

CLIL GUIDE BOOK

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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.

In the last 10 years, Europe has broken down its borders and has added many more member states. Mobility and trans-border migration is now commonplace. In addition, influxes of refugees and immigrants have resulted in the typical European classroom being a multi-national environment consisting of students with plurilingual abilities.

Traditionally, linguists and language teachers used to refer to the native or mother language as being L1, and any foreign language studied as being L2. In the wake of EU mobilities and immigration, these terms are becoming obsolete.

Referring to the language spoken in the host country as native or mother language ignores any migrants, ethnic minorities or nationalists and their own mother tongues. Consider, for example, the case of an Ethiopian in Rome, a Bosnian in Malta, a Turk in Germany, or a homebred Catalan in Barcelona, a Welshman in Wales, or a Scotsman or Irishman speaking their own version of Gaelic. Using the term L1 ignores their heritage language or even perhaps their first language. And what about bilingual learners, as found in Malta or parts of Switzerland? The targeted language could even be an official language in their country.

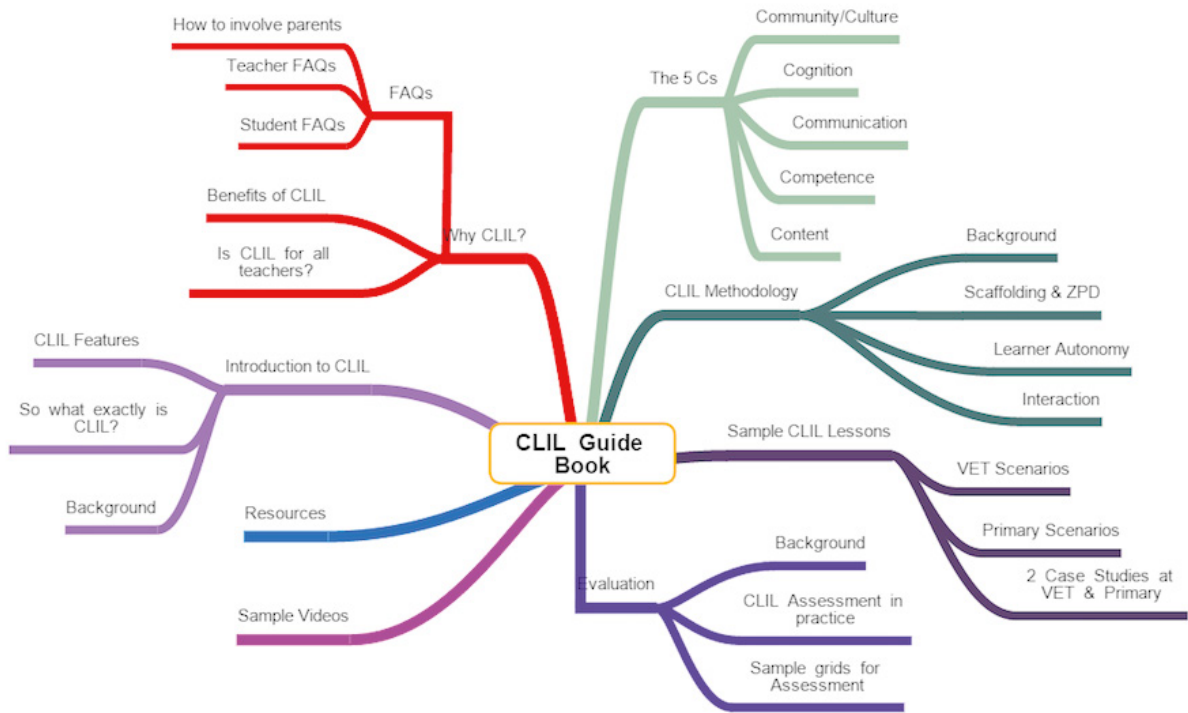
To compound difficulties, the use of English as a global language has resulted in many countries teaching English as part of the curriculum. English has now become mandatory in most European countries, and is therefore not always considered a ‘foreign language’, but a second language.

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 School Lingua Franca (SLF) 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.

Structure of Guide Book



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 students 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, teachers 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 is a dual-focused educational approach in which an additional language is used for the learning and teaching of **both** content and language.” (EuroCLIC 1994)*

In simple terms, CLIL integrates both Content Learning and Language Learning. Using CLIL, students learn one or more of their school subjects in a targeted language, often English, but sometimes in another second language. Students 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 students, and they are developed and integrated slowly but steadily. In the long term, students learn both the content and the new language as well as, if not better than, students who study content and language in separate classes.

CLIL involves a change of focus in the classroom. When teachers use the school lingua franca (SLF) for teaching, they can tell the students everything they want them to know, and the students can understand them. However, when they teach their subject using a new language, this isn't possible. Because of this, they have to show students how to find out information for themselves, and how to work and talk together to discover new ideas, so that using the language becomes part of the process of learning. In other words, the teachers have to change their methodology, and find different ways to help students learn.

By doing this, the teacher prepares young students 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. Students 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, 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 students 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.

