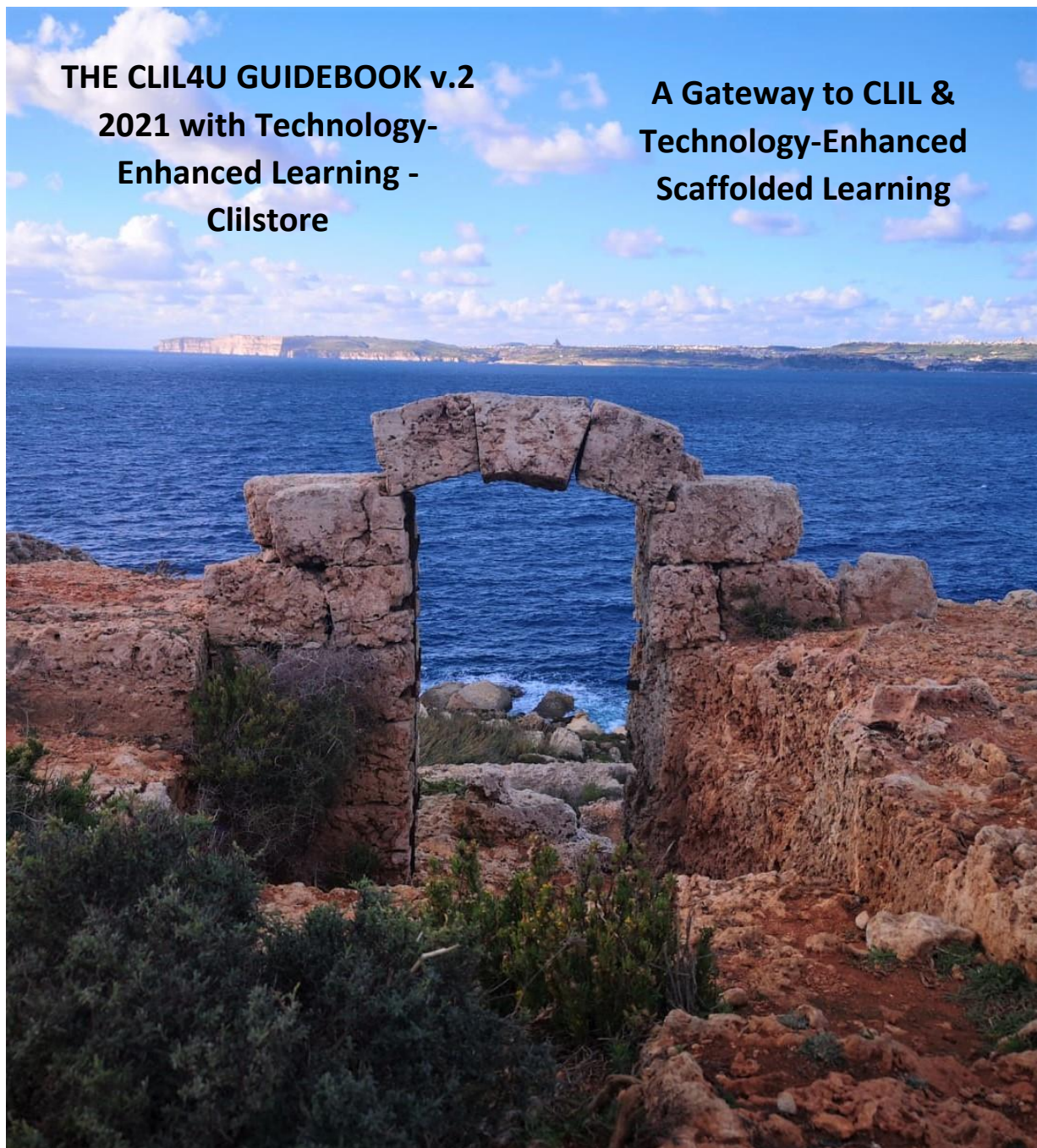




**THE CLIL4U GUIDEBOOK v.2
2021 with Technology-
Enhanced Learning -
Clilstore**

**A Gateway to CLIL &
Technology-Enhanced
Scaffolded Learning**



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THE CLIL4U GUIDEBOOK v.2 2021

with Technology-Enhanced Learning

Clilstore

Sandra Attard-Montalto & Lindsay Walter

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Preface

As one of our ETI Malta Outputs on the CLIL4U EU Project (2014-2016), my colleague Lindsay Walter and I authored The CLIL4U Guidebook, which was downloaded more than 500,000 times during the course of the CLIL4U project.

From 2018 to 2021, ETI was involved in another project (COOL), for which I was tasked to prepare a Guidebook for the Clilstore tool which we were developing. The resulting COOL CLIL Practitioner Guidebook was based on what I wrote and adapted slightly to target a Higher Education readership. My original Guidebook, which caters for teachers from Primary, Secondary and Post-Secondary schools as well, is now included in this Guidebook.

Clilstore is tool which allows teachers to design their own multi-media online lessons in different languages, resulting in a database of units/lessons that teachers have designed and other teachers can use. The novelty about this online tool is that when reading a text, learners can look up words in dictionaries that appear in a frame which sits side-by-side next to the reading text.

This Guidebook incorporates the CLIL4U Guidebook which was written for the CLIL4U Project and is updated with sections which I wrote for the COOL Project, where I describe the Clilstore tool and provide step-by-step instructions on how to use the tool.

Those readers who have already read through the CLIL4U Guidebook can skip the first part and go straight to Chapter 6, where the focus is on Clilstore.

We hope you will find this updated Guidebook useful, and that you will make the most of CLIL and Clilstore with your students.

Remember, besides the dictionary facilities and multimedia options that Clilstore units provide, and the opportunity for teachers to design custom-made lessons for their students, there is also the continued use and practice of language through access to many other units on the database.

Moreover, with the record vocabulary option, students can store and recycle language ... enabling learning. More about that later in the Guidebook.



**Language learning involves
recycling language**



The front-page photograph was taken by myself. I would like to take this opportunity to explain the choice behind the imagery.

I see the Guidebook as 'A Gateway to CLIL' because it covers CLIL and the rationale and techniques behind the CLIL approach to teaching and learning. Any newcomer to CLIL will find ample information to discover what CLIL is all about in the first part of the Guidebook.

The arch in the photo also reminded me of a favourite line of mine from Tennyson's poem 'Ulysses':

"Yet all experience is an arch wherethro'

Gleams that untravell'd world whose margin fades

For ever and for ever when I move".

