereby the teachers/lectures actively involve the students in their learning process by way of regular teacher-student interaction, student-student interaction, use audiovisuals, and hands-on demonstration. The students are constantly encouraged to be active participants.

This teaching method is hand-on approach to help students become more engaged and retain more material. Understanding and meaning are emphasized, as opposed to mere rote memorization. This facilitates an environment fostering long-term memory retention. With or without a form of technology, interactive learning helps students strengthen problem solving and critical thinking skills. Here are some of the most effective ways to engage your students.

Brainstorming – various techniques

Interactive brainstorming is typically performed in group sessions. The process is useful for generating creative thoughts and ideas. Brainstorming helps students learn to pull together. Types of interactive brainstorming include:

- Structured and unstructured
- Reverse or negative thinking
- Nominal group relationships
- Online interaction such as chat, forum and email
- Team-idea mapping
- Group passing
- Individual brainstorming

Think, pair and share

Establish a problem or a question, then pair your students. Give each pair sufficient time to form a conclusion, and permit each participant to define the conclusion in his or her personal voice. You can also request that one student explain a concept while the other student evaluates what is being learned. Apply different variation of the process-your students will be engaged, communicating, and retaining more information before your eyes.

Buzz session
Participants come together in session groups that focus on single topic. Within each group, every student contributes thoughts and ideas. Encourage discussion and collaboration among the students within each group; everyone should learn from one another's input and experiences.

Incident process
This teaching style involves a case study format, but the process is not rigid as a full case study training session. The focus is on learning how to solve real problems that involve real people-preparing your students for life beyond your classroom. Provide small groups of students with details from actual incidents and then ask them to develop a workable solution.

Q&A sessions
On the heels of every topic introduction, but prior to formal lecturing, ask your students to jot down questions pertaining to the subject matter on 3x5 index cards. After you collect the cards, mix them up and read and answr the student-generated questions.

Question
Why ask question?
- *It's more fun for students and teachers*
- *It makes students active partners in the learning process*
- *It empowers learners to acquire knowledge*

What to ask?
- *Guessing games are often (but NOT always) a waste of time*
- *Ask students to answer based on either:*
  - *What they already know : (remembering, activating background knowledge)*
  - *What they can work out: (analyzing, activating background knowledge)*

How to ask?
Look at what and how you plan to teach:
- *How much student involvement is there?*
- *What might the students….*
  - *…already know?*
  - *…be able to work out?*

Two things to remember:
- *If they don't know it, tell them*
- *Don't "cheat" by using silly clues until they guess what you want them to say, but have no idea of the meaning*

Two types:
- *Display questions – the teacher already know the answer*
  - *"How many posters are in the picture of the bedroom?"*
- *"Real" questions – the teacher doesn't know the answer*
  - *"How many posters do you have in your bedroom?"*

Chapter 5: Lesson Plan

5.1. Introduction

Lesson plans help teachers provide an effective learning experience for their students. These plans ensure that student's time in class results in learning that will help them achieve their goals. Effective lessons emerge from specific learning objectives and contain a unified set of learning activities.

A lesson plan: a description of a lecture, with aims, objectives, procedure (for lecturer and students), time and other information about the students.

Content	The curriculum a lecturer will deliver and explore throughout the lesson.
Lesson Aims	Why the lecturer is teaching the lecture. What the lecturer wants to achieve.
Objectives/learning outcome	What the students will get from the lecture. What they will be able to at the end as a result of the lecture. A description of a learning outcome
Communication	It aims to develop skills to express ideas in curricular subjects in both oral and written forms. By using the language for learning content, communication becomes meaningful because language is tool for communication, not an end in itself
Cognition	Good CLIL practice is driven by cognition. The cognitive skills include Lower Order Thinking Skills (LOTS) and Higher Order Thinking Skills (HOTS).
Resources	Any tool that helps teacher teaches and students learn

5.2. Effective Lesson Plan
   a) **The lesson opening**, the lesson opening should communicate:
   – What is about happen
   – Why it is important for it happen
   – How it relates to what has been done previously
   – How it is going to happen

   It should also:
   – Engage students and capture their interest
   – Provide and model clear expectations for students

   b) **The introduction to new material.** During this phase, you should:
   – Emphasize and reiterate key points instead of drowning students in details
   – Build in activities that allow students to "take in" the information
   – Use multiple approaches, such as using different senses and different angles to get at information and make it accessible
   – Be mindful of potential misunderstandings
   – Make purposeful choices when making instructional delivery decisions

   c) **The Guided Practice of New Material.** During this phase, you should:
   • Be clear about and model behavioral expectations
   • Use multiple opportunities for practice
   • Scaffold practice exercises from easy to hard

- Ensure that all students have an opportunity to practice (consider both choral responses and individual responses)
- Monitor and correct student performance

d) **The independent Practice.** During this phase, you should:
- Ensure that the activity reflects the achievement of the objective
- Ensure that all students can demonstrate the skill or knowledge independently
- Provide opportunity for extension

e) **The Lesson Closing.** Your closing should address the following questions:
- What did we learn today?
- What was the significance of what we learned?
- Can students demonstrate achievement of progress towards the objective

5.3. Sample of Lesson – A Case Study
The background/situation around the scenario
This topic 'Plants' forms part of the curriculum and was chosen because the contents are easy to understand, so students whose additional language level was low did not feel frustrated. Moreover, the topic gave the teachers the opportunity to prepare a visual and experimental scenario.