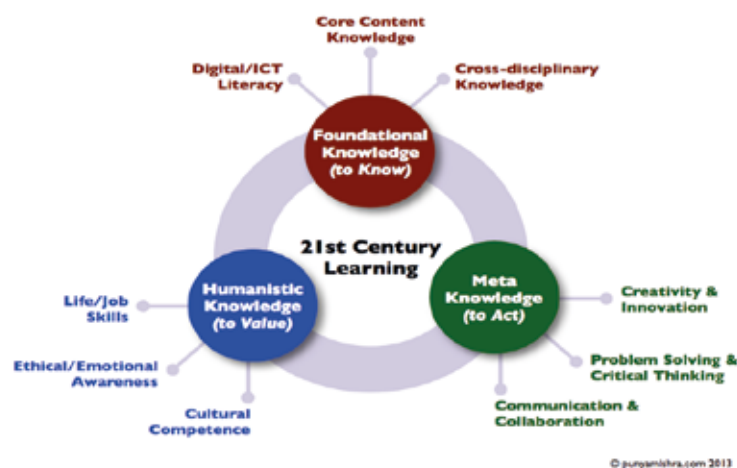
For most of the twentieth century, the set of skills needed for the workforce was much simpler than it is today. Schools used to prepare their students for employment by teaching them to read and write and do arithmetic, by giving them some information about the world they lived in, and by training them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

In contrast, think about preparing students 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 multicultural communities.

As teachers, 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 students and prepare them for the world of today.



2.1. Is CLIL for all Teachers?

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

However, this is not always possible, and CLIL teachers often have to perform both roles. This often gives rise to anxiety when teachers 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 teacher:

“I’m a CLIL subject teacher, and I know what content I want my students to learn. But how do I know what language to teach them?”

CLIL teachers don’t teach the sort of language that students usually learn in language classes.

- CLIL students don’t follow a syllabus which is based on grammar development.
- CLIL students 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 students 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 teachers don’t teach Basic Interpersonal Communication Skills (BICS).

So what language do CLIL teachers teach? It can be described in three categories.

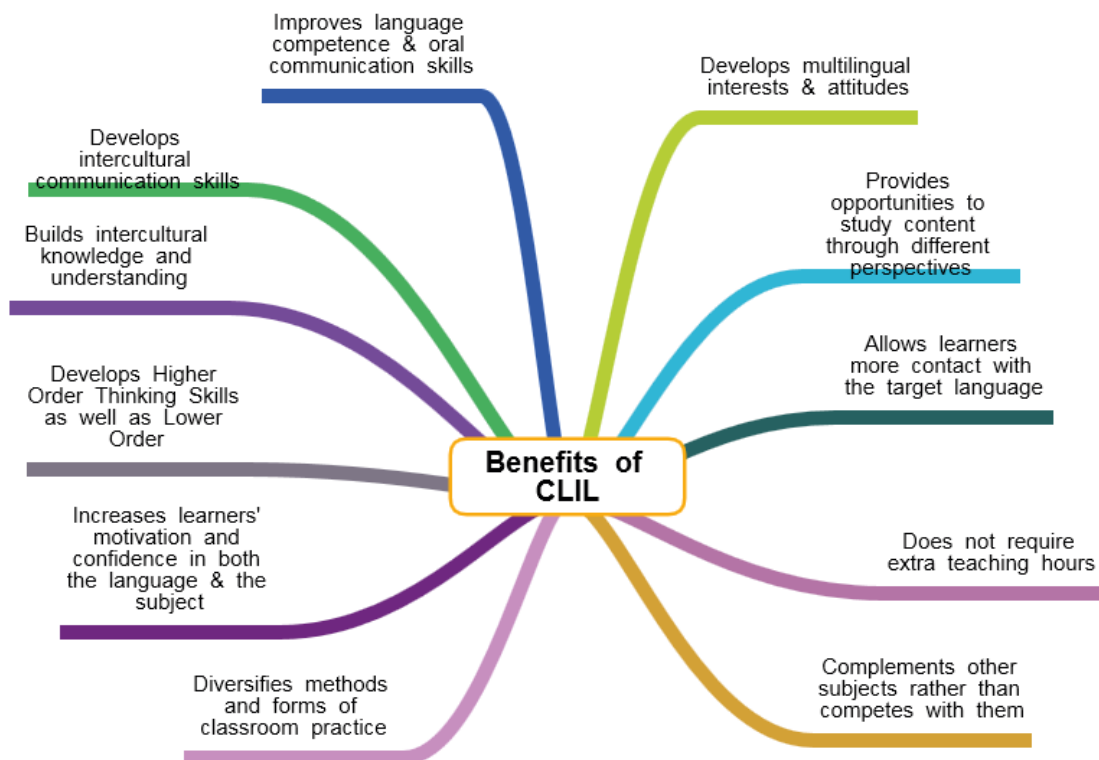
- First of all, CLIL students need to know content-specific vocabulary for the topic they are learning, such as ‘terrain’, ‘plateau’, ‘estuary’ or ‘flood plain’ for geography, or ‘ratio’, ‘divide’, ‘fraction’ or ‘decimal’ for maths. They also learn the grammar which is needed for the subject, such as the past simple tense and ‘used to’ for history, or ‘if....., then’ sentences for science.
- CLIL students 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 students learn the sort of language which helps them organise their thoughts and solve problems, like ‘analyse’, ‘categorise’ 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:



- 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-perspectivity) (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)

Teacher FAQs

2.2.1. FAQs for Teachers

1. I'm a content teacher. Why should I incorporate a focus on language in my subject teaching?

It is difficult to learn a language out of context. Traditionally, language teachers 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 student. 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 teacher, in the additional language (AL). This develops the learning of both the content and the AL.

2. I'm a language teacher. How can I help content teachers when I don't know anything about their subjects?

By teaching through CLIL, you are helping your students 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 students the skills needed in their future workplace, and not simply content.

3. Yes, but I still don't know much about the content!

A language teacher does not teach content, and is not expected to, but uses the content as a vehicle for introducing language.

In other situations, the language teacher works closely with the content teachers to offer guidance on the language they need in their lessons. Here the language teacher takes on the role of 'consultant' to content teachers.

