

# ETI CPD Course: CLIL4U Course

## Course Description

### 1. Title of training:

CLIL4U Blended Learning Course

### 2. Background to the course:

ETI (the Executive Training Institute) is one of the partners on the EU Project CLIL4U. The project aim is to assist implementation of CLIL (Content & Language Integrated Learning).

Partners on the CLIL4U EU project include Primary School teams from Denmark, Italy and Spain, with Vocational College teams from Denmark, Cyprus, and Malta (MCAST), and SUPSI, the University of Applied Sciences and Arts in Southern Switzerland.

As part of their project deliverables, ETI wrote and set up:

- a Teacher's Manual to CLIL - The CLIL4U Guidebook (also downloadable as an e-Book)
- an online English Language Awareness/Development Course
- an online Blended Learning CLIL4U Teacher Development Course aimed at raising awareness and understanding of CLIL, while developing teachers' skills for integrating CLIL into their classrooms

The project evaluators, David Marsh and Maria-Jesus Frigols Martin, are both experts in the field of CLIL, and they have expressed their enthusiasm and high regard for the quality and standards of the outputs of the project. To date, the project has consistently been awarded a 9 (out of 10) for Excellence.

More information about the project can be found in the Project Brochure (see attached).

### 3. Abstract of the Content / Overview of the training topic:

CLIL is an innovative way of teaching an additional language through teaching subject matter in that language. It is a system that many educational systems have adopted or are currently advocating the use of.

The course was created to help teachers at all levels learn about the approach to teaching through CLIL.

A CLIL approach combines **Content** Learning (learning a subject) with **Communication** (learning the language), and also targets **Cognitive Skills**, **Competences** and **Community**. This approach has been sweeping across Europe (and elsewhere, eg Canada, where CLIL is called EMILE). The Educational Boards of several countries are now instructing their teachers to teach through CLIL.

This course provides valid and valuable CPD for both EFL and mainstream teachers.

**Mainstream teachers:**

Although Malta has a tradition of bilingual education, the reality is that most children do not have a bilingual home background. They either speak Maltese or English at home. Upon starting school, children are thrown in at the deep end when they have to learn subject content in a language which is not used at home.

Although by the end of Primary School, most children are reasonably bilingual, the path to get there is a long and painful one, where parents are expected to input greatly into translation and helping out in homework. Such sudden immersion in what is essentially a second or 'foreign' language which students are not confident in can result in de-motivation on the part of children who find the language a barrier.

It is worrying to read in MATSEC reports that a high number of students do not achieve a good level of proficiency in either or both Maltese and English at the end of compulsory schooling.

Moreover, recent surveys and statistics also show that many schoolchildren in Malta come from other countries, and for them, both English and Maltese are foreign languages, with their L1 being a completely different one. They not only deal with L2, but additional target languages. These students also need a great deal of support.

**EFL teachers:**

Traditionally, teachers use topic-based coursebooks where the content is designed to provide context for language to be focussed on. Language cannot be taught in a vacuum, hence the structure, but an overview of most coursebooks shows that the topics focussed on are discrete units, with the topic chosen as a vehicle for what is essentially a grammar-based syllabus, complemented by topic-based vocabulary, and the occasional functional language.

In a CLIL approach, subject content is important. An EFL teacher teaching through CLIL would need to draw on content that they are familiar with, to teach subject content as well as language. This could consist of an interest or hobby they have, or a subject they are knowledgeable about, eg Maltese Culture or history, music, art etc. It could also consist of ESP areas.

The upside of this is that students (who are nowadays increasingly multi-taskers), see their learning as two-fold – learning about something (Content), while learning the language (Communication). They are using language fruitfully and meaningfully. Also of importance is the fact that teachers who use a CLIL approach provide vital Scaffolded Learning for their students. This course focuses specifically on scaffolding in one of the Modules.

Moreover, CLIL puts emphasis on the other Cs too: Cognition, Competences and Community.

This course provides an emphasis on developing Cognitive Skills, Competences and how what students learn relates to Community and life around them.

It has also been noted in the Maltese MATSEC reports that students are not only lacking in proficiency in either English or Maltese or both, but that their learning consists mostly of remembering facts and not applying knowledge or analysing and evaluating facts. This is unfortunately true of many educational contexts. Developing the Cognitive Skills of students is preparing them for life and the (future) workplace, where Higher Order Thinking Skills are required, not just knowing facts.