However, rather than being an ever-receding horizon, which is never reached, the mastery and use of Clilstore *IS* definitely an achievable objective. Hence the lovely island of Gozo visible on the horizon in the photo **within reach!**

Sandra Attard-Montalto

Executive Training Institute Malta (ETI Malta)



INTRODUCTION

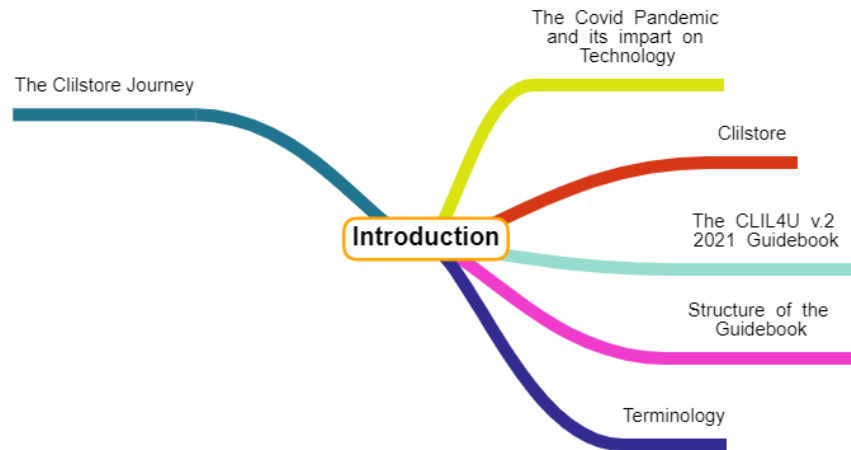


Figure 1. Structure of Introduction.

The Cillstore Journey

Background

The new Cillstore is an online tool which resulted as the product of 3 EU Projects.

- [TOOLS \(2012-2014\)](#) which produced the older version of Cillstore
- [CLIL4U \(2014-2016\)](#) which explored the CLIL approach to teaching
- [COOL \(2018-2021\)](#) the latest EU Project that built on the above two EU Projects

The projects involved several schools, colleges and universities from a variety of countries and from different educational sectors, and the first two projects received extremely good reviews when finalised.

TOOLS focused on creating an online tool where teachers could create material and link it to multiple dictionaries for students. In time, the tool became outdated.

CLIL4U focused on creating CLIL scenarios and lessons, and also courses for teachers of CLIL who:

1. Wanted to develop their language skills and knowledge in another language medium
2. Wanted to find out more about new developments in CLIL Methodology
3. Wanted ready-made resources using CLIL on several subjects.



COOL was aimed at updating and enhancing the Clilstore tool developed by TOOLS and combining it with the CLIL approach advocated by the CLIL4U project.

Technology today is developing ahead in leaps and bounds, and if it were human, a technology tool would be considered 'pensionable' in 5 years, unless it is updated to accommodate current trends and perceptions (ie the way an online tool looks and works).

Today's students (and teachers) want tools like Clilstore to 'talk' to other online tools and the possibility to link online tools, to be able to enhance and embellish their lessons. They want to see a clean, fresh, modern look in the tools they use, and they want to experience seamless interaction between it and other tools, or commonly-used hardware such as mobile phones and tablets. The expectations from users of an online tool have risen. Tools that do not adapt will go the way of the dinosaurs and die.

So primary among the aims of the new COOL project were:

- To review the capabilities of Clilstore
- To explore and improve functionality
- To completely modernise the look and feel of Clilstore
- To create and showcase exemplary Clilstore Units
- To produce new self-help video tutorials and screencasts
- To encourage the integration of a 5-C approach to CLIL

The partners who worked on the 3 projects are listed at the end of this Guidebook.

The COVID Pandemic and its Impact on Technology

2020 will long be remembered in the future as a time when the world changed drastically. No area of life or sector in society remained untouched.

In the area of education, the dynamic between teachers and their students changed beyond anything ever foreseen or envisaged. The main culprit, as we all know, was the suspension worldwide of face-to-face teaching in schools and other educational institutions at certain times, due to lockdowns, coronavirus outbreaks and the occasional spikes which impacted upon the opening of schools and/or quarantining of particular bubbles where infection had been detected.

Where they could, educational institutions went online, despite several logistical hurdles. Were they prepared?



In the vast majority of cases, they were not prepared. Many did not have the infrastructure in place. Several teachers struggled to adapt materials for online use. Others, unfortunately, could not. They were overwhelmed.

The only institutions who we could say were prepared were those who had already been delivering online courses. These were often asynchronous courses with very little face-to-face teaching, with materials placed online to be read in the learners' own time.

Even institutions which could open often had to have only half the class present because of social distancing. The other half might be viewing from home, or have their face-to-face lessons the following week, or on different days from the first half. The rest of the time, they accessed materials online.

And ... many teachers worldwide panicked and went through extremely stressful times, trying to adapt to this new medium of teaching. Indeed, the change in medium resulted in several teachers who were wonderful teachers in a normal face-to-face environment feeling that they couldn't deliver their best.

Were we justified in not being prepared? After all, many institutions do not engage in regular online teaching, so pre-COVID, teaching online was a faint possibility and not a real and imminent situation. They might have had an online platform where materials are uploaded, but few were prepared for the reality of online teaching that teachers experienced this year.

And yet, there is a quote that has been around since the late 90s, when CALL (Computer-Assisted Language Learning) was in its infancy:

'Technology will never replace teachers, but those who use technology will replace those who don't.'

It has been difficult to source the original quote and who said it, because it has been repeated so often on the internet that the original source seems uncertain. However, I have been told by one of the team members (Kent Andersen from FAZ) in Denmark that he recalls the quote as:

'Computers will never replace teachers, but teachers using computers will replace those that don't'.

According to him, it comes from a speech by the provost of William and Mary College during the CALICO conference in South Virginia in 1993, which he attended.

So ... we did know! We'd heard this quote before – many years before.

Bizarrely, the image that keeps coming to mind when thinking about the teaching situation during the pandemic is that of the Titanic. One of the factors contributing to this disaster in 1912 was the fact that although the crew were aware of the lifeboats (insufficient in number though they



were), there had not been any practice drills for crew and passengers after leaving Southampton. No one was prepared and knew quite what to do when disaster struck.

This COVID year has been a game-changer for many in the educational sector. Teachers who were plunged into the icy and inhospitable waters of instant technology are more willing to learn about technology and use certain technology tools which have a sound pedagogical basis. There is a realisation that being thrown in at the deep end necessitates swimming strongly, overcoming and surviving.

The lead theme for 2020 in the EU's Education and Training Monitor is 'Teaching and Learning in a Digital Age'. The report refers to the digital competence of learners in school education, teacher competence in using ICT, learner attainment in reading, and the role of teachers in making Europe more multilingual.

On the subject of teacher digital competences, it said that 'Competence of educators refers to their ability to understand and use digital technology and their capacity to use digital technology for teaching and learning'.

The report highlighted a number of issues, including:

- the lack of preparedness of teachers in using technology
- the requirement to make better use of digital technology to reap the benefits of technological innovation to improve education
- the need for support and the right environment for teachers to develop digital competences
- the fact that pedagogical use of digital technologies depends on availability, accessibility and quality of ICT resources
- underachievement in reading literacy
- dispelling the myth that today's digital native students have a high level of digital competence
- the increasing multilingualism in schools where all teachers become language teachers to an extent
- how technology can support teachers' work to promote multilingualism and students' to develop plurilingual competence

Clilstore

Enter Clilstore. The COOL project and its development of Clilstore anticipated the need for online resources. This online tool, which is completely free to use, can target the 4 main issues listed above, which were raised in the EU Education and Training Monitor 2020.