4. What makes CLIL language learning different from normal language learning?

The language that students 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, students realize that they can use the language without an in-depth knowledge of it first. CLIL helps students simultaneously use the targeted language and gain knowledge of content.

5. How can I get my students to accept CLIL?

Some students 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 students 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 students 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, students enrich their vocabulary and the targeted language becomes clearer. Students 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.

Where possible, students should be encouraged to get in touch with students from other countries, to exchange ideas about the subject they are learning. It is relatively simple to set up an e-Twinning project with another class via: www.etwinning.net

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 teacher, 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 teacher 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 students to use it.

Our online CLIL4U Pre-Course is aimed at helping low-level teachers 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. Go to <https://sites.google.com/site/cli4uprecourse> to see the CLIL4U Language Course:

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 students 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 teachers 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. Where can I find suitable resources at the correct level?

There are databases of CLIL resources available in different languages, for example:

<http://languages.dk/databank/materialslist.php>

Another useful database with multilingual resources is CLILStore:

<http://multidict.net/clilstore>

Other very good sites which contain ideas and resources for teaching of English through CLIL are the British Council and OneStopEnglish. The ideas can be adapted to teaching through CLIL in other languages.

Finally, publishers are issuing more books on CLIL. For example, check out OUP, CUP and Express Publishing websites regularly to see what books they have issued recently

10. As a subject teacher, do I need to assess students' 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 students are aware of what you will be checking, which will be different from what language teachers assess in their classes. Practical examples of assessment grids are given in the section on Evaluation (Chapter 6).

11. Why can't I just use a subject course book written for additional language (AL) speaker students?

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 students 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 students' AL level. However, what a native speaker course book can do is help the teacher with content words.

2.2.2. FAQs for Students

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 teacher will assess content and language separately. Assessment grids will show you the criteria your teacher 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 students 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 students. 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 teacher 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 teacher for help. In addition, your teacher will use ways to introduce content (eg technology or diagrams) that will make learning easier.

2.2.3. How to involve parents

Parents' involvement in their children's education is essential. Although it is very hard for parents nowadays to keep up with daily routine and the kind of homework that children have, it is the parents' responsibility to follow their children's educational progress. They need to guide, help, motivate and reinforce learning to make it easier for their children to do well at school. Keeping parents informed about what the CLIL approach can do, will engage them in the children's school activities from the start. Not all parents can use the targeted or additional language TL/AL in their home surroundings to enhance the learning of a subject, but this is not essential. Asking children to share their learning with their parents is motivating not just for the students themselves, but for the parents too.

Chapter 3: The 5Cs

When teachers are planning a CLIL lesson, there are five things to think about - Content, Communication, Competences, Community and Cognition.



3.1. Content

In traditional teaching, teachers prepare a lesson around a logical development of the area the students have been working on. It's just the same with CLIL. Teachers develop lessons around what the students already know. In this way, students build their content knowledge like building a wall, one course of bricks on top of the next.

3.2. Communication

In the past, students learned a lot of lesson content while they were listening to the teacher talk. With CLIL, teachers talk much less, because the students don't have enough of the new language to learn in this way. Instead, students study together and work in groups, talking to each other as well as to the teacher, using as much of the new language as they can.

A CLIL teacher needs to ask herself a series of questions:

What sort of communication will the students be involved in?

What language will be useful for that communication?

What key content words will they need?

What scaffolding (see Chapter 4) can I provide?

3.3. Competences

'Can-do' statements describe the outcomes of a lesson, for example, 'I can calculate the area of a triangle'. CLIL teachers think about the can-do statements they want their students to be able to make after the lesson, either about lesson content and skills - or about new language.

3.4. Community

CLIL teachers help students to relate what they learn to the world around them.

Students see that what they learn is not just a school subject, but something that relates to 'the real world'.

The CLIL teacher therefore needs to think about:

What is the relevance of this lesson to the student's daily life and surroundings?

How does it link to the Community or Culture surrounding the students?

Does it also link to other cultures?

3.5. Cognition

Of course, teachers were helping students learn to think long before the CLIL approach was introduced. They have always asked their students 'when?', 'where?', 'which?', 'how many?' and 'who?'. These questions focus on real, specific and concrete answers. Students who learn to answer them correctly develop the thinking skills of recalling, repeating and listing, and of understanding.

Thinking skills such as these were categorised 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 practising 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 practised some of the thinking skills categorised 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 Behaviours:

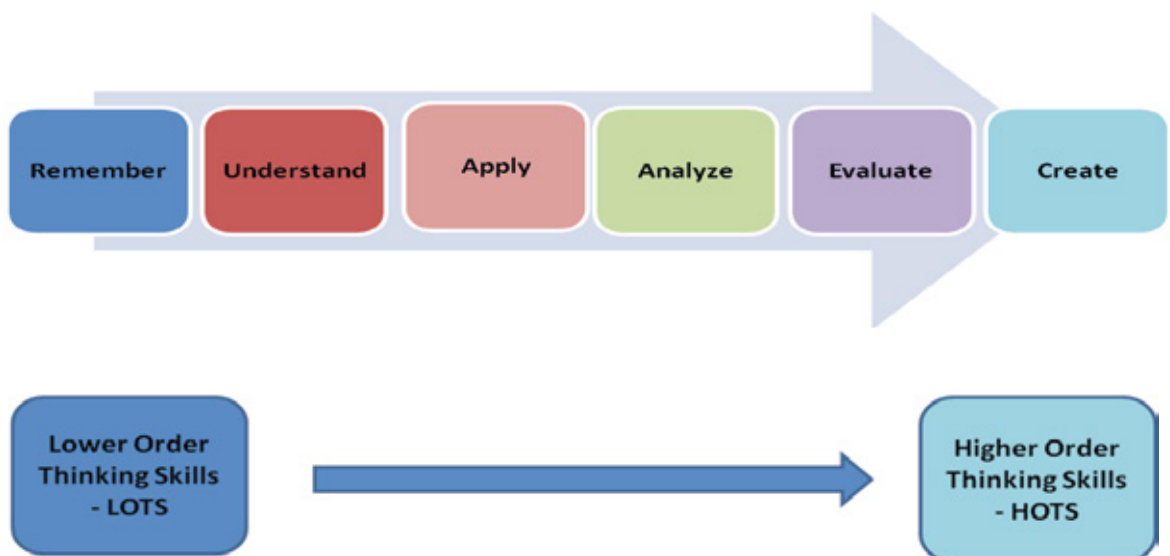
We have to remember a concept before we can understand it.