Problems faced and solved by the teachers who created the scenario
The teachers had reservations about translating specific vocabulary. The idea of student knowing the parts of a plant in an additional language when they did not know them in their native tongue seemed odd. It was decided not to translate the language because it was felt that when using CLIL, it was important to create a target language atmosphere that translation would not interfere with.

Students' profile
The class was made up of 7 and 8 year olds. They were in their second year of Primary. They had had contact with the Additional Language for 3 years, so their understanding was quite good. Their speaking skills were not as good, so they were allowed to use their mother tongue. The students were not very good at writing either, so it was decided that some writing would be included in future scenarios.

Results
Students enjoyed this way of learning. They were too young to realize that they were learning and improving an Additional Language. They were more focused on understanding concepts, enjoying activities and working with their classmates.

The teachers will continue to work with CLIL because it is a different way to teach an additional language. Students focus their attention on the content without being aware that they are working on the language too.

Plants and their parts

This unit helps Learners understand that plants are living things and introduces them to their role in life & the function of the various parts of the plant

CONTENT

- Understanding of plants as living things
- Introduction to the parts of a plant and their functions: roots, leaf / leaves, stem and flower
- Introduction to different uses of plants

COGNITION

Learners will be using various <u>Cognitive Skills</u> and will develop both **LOTS & HOTS**

- Making conclusions about the needs of a plant by experimenting and observing
- Recognising and naming the main parts of a plant
- Understanding the function of the parts of a plant
- Recognizing the importance of plants in our life and their role

See **<u>Bloom's Wheel</u>** for cognitive learning tasks

COMPETENCE

Learners will:
- Develop listening, writing and memorising skills
- Work cooperatively in problem-solving groups
- Explain the importance of plants in our life through spoken language
- Explain the function of the parts of a plant through spoken language
- Match each part of a plant with its function

COMMUNITY

- Gaining an understanding of plants as living things
- Establishing respect for plants as living things
- Understanding the importance of plants in our lives (They give us food, oxygen, some are use to make furniture.....)

Back to Overview

Chapter 6: Evaluation

6.1. Background

It is of paramount importance to take into account both content and language while evaluating students' progress in a CLIL lesson, and teachers should base their assessment on both. Although assessment should follow the principles for good practice as would be applicable in any context, Ute Massler in 'Guidelines for CLIL implementation in primary and pre-primary education' (2011, p114) says that CLIL assessment is different from traditional methods.

- First of all, since the CLIL lesson has a dual focus, attention needs to be given to evaluating both language and content. Rather than focus on a single subject, an assessment should include all of the objectives and goals of the CLIL lesson, involving competences, knowledge, skills, attitudes and behavior.
- Just as particular factors regarding learners are taken into consideration when preparing the CLIL curriculum, some of these factors should also be taken into consideration when preparing assessment. For example, Massler mentions the following factors:
    o duration of school instruction
    o age at which students start learning the TL
    o general official regulations governing education
- Massler (2011, p 118) also emphasizes such areas as:
    o development in the content area
    o development of targeted language competence
    o development of positive attitudes towards both the targeted language and content area
    o development of strategic competence in both the language and content

Assessing CLIL learning, then, is different from usual school testing. With CLIL, the student is learning new content and new language at the same time, and the teacher needs to be able to assess progress in each. CLIL teachers can use assessment and feedback to both encourage learners to work on developing their understanding of the subject content, and to focus them on appropriate and accurate language use.

If content and language are not both assessed, the dual focus of CLIL is lost. However, sometimes priority can be given to understanding of content, and sometimes to accurate language use.

Assessment of a range of criteria is more useful than focus on a single aspect of learning, and this is made easier if a rubric is used. A rubric is a grid listing the criteria to be assessed in rows, divided into columns for each grade . In each cell, there are descriptors, which quantify what the learner has to do to achieve the grade. How the rubric is laid out depends on how the teacher wants to use it to motivate learners and help them complete work successfully.

If the same grid will be used with a class for several different tasks, or for a series of evaluations over the course of a longer project, then it could make sense to show progression left to right, from a poor effort to excellent work. It would then be easy for students to see how to improve their work for the next evaluation.

However, if the grid is designed for a specific piece of work, where students are evaluated only once, they don't have the opportunity to improve their output. In this case, it is probably more motivational for students to see first what they need to do to excel, rather than see how to achieve a pass mark.