Clilstore can help:

- Develop teachers' digital competences
- Develop learners' digital competences
- Help learners achieve higher levels of reading literacy
- Tackle issues of multilingualism and aid both learners and teachers to overcome language barriers which impact on learning and teaching efficacy

Although the tool had been developed by 2014, and already has a numerous base of users, the COOL Project has completely revamped and re-designed the old Clilstore into a more modern, streamlined tool. The interface has been changed to look and feel more modern; it is now more user-friendly and intuitive to use, and various sub-tools were added to make it easier to link to other external online tools. In addition, completely new functions were developed and added which did not exist before.

Clilstore is now also hosted in the cloud, which prevents problems which used to occur due to bad weather, as the original server on which Clilstore was hosted was at Sabhal Mòr Ostaig (SMO), a college on the Isle of Skye where every subject is taught in Scottish Gaelic.

So what does this wonderful tool do, in a nutshell?

Many teachers (and their students) already use Clilstore to create online multimedia 'Units' where:

- Text is pasted into a Clilstore unit
- Audio or Video related to the text can be embedded
- Graphics can be inserted
- Words can be clicked on, and their meanings looked up in well over a hundred different dictionaries
- Links to other web-hosted information or online interactive exercises can be placed within the unit, so that the unit becomes a web-hosted page with an entire lesson
- Students can store any new vocabulary they have looked up for recycling purposes
- Teachers who give their students a link to their Clilstore Units can also see which words their students have clicked on most, which can help teachers target these words for recycling and further work.
- Students can create Portfolios and invite their teachers to them so that their work can be observed

The CLIL4U Guidebook v.2 2021 with Technology-Enhanced Learning - Clilstore

During the CLIL4U Project (2014-2016), the CLIL4U Guidebook was written by Sandra Attard-Montalto and Lindsay Walter from ETI Malta (Executive Training Institute, Malta), with some help from Maria Theodorou and Kleoniki Chrysanthou from Intercollege in Cyprus, who provided the photos in the initial Guidebook. Those photos have since been replaced.

The Guidebook provided a very useful introduction to CLIL, which is why the sections on CLIL methodology and the 5Cs, which play an integral part in creating units in Clilstore, are being completely retained in the new Guidebook (Chapters 1-5).

Chapters 6-9 were written by Sandra Attard-Montalto for the COOL Project.

Teachers who are well-versed in CLIL teaching and the 5Cs might wish to skip straight to the chapters which deal with how to use Clilstore and create units in Clilstore (starting from Chapter 6).

Structure of Guidebook

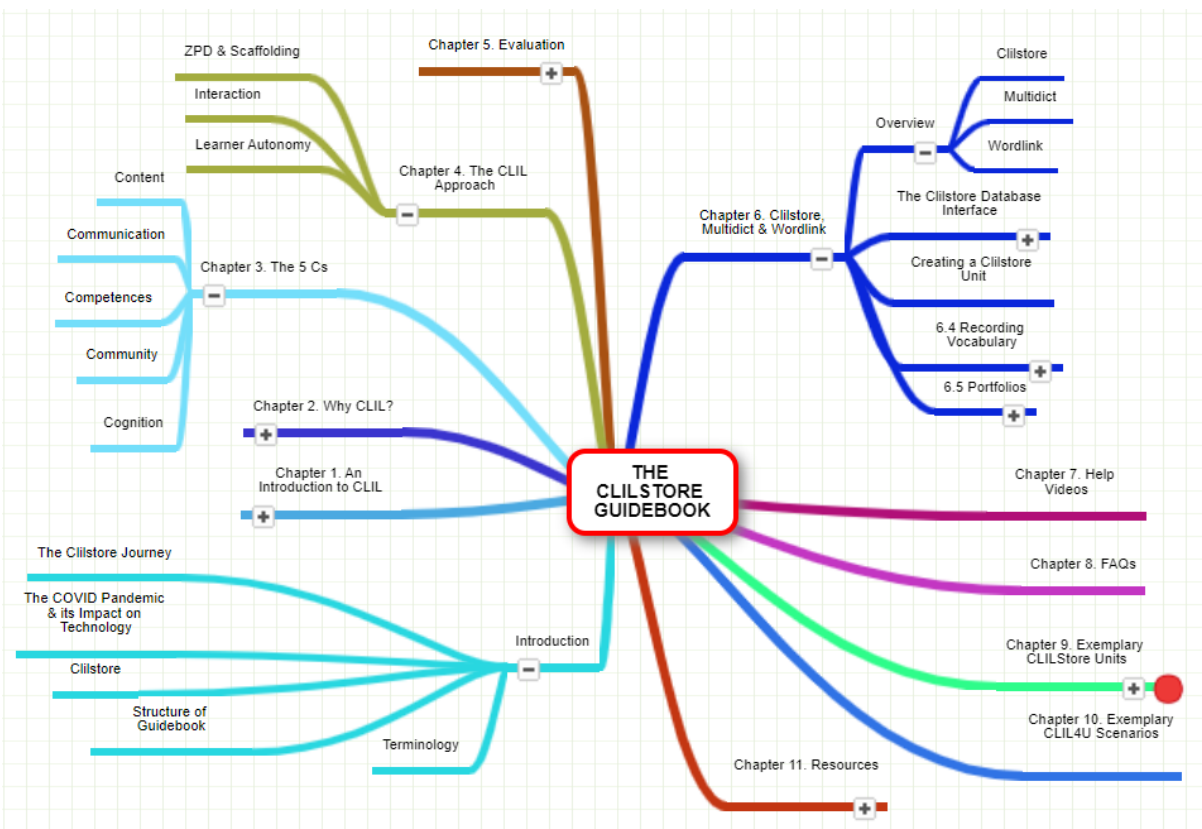


Figure 2. Structure of The CLIL4U Guidebook v.2 2021 with Technology-Enhanced Learning - Clilstore.



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.





Chapter 1: An Introduction to CLIL

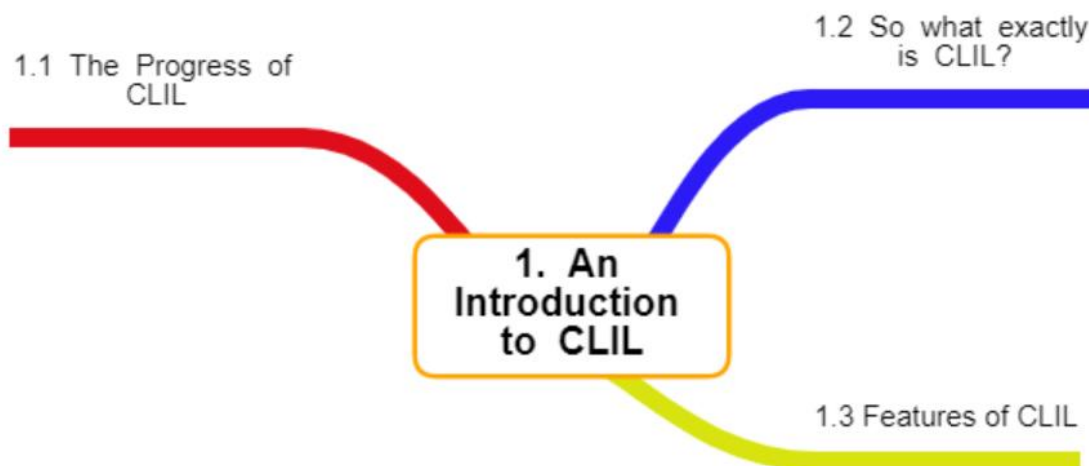


Figure 1.1. Structure of Chapter 1 – An Introduction to CLIL.