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.

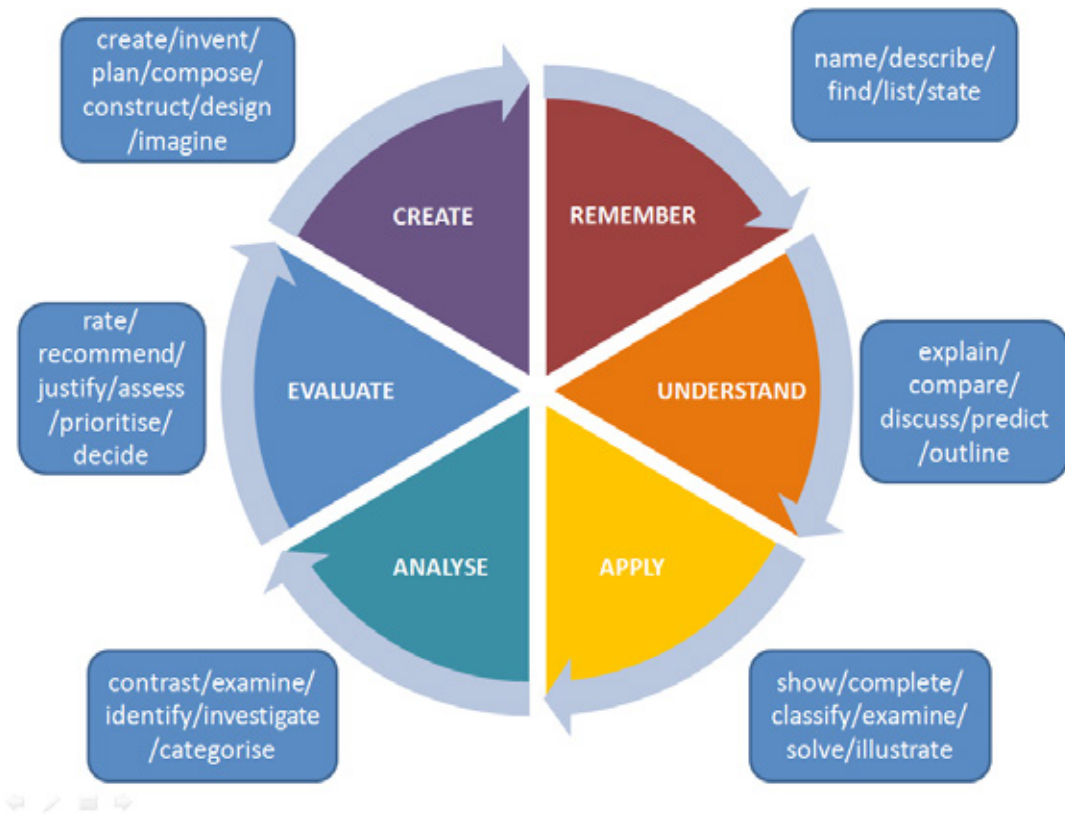
We have to remember, understand, apply, analyze, and evaluate a concept before we can create.



3.6. Bloom’s Wheel & Choosing the Right Task Words

Bloom’s Wheel: The diagram below exemplifies the words we can use when asking questions and setting tasks in order to encourage different thinking skills. It displays a taxonomy of thinking skills, questions words and tasks which are aimed at eliciting HOTS as well as LOTS.

For example, using question words such as ‘name, list, state’ will help students remember facts. Using question words such as ‘contrast, identify and categorise’ will encourage students to develop the Higher Order Thinking Skill of Analysis.



Chapter 4: The CLIL Approach

4.1. Background

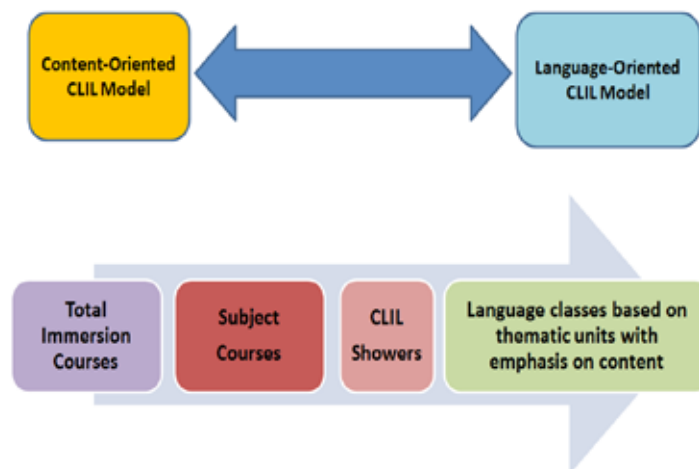
There is no specific methodology that relates to CLIL. However, according to Pavesi et al (2001) some common features are used in different countries, and “CLIL requires active methods, co-operative classroom management, and emphasis on all types of communication (linguistic, visual, and kinaesthetic)”.

