

Learning CLIL through CLIL

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Learning CLIL through CLIL is a CLIL module for teachers and teacher trainers, i.e., higher education. The module thus follows an appropriate structure for the students it is aimed at. The course has been delivered successfully in five different institutions (Teacher Training courses organized by schools, Teacher Training courses organized by Teachers' Associations, Courses organized at University) by three different teachers in Spain.

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| AECLIL partner | Universidad Antonio de Nebrija, Madrid, Spain |
| Topic | CLIL, CLIL methodology |
| Subject area | Methodology teaching |
| Language | English |
| Language Level | B2 or above |
| Target group | Teachers and teacher trainers |
| Time | Adjustable to meet needs; approx. 10 academic hours |
| Aims | <ul style="list-style-type: none"> - introduce teachers and teacher trainers to CLIL - reflect on the benefits of CLIL methodology - become familiar with CLIL principles and implications - understand and know how to apply CLIL methodology - learn vocabulary, strategies and techniques for a bilingual class - know how to assess own and others' performance |
| Products/outcomes | <ul style="list-style-type: none"> - improved English language skills - increased awareness of CLIL methodology - students' poster - students' <i>Decalog for CLIL collaborative space</i> - completion of <i>Teacher Competence Questionnaire</i> |
| Classroom activities | The learning activities include teacher's presentation, individual, pair and group work, reading, reflection and debate, finding information, creating a poster, answering worksheets. |

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| Assessment tools | <ul style="list-style-type: none"> - observation sheets - self & peer assessment sheets - task production - rubrics |
| Assessment criteria Content Language Cooperative work | <ul style="list-style-type: none"> - correct use of classroom vocabulary in L2 - ability to reflect on own teaching practice - ability to look for and find information on the Internet - creativity in preparation and execution of poster - ability to assess own progress - ability to cooperate in carrying out group tasks |
| Resources | <ul style="list-style-type: none"> - PPT presentations - videoclips <i>Content & Language integrated learning. From CLIL methods for language learning</i> http://www.youtube.com/watch?v=4YoCQYJezNA&feature=mfu_in_order&playnext=1&videos=hn4zF7x3fyc - Cooperative learning (video) http://www.youtube.com/watch?v=HEh8Z0sbiRE - article: Moate J., 2010: "The integrated nature of CLIL: A Sociocultural Perspective", in <i>International CLIL Research Journal</i>, vol. 1 (3) 2010 - worksheets - assessment rubrics - computer - Internet |

Activities

Lesson 1 Activity 1

Students' work

Warm-up activity: watching first segment of video (whole group). Discussion and reflection on:

- how they learnt languages
- different methods used
- effectiveness of methods used
- difference between learning by construction and learning by instruction

Resources

- PPT 1: *Learning CLIL through CLIL*
- video 1: *Content & Language integrated learning. From CLIL methods for language learning* (First segment 0:00-1:34)

Assessment

- observation of group discussion
- understand difference between learning by construction and learning by instruction

Lesson 1 Activity 2

Students' work

Follow-up activity: second segment of video. Discussion and reflection on:

- new information society
- need to rethink how we teach and what we teach
- CLIL definition

Resources

- PPT 1;
- video 1: *Content & Language integrated learning. From CLIL methods for language learning* (Second segment 1:34-2:39)

Assessment

- observation of group discussion
- CLIL definition

Lesson 1 Activity 3

Students' work

Identification and organisation of knowledge:

- methods
- advantages & disadvantages
- effectiveness
- conclusions

Resources

- PPT 1

Assessment

- observation of group discussion
- advantages, disadvantages & - - conclusion

Lesson 1 Activity 4

Students' work

Language identification:

- learning vs. teaching
- communicative vs. grammatical competence

- approach vs. method
- competence building
- knowledge development
- thinking & re-thinking

Resources

- PPT Unit 1

Assessment

- self and peer assessment

Lesson 1 Activity 5

Students' work

Task for students:

After having watched the videos and the PowerPoint presentation on CLIL methods for language learning, the students do the following in groups:

- a. Write a list of the most important concepts learned so far.
- b. Classify and distribute those concepts/areas of knowledge among the group members.
- c. Find out information on the Internet about those concepts and anything new related to them. Make a summary of their most important notions.
- d. Organize the new contents and display them graphically in a one-slide PowerPoint presentation taking into consideration fixed guidelines (see worksheet 1).
- e. Produce a feedback survey about your poster for classmates to fill in during presentation with following sections:
 - Poster structure, organization of materials, accuracy of final concept goals.
 - Language accuracy.
 - Presentation structure and oral delivery.