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 their school's 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 and Pavlou (2011) have identified three main characteristics of CLIL:

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?

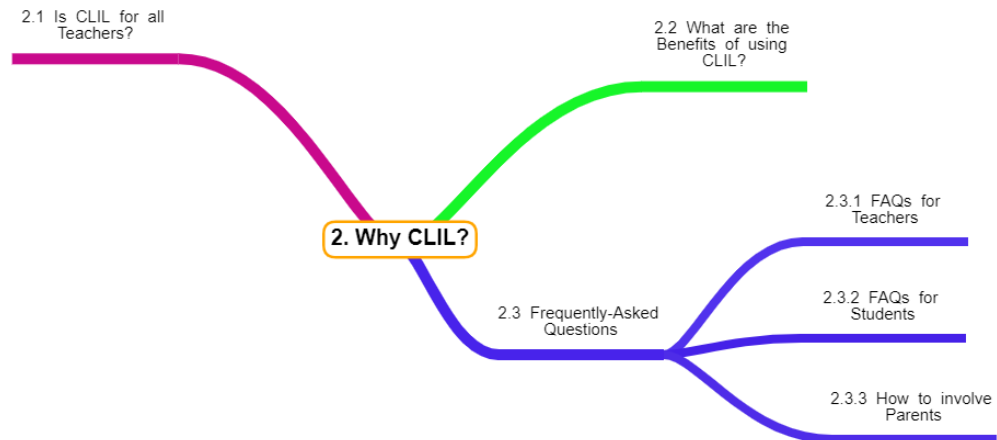


Figure 2.1. Structure of Chapter 2 – Why CLIL?

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 often still tend 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 live in, and by training them in practical skills like typing, cookery or Keep Fit. Students have 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.

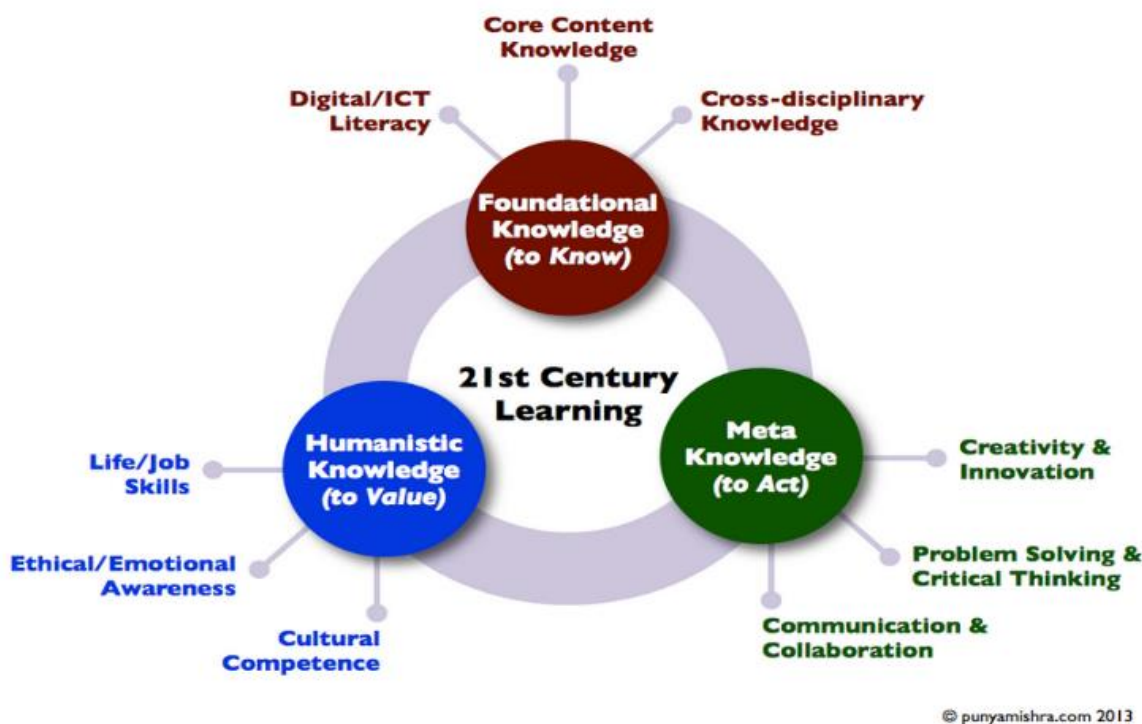


Figure 2.2. What 21st Century education should entail.

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?”



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’ (Apsel, C), CLIL as a method has the following benefits.

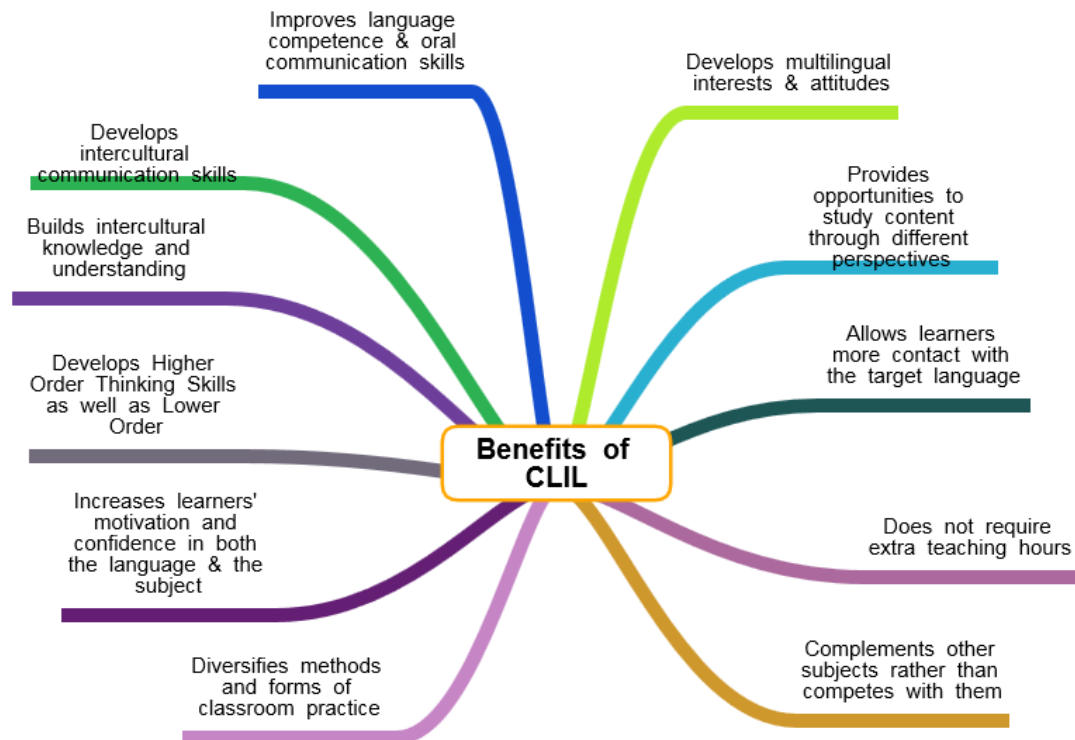


Figure 2.3 The benefits of CLIL.