- 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), in order 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.

The diagram below illustrates the diversity involved in this content-language continuum approach.



Taken from Guidelines for CLIL Implementation in Primary and Pre-primary education, p16
http://www.schools.ac.cy/klimakio/Themata/Anglika/teaching_material/clil/guidelines-forclilimplementation1.pdf

4.2. The Zone of Proximal Development (ZPD) and Scaffolding

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.



Scaffolding is a modular system of metal pipes which provides temporary support for people constructing buildings. It enables them to build much higher than they could reach from the ground.

Scaffolding as a metaphor is used to describe how learners can be helped to achieve things which they are not yet ready to do on their own. It is a useful description because it highlights that this help is only temporary. The help is removed gradually as the learner

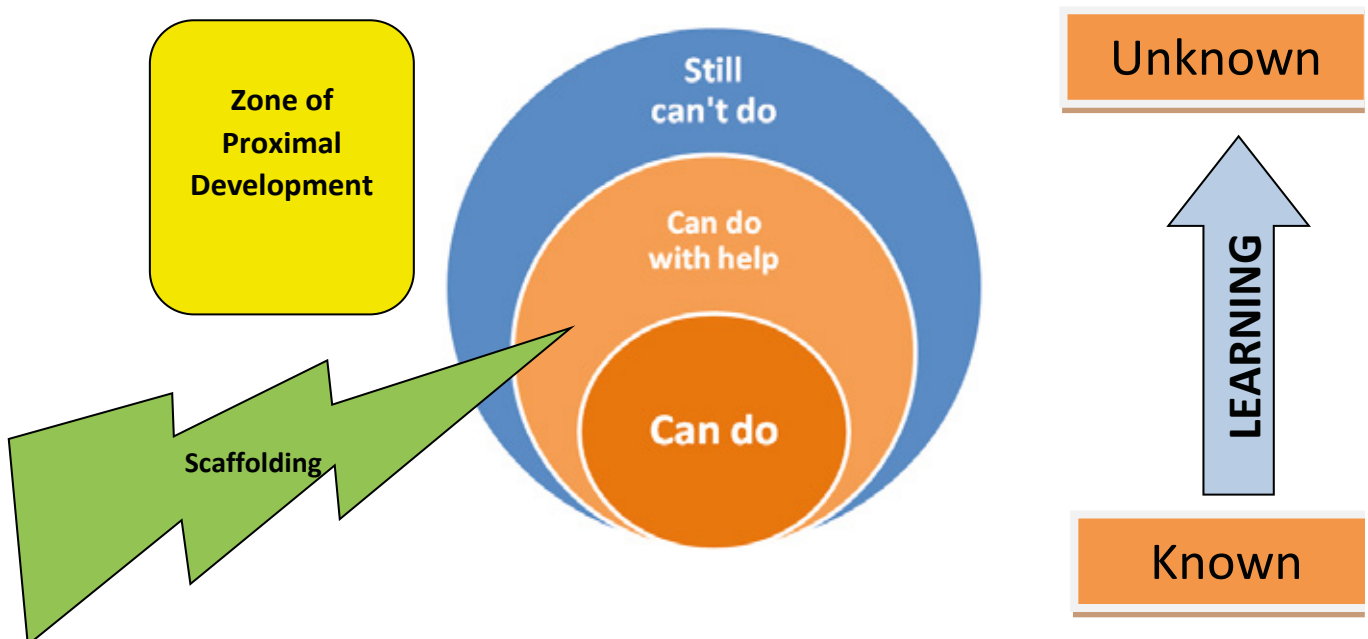
gains the necessary knowledge and experience to be independent, just as scaffolding is removed once a building is complete.

Scaffolding describes support for learning of both content and language. It provides an image of how new learning is built on what is already known, as in the example of geography teaching (above). Although scaffolding is often provided by a teacher, it can also be provided by a more proficient peer, or group of peers.