Resources

- worksheet 1: *Creating and presenting a poster*
- Internet
- computer & PPT software

Assessment

- self and peer assessment
- direct observation of task performance and analysis of products using rubric

Lesson 2 Activity 1

Students' work

Warm-up: Comments on posters presented and free discussion about CLIL basics.

Resources

- students' posters on CLIL

Assessment

- peer and self-assessment
- comments on rubrics results

Lesson 2 Activity 2

Students' work

Follow-up:

- Read the article *The integrated nature of CLIL* by Moate.
- Answer the questions given on worksheet 2
- Discussion on issues

Resources

- PPT Unit 2
- Moate J., *The integrated nature of CLIL: A Sociocultural Perspective*
- worksheet 2: *Question Sheet on Moate's Article*

Assessment

- self and peer assessment
- direct observation of task performance and analysis of products using rubric

Lesson 2 Activity 3

Students' work

Identification and organisation of knowledge:

- collaborative space
- teacher's role
- exploratory talk principles
- IDRF
- reflection on these issues

Resources

- PPT Unit 2
- video: *Cooperative learning*

Assessment

- direct observation of group discussion

Lesson 2 Activity 4

Students' work

Language identification:

- content & language integrated learning
- transmission & transaction
- genre
- social, meta-, critical, expert, exploratory talk
- collaborative space
- dialogic class
- commitment, transparency, consideration, joint ownership
- answer definition sheet (see appendix 3)

Resources

- PPT Unit 2
- worksheet 3: *Definitions*

Assessment

- direct observation of group discussion
- feedback on definition sheet

Lesson 2 Activity 5

Students' work

Task for students: Once the students have read the article *The Integrated Nature of CLIL: A Sociocultural Perspective* and answered the question sheet, they re-read the fragment *Fundamental integration – language in learning* and think about TEN basic principles which are adequate for the CLIL collaborative space.

They write those ten principles under the heading *The Decalog for my CLIL Collaborative Space* in a one-slide PowerPoint presentation. Once finished, they give decalog to a classmate to correct (in return, they will also correct mate's work). When they get decalog back, they correct mistakes and include comments if appropriate.

Resources

- PPT Unit 2
- Moate J., *The integrated nature of CLIL: A Sociocultural Perspective*
- worksheet 4: *The Decalog for my CLIL Collaborative Space*
- computer and PPT software

Assessment

- self-assessment

Lesson 3 Activity 1

Students' work

Warm up: Discussion and reflection on:

- principles of CLIL
- components of a CLIL lesson

Resources

- PPT Unit 3

Assessment

- direct observation of discussion
- self and peer assessment

Lesson 3 Activity 2

Students' work

Follow-up: Discussion and reflection on key elements in CLIL.

Resources

- PPT Unit 3

Lesson 3 Activity 3

Students' work

Identification and organisation of knowledge:

- exercise on Core CLIL Activators (see worksheet 5)
- discussion and reflection on Core CLIL Activators

Resources

- PPT unit 3
- worksheet 5 (parts a and b): “Core CLIL Activators” + Exercise

Assessment

- direct observation of discussion
- self and peer assessment

Lesson 3 Activity 4

Students’ work

Language identification:

- cognition
- confident learner
- creativity
- intercultural understanding
- cross-curricular collaboration

Resources

- PPT Unit 3
- worksheet 6: *CLIL Glossary*

Assessment

- direct observation of discussion
- self and peer assessment

Lesson 3 Activity 5

Students’ work

Task for students:

Students answer the questionnaire on *Teacher Competences* according to their personal achievements in CLIL methodology seen in these three units. Once the questionnaire is completed, they share results with a classmate and discuss those results they have in common, those that diverge, and why this is so.