Wolff, 2004 also says that:

- 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)

2.3 Frequently-Asked Questions (FAQS)

2.3.1 FAQs for Teachers



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



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

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.

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 the school/institution's management, 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.

The CLIL4U output, the 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.

[Click here](#) 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](#).

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.

2.3.2 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.

Chapter 3: The 5Cs

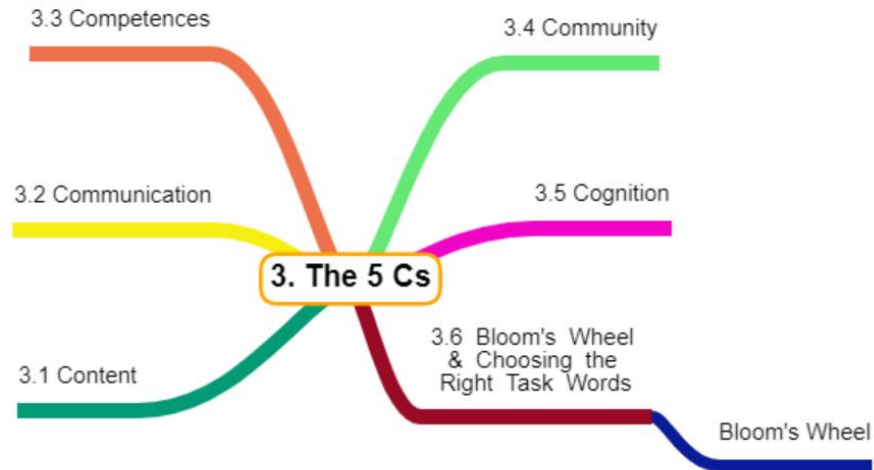


Figure 3.1. Structure of Chapter 3 – The 5 Cs.

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



Figure 3.2. The 5 Cs of CLIL.

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.

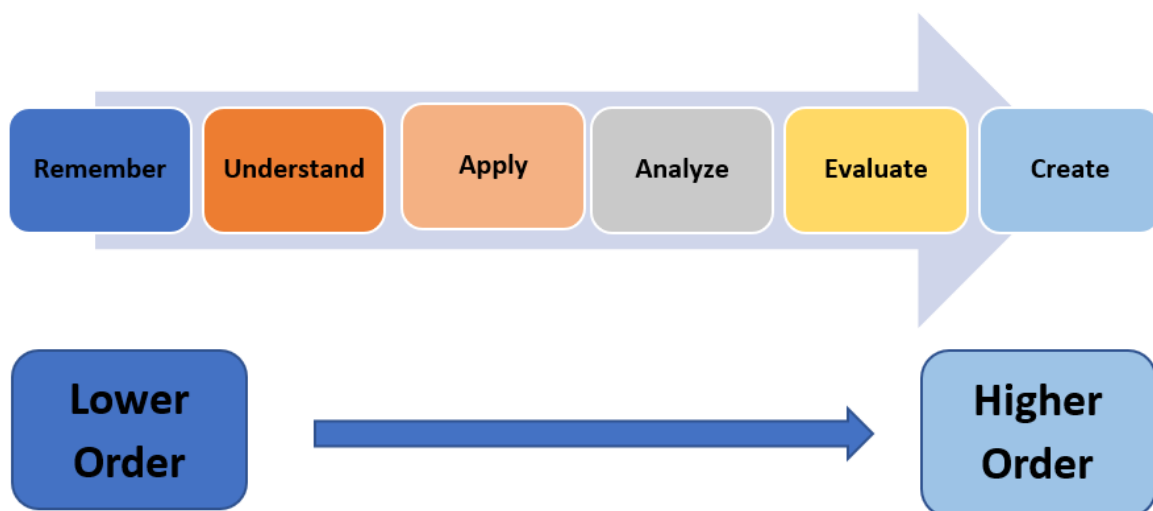


Figure 3.3. Higher order and lower order thinking skills.

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.

Bloom's Wheel:

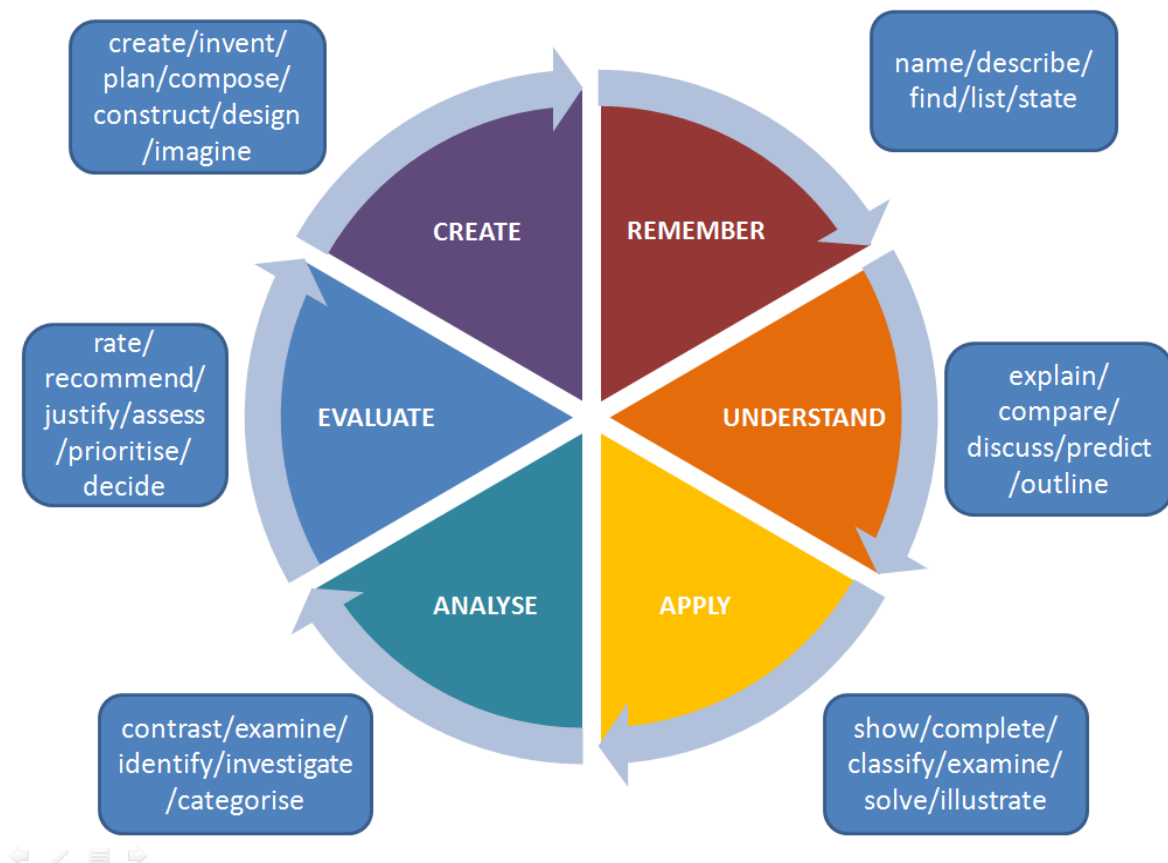


Figure 3.4. Choosing the right task words.