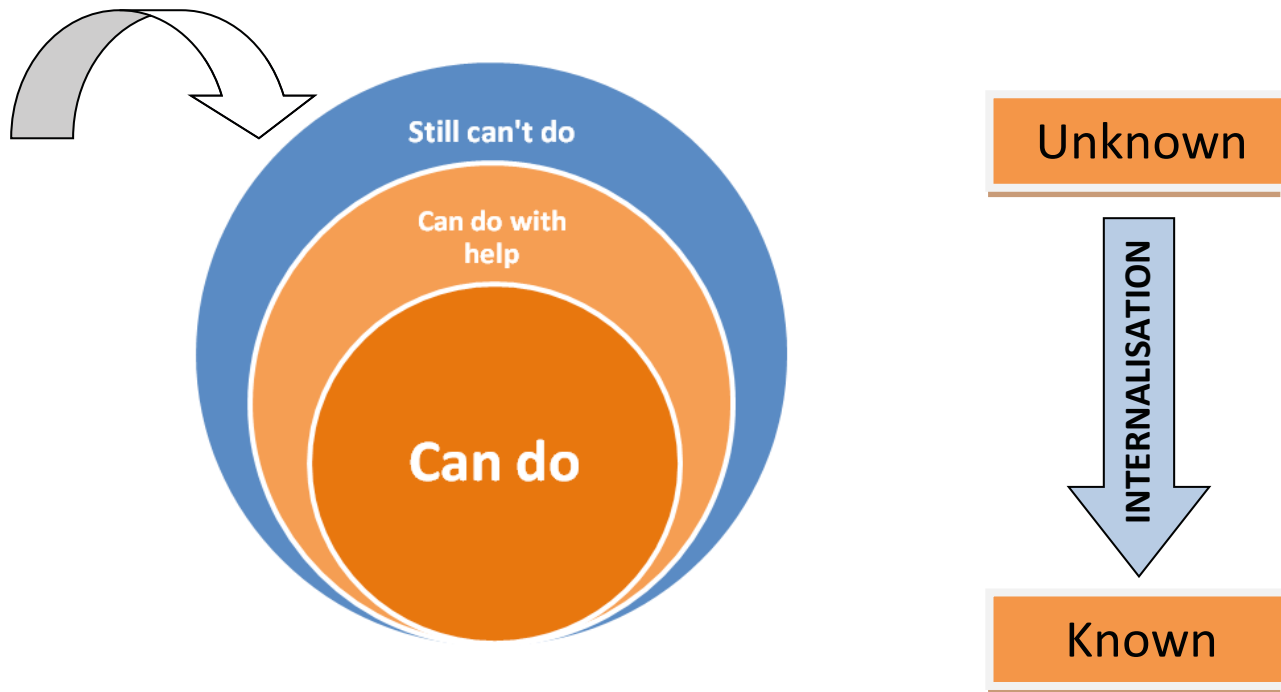
Once the learner is confident of how to say what they want in a situation, they will be able to use their linguistic knowledge in other situations, without scaffolding. The knowledge/skill/understanding needed will have been internalised, and can now be utilised without external support.

Scaffolding takes many forms. For example, when scaffolding the skill of listening, we might help a learner grasp meaning by focussing their attention on the form of a particular tense used; in reading, the questions the teacher asks about a particular text can guide the reader to a clear understanding; writing skills can be developed through model texts, or the use of graphic organisers to help organise ideas.

Scaffolding, Support, & Internalisation



In time, with scaffolding, LLs internalise what they are learning, and scaffolding is decreased. The Can Do area grows and the learner's Zone of Proximal Development develops a new focus.



This scaffolding is a dynamic element of teaching and learning, not a static or permanent feature.

One example of how teachers can scaffold learning is the use of graphic organisers. Tools like tables and grids, flow charts and mind maps enable data processing, and develop thinking skills such as comparing and contrasting, sequencing, recognising relationships and classifying.

4.3. 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
- Practise 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 behaviour
- 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 recognise 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.

4.4. Interaction

Communication is one of the five "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 recognises 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.

4.5. Teacher Thinking Time

The European Framework for CLIL Teacher Education would be a good resource for teachers (and schools) to reflect on and design teacher training opportunities:

<http://clil-cd.ecml.at/EuropeanFrameworkforCLILTeacherEducation/tabid/2254/language/en-GB/Default.aspx>

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-centred 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!'

Chapter 5: Sample CLIL Lessons

5.1. VET (Vocational School)

CLIL4U provides 28 VET scenarios covering a range of vocational subjects.

The scenarios describe how to teach a CLIL-based module, that is, a subject module from the chosen vocations, which is taught through a second language. Each scenario shows how it caters for the 5 Cs, and provides an overview of the Topic, and of each of the 5 Cs.

The scenarios contain a lesson plan and related activities, and links to ready-to-use online materials (from the material bank).

The scenarios can be printed out from downloadable PDF files, read online as webpages, or read as eBooks, e.g. on iPads or other tablets, or from computers.

A full list of VET scenarios can be found at: <http://languages.dk/clil4u/index.html>

5.2. Primary and Secondary

CLIL4U also provides 24 Primary scenarios covering a range of topics. These could also be used for lower secondary classes.

As in the VET scenarios, the Primary scenarios describe how to teach a CLIL-based module. Each scenario shows how it caters for the 5 Cs, and provides an overview of the Topic, and of each of the 5 Cs.

The scenarios contain a lesson plan and related activities, and links to ready-to-use online materials (from the material bank).

The scenarios can be printed out from downloadable PDF files, read online as webpages, or read as eBooks, e.g. on iPads or other tablets, or from computers.

A full list of Primary scenarios can be found at: <http://languages.dk/clil4u/index.html>

5.3. An in-depth view of two CLIL scenarios at different levels

In this section, we will be looking at two case studies of the implementation of CLIL at two different levels.

5.3.1. A VET scenario – A Case Study

The background/situation around the scenario

The scenario Fish and Seafood was chosen because it is part of the students' curriculum and since these specific students are expected to work in the Tourist industry either in Cyprus or abroad, knowing the specific names of fish and seafood in English is an advantage.

Problems faced and solved by the teachers who created the scenario

The teacher found that the time allocated should have taken into account the number of students in the class and of the activities, especially when there was a presentation involved. Also, students should have been given examples of fish recipes before being asked to create their own, especially in the case of students with little or no experience in cooking.

Concerning language, despite the low level of English of this specific class, there were no problems because a bilingual glossary was provided, which helped the students learn the names of the fish and seafood. The grammatical part was also relatively easy, since the CEFR level was A1-A2+. The guidance of the language teachers who created the scenario and the exercises at the appropriate level was extremely helpful. This contributed to the method of presenting/practising the particular language structures to be learnt during this lesson.