#### **4. Structure of training:**

##### **4.1 Introductory Face-2-Face - Week 1 (3 hours):**

The course starts with a 3-hour session where participants get to know each other and meet their trainer. Information about how the blended learning course is delivered, and where to access the materials, is given during this session. This includes a schedule of milestones to be met throughout the course. Also in this session, participants are shown how to access and download materials, ask questions, express views & opinions online, and any other basic technological know-how needed to collaborate on the course. This Face-2-Face session is envisaged as a 3-hour afternoon/early evening session from around 3-6 pm.

##### **4.2 Online Phase - Weeks 1 to 5 (4 hours per week – 20 hours):**

The target is for teachers to complete 2 Modules every week, over a 5-week period. At the end of the 5 weeks, teachers attend a face-2-face session. The Learning Platform designed for use of this course allows interaction between all participants and trainer. Trainee participation is expected throughout the course.

Each Module from the course (see below) has a corresponding section in a Learning Diary, with Tasks and Activities, and Guided Reflection:

Module 1 - What is CLIL?

Module 2 - The 5 Cs

Module 3 - Cognition

Module 4 - Competence

Module 5 - Communication

Module 6 - Community

Module 7 - Multimodality

Module 8 - CLIL in the Classroom

Module 9 - Evaluation

Module 10 - Sample CLIL Lessons

As trainees work through the course, they start to slowly build a draft framework for a CLIL lesson on the downloadable PAPER (Pre-Assignment Planning e-Record), focussing on the 5Cs, and other areas/factors taken into account when teaching a CLIL lesson.

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**Home**

Welcome to our CLIL4U Main Course!

This course is designed to help CLIL teachers learn about the CLIL approach to teaching.

During this course you will be asked to:

1. Discover an aspect of teaching through CLIL.
2. Download a Learning Diary where you will be asked to perform certain tasks and keep an electronic record of them - your e-portfolio.
3. Build up a framework of the components of a CLIL lesson in a Pre-Assignment Planning e-Record (PAPeR), before attending the face-to-face course on CLIL.
4. Reflect upon what you have learnt, to be able to discuss your experiences with other teachers on the CLIL4U course.

Click [here](#) to read instructions on what you will need to download to follow the course.

Enjoy the experience!

Sandra Attard-Montalto, Lindsay Walter and Douglas Matheson ([Executive Training Institute - ETI Malta](#))

on behalf of

The CLIL4U Team

 Lifelong Learning Programme

**Number of Visitors**

00000916

This project has been funded with support from

# CLIL4U MAIN COURSE

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### 4.3 Face-2-Face - Week 6 (4 hours):

Once the on-line work stage is complete, the participants meet for the second Face-2-Face stage, during which they have the opportunity to:

- discuss any questions and clarify any doubts
- discuss their lesson draft
- define their CLIL lesson proposal

Participants will bring to the Face-2-Face meeting the Learning Diary and PAPeR which they have worked on during the online modules. This Face-2-Face session is envisaged as a 4-hour afternoon/early evening session from around 3-7pm.

### 4.4 Assignment - Week 7 (6 hours):

The final stage of the course is the preparation of a CLIL lesson based on the draft trainees prepared in their PAPeR. A CLIL Lesson Planning Template with the 5 core components of CLIL, the '5 Cs', will be provided for teachers to enable clarity in planning and setting up learning outcomes.

#### 4.5 Review - Week 7-8 (3 hours):

This stage consists of teachers submitting the CLIL Lesson online for review. While ETI will assess the assignment, other participants are also encouraged to review and comment online.

#### 4.6 Teaching Experience (Week 8 - 2 hours):

After taking feedback into consideration, participants then teach the lesson in their own class, and reflect upon it using a Guided Reflection Form.

#### 4.7 Sharing & Personal Development (Week 8 - 2 hours):

This stage consists of participants' reflection on their taught lesson, and the trainer's and other participants' online peer review and feedback, with the aim of sharing knowledge and good practice.