Chapter 4: The CLIL Approach

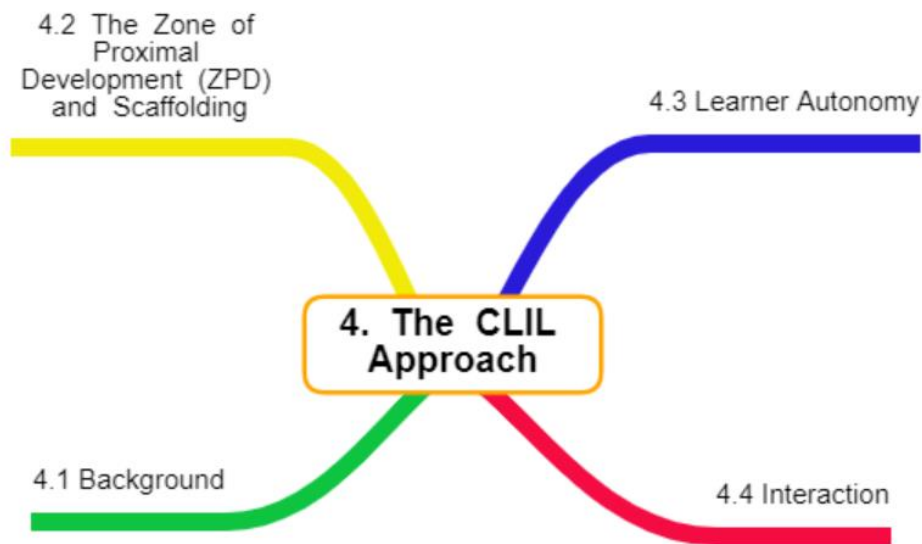


Figure 4.1. Structure of Chapter 4 – The CLIL Approach.

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.

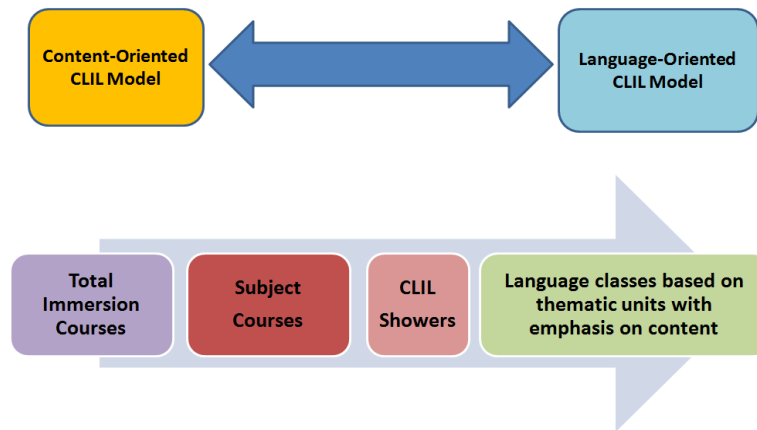


Figure 4.2. The content-language continuum.

(Taken from Guidelines for CLIL Implementation in Primary and Pre-Primary education, p16).

4.2.1. 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 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) (Vygotsky, 1978).

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.

4.2.2 Scaffolding, Support, & Internalisation

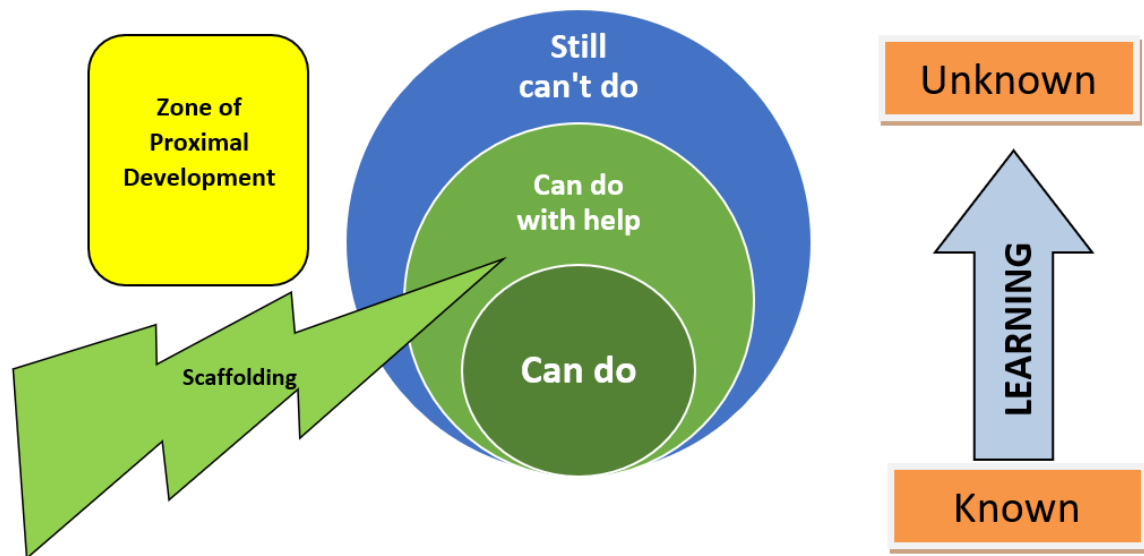


Figure 4.3. ZPD, scaffolding and internalisation.

In time, with scaffolding, learners 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.

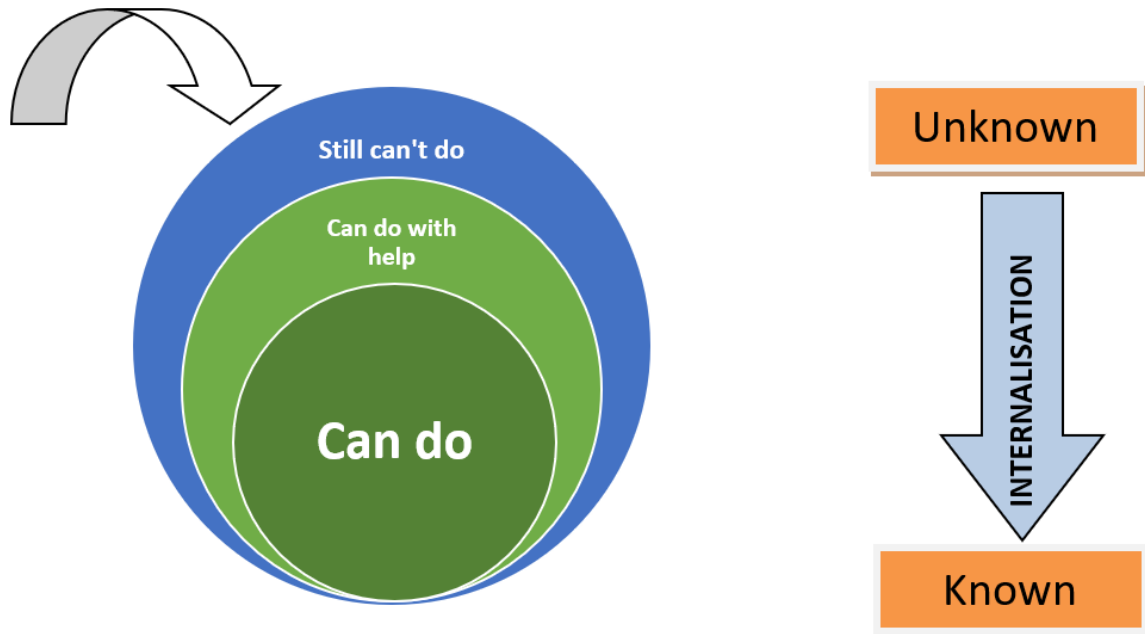


Figure 4.4. Internalisation - the 'unknown' is learnt and becomes part of the 'known'.