Students' profile

The students of this particular class were first year students of the Culinary Arts Diploma. The age of the students ranged between 18 and 25. They were Greek native speakers and their level of English was A2. After graduating from college with the Diploma of Culinary Arts, it is usual for students to work in the Hotel Industry or in restaurants. CLIL is very useful in such classes, since it provides students with terminology used in their profession in an additional language, in this case, English. Most restaurant menus worldwide are written in English to enable visitors to understand what to order.

Results

Learning took place in both Content and Communication, which helped students realize how much or how little they actually knew in relation to their major subject of Fish and Seafood. They were also able to practise using imperatives and comparison. They saw the value of tackling Competences and Cognition since as they identified, located, selected and labelled new words and pictures, they also learned and listed ingredients, outlined their uses and finally produced a recipe. They learned how to analyze and compare their peers' recipes, to categorise and sort different types of fish and seafood and to combine ingredients. They also criticized and appraised their peers' recipes.

Overall, students enjoyed this way of learning because it included multimedia aids such as videos and PowerPoint presentations.

Looking at 'Fish & Seafood' in detail: <http://languages.dk/clil4u/scenarios/sc16/>

Fish and Sea Food A CLIL Lesson Level A1-A2

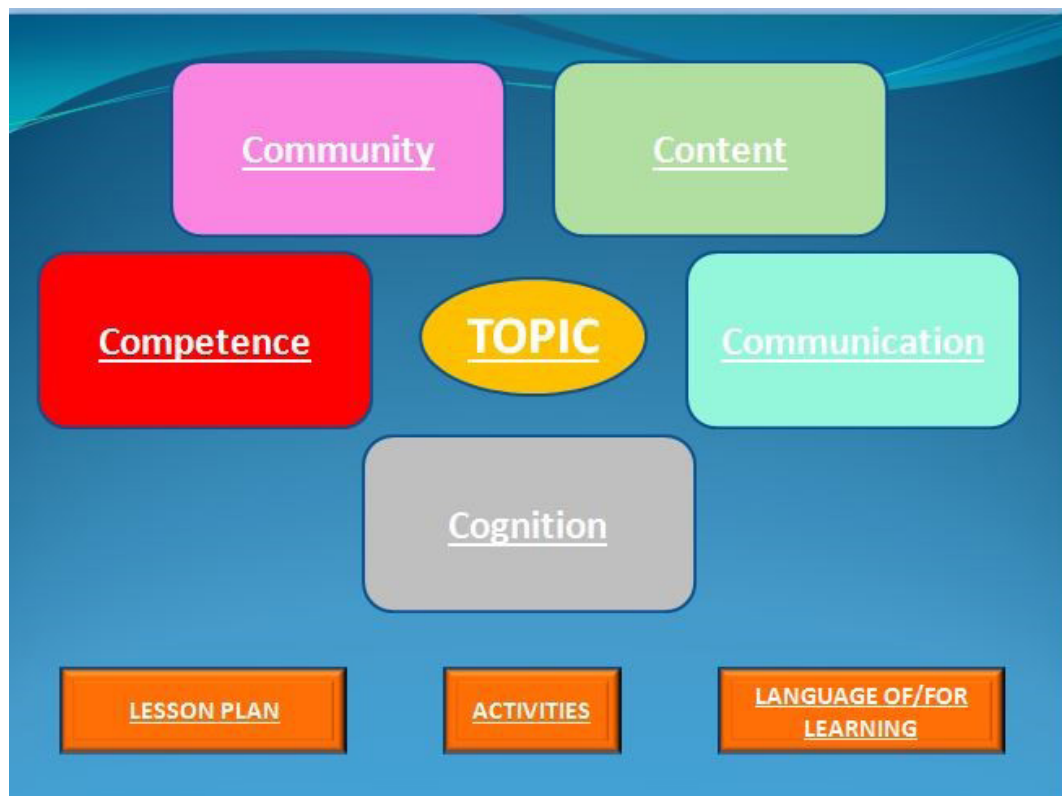


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Lifelong Learning Programme

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TOPIC



Fish and Sea Food

This is a CLIL lesson on Fish and Sea Food. The students will learn various types and categories of fish and sea food, identify fish and learn related vocabulary used in the culinary art industry. It is part of the syllabus of the Culinary Arts major of vocational training but it can also apply to other disciplines eg Hotel Management and Tourism

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CONTENT



- Fish and Seafood Categories
- Parts of the Fish
- Good Quality Signs

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Communication



Students will learn:

- to use imperatives in relation to their field both at work and daily life
- to use the degrees of comparison
- to use related language (key words) eg the parts of fish, names of various categories of fish and seafood, and names of ingredients

The knowledge of the present simple and present continuous tenses in English is a prerequisite in order to understand and carry out the tasks given.

Some Scaffolding Techniques to help students are needed eg following oral text with written text, process writing, joint writing project, labelled visuals.

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COGNITION



- Identifying, locating, selecting and labelling/writing new words-pictures
- Naming and listing ingredients
- Outlining a recipe
- Matching the word to the picture
- Explaining the procedure of a recipe
- Describing a recipe
- Producing, reporting and/or applying a recipe
- Analysing and comparing peers' recipes
- Categorising and/or sorting different types of fish and seafood
- Combining ingredients
- Designing a menu
- Criticising, appraising and judging students' recipes

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COMPETENCE



Learners will be able to:

- understand the procedure of executing a recipe
- work in groups and/or pairs
- identify different types of fish and seafood
- compare and contrast different types of fish and seafood
- write a recipe
- prepare a presentation on the students' favourite fish or seafood recipe

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COMMUNITY



The chosen topic is an essential part of the students' major of studies dealing with both their theoretical as well as their practical knowledge.