The most important thing is not the layout of the grid, but the content of the cells. The cells provide an opportunity for the teacher to make clear to the students exactly what they need to do to pass, do well, or to excel in each area of the evaluation. Students can then make a decision on where to focus their effort.

The teacher can choose the criteria to be assessed. For example, if one of the criteria for a maths task is accurate measurement, students know that this is an important measure of proficiency. If high marks are given for critical thinking, learners can make sure that they are critical in their answer. If team work is one of the criteria, learners will make the effort to interact.

Moreover, if a student is given a low grade in one particular category, she knows where to focus to become more successful. In this way, assessment can increase learner autonomy by helping students understand the aim of their learning and how to identify and fill any gaps. Learner autonomy can also be fostered by allowing the learners to suggest or even select some of the criteria; and self- and peer-assessment can motivate and encourage reluctant learners.

6.2. CLIL Assessment in Practice
Sample Grids for Assessment
With a CLIL approach, the assessment for Content is likely to be very similar to that already in use in 'traditional' teaching. However, the use of topic vocabulary (as Communication) and the Competence of identifying relevant information might also be included, for example:

CONTENT

Criteria	4 - excellent	3 - good	2 - satisfactory	1 – not satisfactory
Use of topic-specific vocabulary in written work	All new words used appropriately in simple sentences	15 new words used appropriately in simple sentences	10 new words used Appropriately in simple sentences	Fewer than 5 new words used appropriately in simple sentences
Identification of relevant information from different websites	Relevant information identified from at least three different websites	Relevant information identified from at least two different websites	Relevant information identified from at least one website	More than one website accessed but no relevant information identified

Other examples of possible assessment criteria:
COOPERATION

Criteria	4 - excellent	3 - good	2 - satisfactory	1 – not satisfactory
Ability to cooperate in a group task	Student consistently performs well as a group member, showing initiative, organizing task completion, and supporting all other group members	Student often performs well as a group member, showing initiative, organizing task completion, and supporting all other group members	Student performs well as a group member at times, showing initiative, organizing task completion, and supporting all other group members	Student acknowledges membership of the group but does little to help achieve group success

CREATIVITY

Criteria	4 - excellent	3 - good	2 - satisfactory	1 – not satisfactory
Originality in preparation and execution of diagrams and other visual materials	Student has at least three original design ideas and is able to prepare the resulting visuals	Student has at least two original design ideas and is able to prepare the resulting visuals	Student has at least one original design ideas and is able to prepare the resulting visual	Student makes some contribution to designing and preparing visuals

COMPETENCE

As Massler suggests, assessment is also an opportunity to make clear to learners the Competences that are being evaluated. Naturally, there are overlaps in all aspects of a CLIL-based lesson, and the 'can-do' statements that relate to the other 'C's can be counted as competences, and could be assessed as such. By including specific competences in an evaluation rubric, however, the teacher has an opportunity to make clear not only a skill considered important for a particular classroom activity, but also to demonstrate how that Competence can be improved and developed by a learner. Examples of this are shown in the rubric for peer assessment below, marked *.

POWERPOINT SLIDES	Beginning 1	Developing 2	Accomplished 3	Excellent 4
Order of slides	Little thought given to organization	Some organization evident but difficult to follow	Organization poor but development of presentation is obvious	Clear organization, easy to follow
Pictures and graphics	Small and very difficult to decipher and understand	Clearly visible but difficult to understand	Visible with effort but easy to understand	Clearly visible and easy to understand
Text slides	Too small to read	Clear text but content difficult to understand	Too small to read comfortably but content easy to understand	Text clear and easy to understand
Content of slides	Not all topics were covered	Some topics were covered	Most topics were covered	All topics were covered
***Handling of slides**	Clumsy manipulation throughout	Delays in removal of past slide and delivery of current slide	Hesitant changes between slides	Smooth and timely transition
Slides relevant to spoken content	Slides did not fit with the spoken content	Only a few of the slides matched spoken content	Only a small amount of spoken content did not match a slide	Spoken content matched the slides
Language	Many problems with accuracy of pronunciation and grammar	Some problems with accuracy of pronunciation and grammar	A few problems with accuracy of pronunciation and grammar	Pronunciation and grammar excellent
***Use of bridging language**	Change of slide referenced but without clarification	Next slide/ section introduced but current slide/section not summarized	Current slide/ section summarized and next introduced	Well-chosen and varied bridging language linking all slides/sections
Communicative skills	Oral delivery was read from a written text	Most of the oral delivery was read from a written text	Some of the oral delivery was read from a written text	The oral delivery was prepared but not read from written text
Sharing of delivery	Only one member	One member spoke	One member spoke	Group members

between group members	spoke	most of the time	considerably more than the others	shared delivery of the presentation equally

Based on Alberich, English through Science (2009), as seen in CLIL – Coyle, Hood, Marsh (2010).

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