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 learning experience, 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 might 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 'Cs' 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, they 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

Once an educational institution 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!'

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

<https://www.ecml.at/ECML-Programme/Programme2008-2011/EuropeanFrameworkforCLILTeacherEducation/tabid/4444/Default.aspx>

Chapter 5: Evaluation



Figure 5.1. Structure of Chapter 5 – Evaluation.

5.1 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 the traditional.

- 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 teamwork 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

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

Figure 5.3. Sample co-operation assessment grid.

CREATIVITY

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

Figure 5.4. Sample creativity assessment grid.

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 ‘Cs’ 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

Figure 5.5. Sample powerpoint slides assessment grid.

Note that in this grid, the progression is from 'Beginning 1' to 'Excellent 4'. This is because the teacher has decided they will be assigning other Powerpoint Tasks in the future and wants the students to see what they should do to progress for the next evaluation (See Page 45).

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

Figure 5.6. Sample powerpoint delivery assessment grid.

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

Chapter 6: Clilstore, Multidict & Wordlink

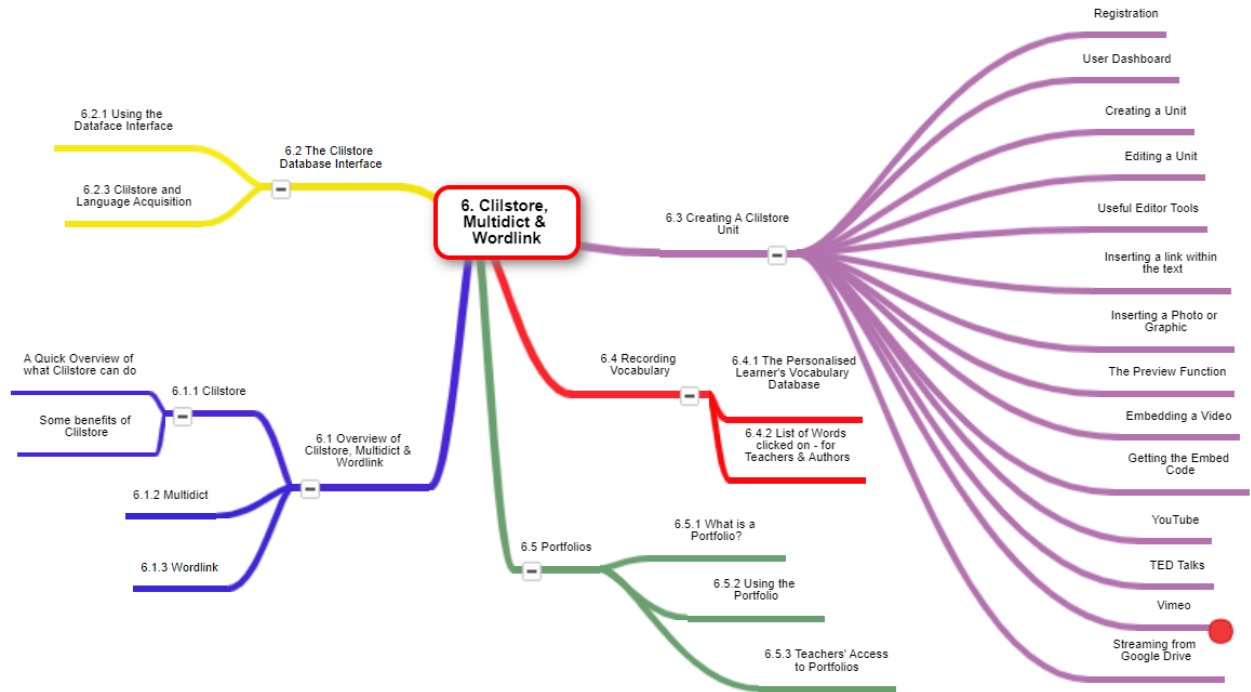


Figure 6.1. Structure of Chapter 6 – Clilstore, Multidict & Wordlink.

6.1 Overview of Clilstore, Multidict & Wordlink

The open-source (and therefore free) authoring tool **Clilstore** and its two integrated tools, **Multidict** and **Wordlink**, can all be accessed online at Clilstore.eu.

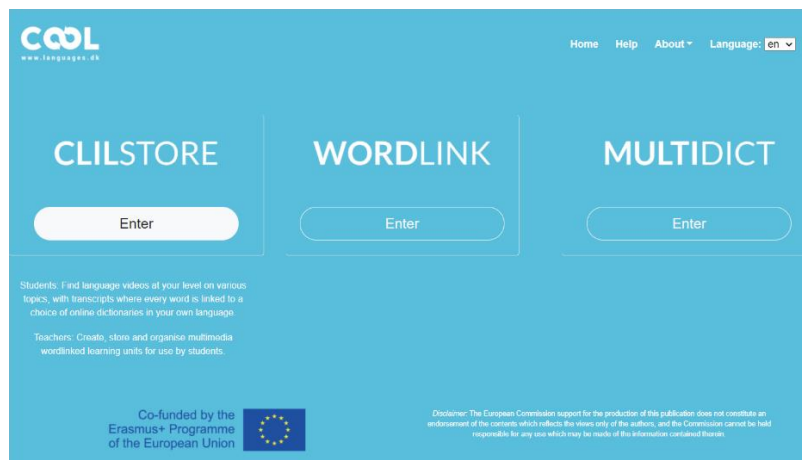


Figure 6.2. The entry page for Clilstore, Wordlink and Multidict.

6.1.1. Clilstore

In the Introduction, we mentioned that Clilstore can help:

- Develop teachers' digital competences
- Develop learners' digital competences
- Help learners achieve higher levels of reading literacy
- Tackle issues of multilingualism and aid both learners and teachers to overcome language barriers which impact on learning and teaching efficacy

A Quick Overview of what Clilstore can do

Clilstore is a tool which teachers can use to create or find units to use with their students. The resulting database of units in several different languages is open access and students can further their language learning by independently accessing these units.