Finally, they compare the conclusions to their past experience as students and make a list of the most important differences.

Resources

- PPT Unit 3
- worksheet 7: *Teacher Competences Questionnaire* (see below)

Assessment

- direct observation of discussion
- self and peer assessment

Teacher competences questionnaire

| CLASSROOM MANAGEMENT | |
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| Can use target language in: | |
| o management | |

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| <ul style="list-style-type: none"> o time management o classroom noise management o giving instructions o managing interaction o managing co-operative work o enhancing communication | |
| INTERPERSONAL COMMUNICATION SKILLS | |
| Can communicate using contemporary social registers | |
| Can adjust social and academic registers of communication according to the demands of a given context | |
| ACADEMIC LANGUAGE SKILLS | |
| Can read subject material and theoretical texts | |
| Can use appropriate subject-specific terminology and syntactic structures | |
| Can read subject material and theoretical texts | |
| TEACHING LANGUAGE SKILLS | |
| Can use own oral language production as a tool for teaching by varying: | |
| <ul style="list-style-type: none"> o registers of speech o cadence o tone and volume | |
| LEARNING ACTIVITIES TEACHING SKILLS | |
| Can use the target language to: | |
| <ul style="list-style-type: none"> o explain o present information o give instructions o clarify and check understanding o check level of perception of difficulty | |
| Can use the following forms of speech: | |
| <ul style="list-style-type: none"> o exploratory o cumulative o disputational o critical o meta o presentational | |
| COURSE DESIGN SKILLS | |
| Can adapt course syllabus so that it includes language, content and learning skills outcomes | |
| Can integrate the language and subject curricula so that subject curricula support language learning and vice-versa | |
| Can plan for the incorporation of other CLIL core features and driving principles into course outlines and lesson planning, including | |
| <ul style="list-style-type: none"> o scaffolding language, content and learning skills development o continuous growth in language, content and learning skills development o learner autonomy o fostering critical and creative thinking o helping students to link learning from various subjects in the curriculum o using assessment to improve student learning (learning skills, content and language, as well as cognitive development) | |
| Can select learning materials, structuring them or otherwise adapting them as needed | |
| Can identify and make use of learning environments in addition to the classroom | |

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| (e.g., discussion forums, study groups, school grounds, a community centre, the neighbourhood) | |
| Can select the language needed to ensure: | |
| ○ student comprehension | |
| ○ rich language and content input | |
| ○ rich student language and content output | |
| ○ efficient classroom management | |
| PARTNERSHIP SKILLS | |
| Can cooperate with parents to support student learning by: | |
| ○ guiding parents in understanding and using the terminology and concepts of education, so they can better support their child's learning | |
| ○ raising awareness about productive and counterproductive strategies used by parents | |
| ○ learning more about the student | |
| Can cooperate with school managers, educational authorities, and other decision makers | |
| Can agree on common teacher training goals with fellow teachers | |
| Can analyse learner's needs with fellow teachers | |
| In the case of team- and co-teaching, can develop efficient task-sharing | |
| RELATIONSHIP BUILDING SKILLS | |
| Can connect with each student personally | |
| Can foster belief in each student's capacity to learn | |
| Respect diversity | |
| Can create a reassuring and enriching learning environment | |
| Can support individual and differentiated learning | |
| Can adapt materials and strategies to students' needs | |
| Can engage SEN students (students with special educational needs) | |

(Adapted from P. Bertaux, C.M. Coonan, M.J. Frigols-Martín, P. Mehisto (2010), *The CLIL Teacher's Competences Grid*)

Reflection and comments

In most of the lessons, there are topics which require discussion, personal opinion and reflection for debate. Some of the students were not used to this kind of active approach to learning and were reluctant to participate in the debate. However, the students enjoyed the interactive, cooperative learning style of the module, and the fact they could share their opinions with peers and find very creative ideas for their bilingual classes. They also improved their oral skills, particularly the fluency they need for classroom communication.

Bibliography

Marsh D., 2007: *Content & Language Integrated Learning. From CLIL methods for language learning*

http://www.youtube.com/watch?v=4YoCQYJezNA&feature=mfu_in_order&playnext=1&videos=hn4zF7x3fyc

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