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Lesson Plan & Activities

The full lesson plan, with accompanying activities and PowerPoints, can be found and downloaded at: <http://languages.dk/cli4u/scenarios/sc16/>

5.3.2. A Primary scenario - 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 children 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.

Looking at Plants in detail: <http://languages.dk/clil4u/scenarios/sc8/>



Plants

A CLIL Lesson

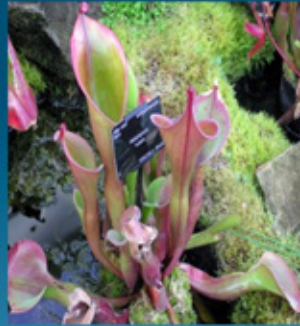
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Plants and their parts



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

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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

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COGNITION



Learners will be using various Cognitive Skills 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 Bloom's Wheel for cognitive learning tasks

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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

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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.....)

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Lesson Plan & Activities

The full lesson plan, with accompanying activities and PowerPoints, can be found and downloaded at: <http://languages.dk/cli4u/scenarios/sc8/>

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 behaviour.
- 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:
 - duration of school instruction
 - age at which students start learning the TL
 - general official regulations governing education
 - Massler (2011, p 118) also emphasises such areas as:
 - development in the content area
 - development of targeted language competence
 - development of positive attitudes towards both the targeted language and content area
 - 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, organising task completion, and supporting all other group members | Student often performs well as a group member, showing initiative, organising task completion, and supporting all other group members | Student performs well as a group member at times, showing initiative, organising task completion, and supporting all other group members | Student acknowledges membership of the group but does little to help achieve group success |

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 organisation | Some organisation evident but difficult to follow | Organisation poor but development of presentation is obvious | Clear organisation, 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 |

| POWERPOINT DELIVERY | Beginning 1 | Developing 2 | Accomplished 3 | Excellent 4 |
|--|--|--|---|--|
| 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 summarised | Current slide/section summarised 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 between group members | Only one member spoke | One member spoke most of the time | One member spoke considerably more than the others | Group members shared delivery of the presentation equally |

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

Chapter 7: Sample Videos

Six CLIL4U videos in high video quality demonstrating CLIL in Classes

Watch all six videos in sequence <https://youtu.be/dFuCrxRobh0>

Electricity and Energy Saving (Primary schools) <https://youtu.be/jMpbExcSb-w>

Techniques for the Art Class (Primary schools) <https://youtu.be/a2UPHrN7T3A>

Trial and error (Primary schools) https://youtu.be/Lf_a9-nXwuY

Electronic Circuits (Vocational colleges) <https://youtu.be/p4W566b0qZM>

Domotics (Vocational colleges) <https://youtu.be/t9sAr6f2aLA>

Office Administration (Vocational colleges) <https://youtu.be/SeF-diNVan8>

More videos that can serve as inspiration, but with lower video quality:

Hands-on CLIL Classes

The two videos below show CLIL used in two Danish schools: a VET college & a Primary School:

CLIL in a VET College (SDE – Syddansk Erhvervsskole Odense-Vejle, Denmark):

<https://vimeo.com/110770557>

CLIL in a Primary School (KGS – Kroggaardskolen, Denmark):

<https://vimeo.com/111743742>

Other CLIL Lessons in Action

ICMG Italy-Year 4 testing "Trial and Error" <https://vimeo.com/114007299>

ICMG Italy Year 3 testing "Superheroes" <https://vimeo.com/113534777>

ICMG Italy Year 4 testing "Plants in Depth" <https://vimeo.com/112942144>

ICMG Italy - A Clil Classroom <https://vimeo.com/113533912>

ICMG Italy A Clil Class - Morning Routing <https://vimeo.com/112638452>

Interviews with Content Teachers

Content teachers from a VET University College (SUPSI - University of Applied Sciences and Arts of Southern Switzerland, Switzerland): <https://vimeo.com/111369804>

Content teacher from a VET College (Intercollege - Educational Excellence Corporation Ltd): <http://vimeo.com/112289876>

Content Teachers from a Spanish Primary School (ZOLA, part of CECE - Confederación Española de Centros de Enseñanza, Spain): <https://vimeo.com/110462010>

Interviews with students about CLIL

VET Students attending MCAST (Malta College of Arts Science and Technology, Malta): http://youtu.be/_8LLrO-atQY

Interviews with Students and Parents in a Primary School

Students and parents from ICMB (Istituto Comprensivo Montegrappa Bussero, Italy): <https://vimeo.com/111024548>

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- Pavesi M. et al, *Teaching through a foreign language*. Website: available from: www.ub.edu/filoan/CLIL/teachers.pdf {2 September, 2014}

Partners



Confederación Española de Centros de Enseñanza (CECE) <http://www.cece.es>



Centro Educativo Zola
Las Rozas

Colegio Zola <http://grupozola.es>



ETI - Executive Training Institute Malta <http://www.etimalta.com>



KROGGÅRDSSKOLEN

Kroggårdsskolen www.kroggaardsskolen.odense.dk



MCAST

Malta College of Arts, Science & Technology

Malta College of Arts, Science and Technology (MCAST) <http://www.mcast.edu.mt>



SYDDANSK ERHVERVSSKOLE

Syddansk Erhvervsskole Odense-Vejle <http://www.sde.dk>



I.C.S. MONTE GRAPPA <http://www.icsbussero.gov.it>

INTERCOLLEGE

Intercollege <http://www.nic.intercollege.ac.cy>

SUPSI

La Scuola universitaria professionale della Svizzera italiana (SUPSI) www.supsi.ch