#### Timeline:

CLIL4U Courses 2016										
Date	15-Feb	22-Feb	29 Feb	07-Mar	14-Mar	21-Mar	28-Mar	04-Apr	11-Apr	18-Apr
Week	1	2	3	4	5	Holy Week	Easter Week	6	7	8
Course	Initial F2F / Modules 1-2	Modules 3-4	Modules 5-6	Modules 7-8	Modules 9-10			F2F / Assignment	Assignment/ Review	Teaching Practice / Personal Development
Hours	3 + 4	4	4	4	4			4	6 + 3	2 + 2

### 5. Training objectives listing what the trainer plans to achieve:

- To introduce the core concepts and principles of CLIL
- To highlight the benefits of teaching through CLIL
- To raise awareness of the importance of multimodality and give practical examples
- To help trainees develop practical ways of scaffolding their students' learning
- To focus on interaction as a learning tool
- To help teachers promote ways of increasing learner autonomy
- To explore the idea of evaluation in more areas than language alone
- To enable teachers to create a CLIL lesson
- To help support online learning and create an online learning community

### 6. Learning outcomes listing what trainees will learn by the end of training. These outcomes must focus on knowledge, skills and beliefs. Each outcome must be specific and utilise an action verb (e.g. identify, compose, apply):

By working through the course content and assignment, the teachers will be able to:

- discover another side of teaching through the CLIL approach
- examine each of the 5 Cs in turn, and learn how to integrate them into a holistic lesson

- explore multimodal ways of presenting information
- discover ways of scaffolding their students' learning
- find out how interaction is part of the students' learning process
- focus on how to enable learner autonomy
- set up assessment grids using rubrics
- access practical help in The CLIL4U Guidebook
- learn from model CLIL Lesson Scenarios, complete with Lesson Plan, activities, Powerpoint presentations, worksheets & activity sheets, etc
- complete a Learning Diary, which involves tasks related to teaching through CLIL
- structure a lesson draft by using the 'PAPeR' – a Pre-Assignment Planning e-Record
- design a complete CLIL lesson focussing on the 5 Cs of CLIL and taking into account multimodality, scaffolding, interaction and evaluation
- reflect about what they learnt and compare their thoughts with other CLIL teachers
- develop their own ICT skills in successfully following a Blended Learning course

## **7. Mode of delivery (e.g. talk, workshop, seminar, webinar):**

The CLIL4U course is a Blended Learning Course consisting of both face-to-face and online learning.

A website containing the content of the course has been set up, where trainees can:

- read through the 10 Modules
- download a Learning Diary with Tasks and Activities, and Guided Reflection
- download the CLIL4U Guidebook
- download a Pre-Assignment Planning e-Record (PAPeR) to build the framework for a CLIL lesson as they work through the Modules
- access model CLIL lessons complete with Lesson Plan, activities, Powerpoint presentations, worksheets & activity sheets, etc designed on the CLIL4U project

In addition, trainees will be invited to:

- a specially designed Learning Platform to discuss the modules and allow a learning community to develop.  
Peer response to questions and comments will be actively encouraged. The discussions will also help monitor trainees' progress through the course.

## **8. Mode of assessment (if appropriate):**

The CLIL Lesson Assignment must demonstrate evidence of:

- a clear lesson structure
- the presence of all 5 Cs

- evaluation of learning outcomes
- scaffolding
- interaction

**Certificate:**

A CLIL4U Certificate of 40 hours of CPD will be issued to all participants who finish the course and submit a successful assignment. The 40 hours cover both on-site and online learning.

**9. Materials and resources used (e.g. hand outs, slides, multimedia):**

- Website containing all course content
- Learning Platform for discussion and creating an online learning community
- The CLIL4U Guidebook
- 48 Model scenarios from which trainees can see CLIL lessons
- Videos demonstrating CLIL in the classroom
- Video tutorials on using certain CLIL tools
- A Learning Diary for tasks related to CLIL and Reflection
- A Pre-Assignment Planning e-Record (PAPeR)
- Powerpoints
- A template for CLIL Lesson Planning, showing clearly how each of the 5Cs is integrated into the lesson

**10. Duration of training in hours:**

40 hours over 8 learning weeks (see breakdown of hours in the section on Structure of the Course)

**11. Date/s of training and timetable (if appropriate):**

15 February – 22 April (with a 2 week break at Easter)

Other dates scheduled (dates not set yet)

**12. Location of training:**

Face-to-face sessions at ETI Malta

Online part of course followed asynchronously in teacher's own time

**13. Authorised trainer's name:**

Sandra Attard-Montalto

DELTA, CELTA, FTBE

**Director of Academic Development & Training  
Executive Training Institute**