Many teachers (and their students) already use Clilstore to create online multimedia 'Units' where:

- Text is pasted into a Clilstore unit
- Audio or Video related to the text can be embedded
- Graphics can be inserted
- Words can be clicked on, and their meanings looked up in several dictionaries in well over a hundred different languages (this is the core benefit of Clilstore)
- Links to other web-hosted information or online interactive exercises can be placed within the unit, so that the unit becomes a web-hosted page with an entire lesson
- Students can store any new vocabulary they have looked up for recycling purposes
- Teachers who give their students a link to their Clilstore Units can also see which words their students have clicked on most, which can help teachers target these words for recycling and further work.
- Students can create Portfolios and invite their teachers to them so that their work can be observed, possibly with an aim to later evaluate, feed back on or discussed

Using multimedia in reading texts is conducive to learning and helps scaffold reading texts. Moreover, the possibility for readers to click on words and look up the meaning in dictionaries in a side-by-side frame facilitates reading.

Some benefits of Clilstore

- No installation or setup of software on a computer is required to access or create a unit. The Clilstore tool and all its units are hosted online and can be accessed by anyone.



- Registration is only required to create units or to be able to use certain functions such as the Record Vocabulary function, or the Portfolio function.
- Clilstore is compatible with any operating system (Windows, MacOS, etc).
- It accommodates mobile devices. Tablets can be used to author units, which can then be accessed by students either using their computers or their own mobile devices on the go.
- Since Clilstore is online, users do not need to upgrade their systems to use it whenever changes are made. Older devices can use Clilstore as well, so schools using Clilstore do not need to invest in newer hardware or spend money on upgrades to their software.
- The authoring interface is user-friendly and intuitive to use.
- A teacher can share an online Unit (whether they have created it or are simply using a unit already in the database) via social media, such as Facebook, Twitter, WhatsApp, LinkedIn or by email or they can share a link to the Unit webpage on websites or in text messages, or even an institutional Virtual Learning Environment (VLE). Each online unit has a unique URL, eg <https://Clilstore.eu/cs/8813>, which can be used for embedding the unit in a VLE such as Moodle.

The screenshot shows the Clilstore website interface. At the top, there is a navigation bar with 'Home', 'Help', 'About', 'Language: en', 'Login', and 'Register'. Below this are two large circular icons: 'For students' and 'For teachers'. A search bar is present with the text 'Search for teaching units'. Below the search bar are filters for 'Language' (English (en)), 'Level' (ALL, A1, A2, B1, B2, C1, C2), 'Owner', and 'Media'. There is also a 'Clear filter' button and a checkbox for 'Include test units'. The main content is a table of teaching units with columns for Unit, Owner, Language, Level, Media, Title, and Likes. The table shows 10 units, with the first one being 'Vertebrates and invertebrates. Materials.' by Mohagir. At the bottom, there is a pagination bar showing 'Showing 1 to 10 of 875 entries' and a 'Previous' button followed by page numbers 1, 2, 3, 4, 5, and 88, and a 'Next' button. The footer contains the Erasmus+ logo and a disclaimer.

Unit	Owner	Language	Level	Media	Title	Likes
9068	Mohagir	English	B1	📄	Vertebrates and invertebrates. Materials.	0
9033	Máster DLA UPV	English	B1	📄	When is a pandemic over?	0
9008	master dla	English	B1	📄	24 hours on Earth-in one image	0
8995	samzaballs	English	B1	📄	Thanksgiving Day for ESL learners	0
8898	Albert	English	B1	📄	On Time and Water	3
8885	etimalta	English	B1	📄	CLILSTORE as a prop - Synonyms	0
8843	etimalta	English	B1	📄	A video about CLIL	2
8820	Mohagir	English	B1	📄	The characteristics of living things	2
8813	fred	English	B1	📄	Jay Walker on the world's English mania	4
8788	Reneta	English	B1	📄	Sodium /Natrium/	2

Figure 6.3. Clilstore Database of Units with filters.

6.1.2 Multidict

Multidict is one of the two tools on which Clilstore is built. However, it can be accessed separately and words looked up in several dictionaries for a multitude of languages, in any combination of languages, at Clilstore.eu.

Since Multidict can access several dictionaries for a particular language, learners can quickly and easily switch to another dictionary in the drop-down menu until they are happy with the definition. This is one of the core benefits of using Multidict. The learner does not have to switch between one dictionary webpage and another online site, opening up another tab.

In Clilstore, when a user clicks on a word, the Multidict interface opens up next to the Clilstore unit in a split screen. This side-by-side function makes it extremely easy for learners to look up words in a dictionary and facilitates reading, making reading and looking up words a faster process.

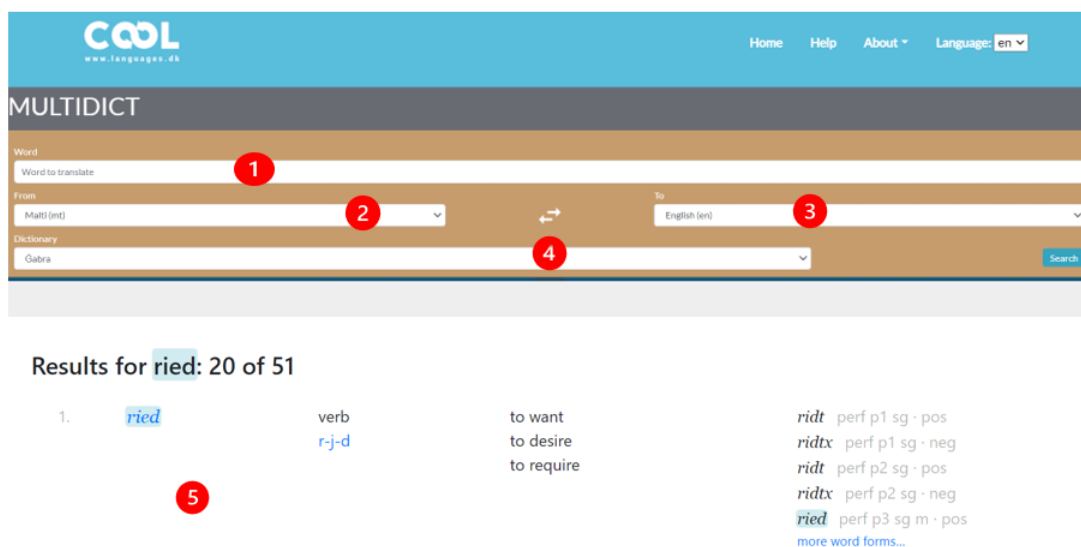


Figure 6.4. Multidict stand-alone interface.

To start using Multidict, go to Clilstore.eu and choose Multidict to try out the dictionary interface. Follow these simple steps:

1. Type in the word you want to look up in section 1 (the Word Field)
2. Select the language the word is in (2 – the Source Language)
3. Choose the language you wish to translate the word into (3 – the Target Language)
4. Select the dictionary you would like to use (4 – the Drop-down Menu of Dictionaries)
5. Click on Search, and then, if prompted to, click on Submit
6. The selected dictionary will open up in splitscreen mode with the translation (5)

6.1.3 Wordlink

Wordlink is the other tool which forms the basis of how Clilstore works. It allows the linking of every word in texts within Clilstore learning units to Multidict.

Like Multidict, it can also be used as a stand-alone tool accessible at Clilstore.eu and can also link most webpages word-by-word to the multiple dictionaries that Multidict offers. This is particularly useful for learners who wish to look up words as they read webpages, eg a student who wishes to read a news website online but needs dictionary scaffolding to facilitate reading.

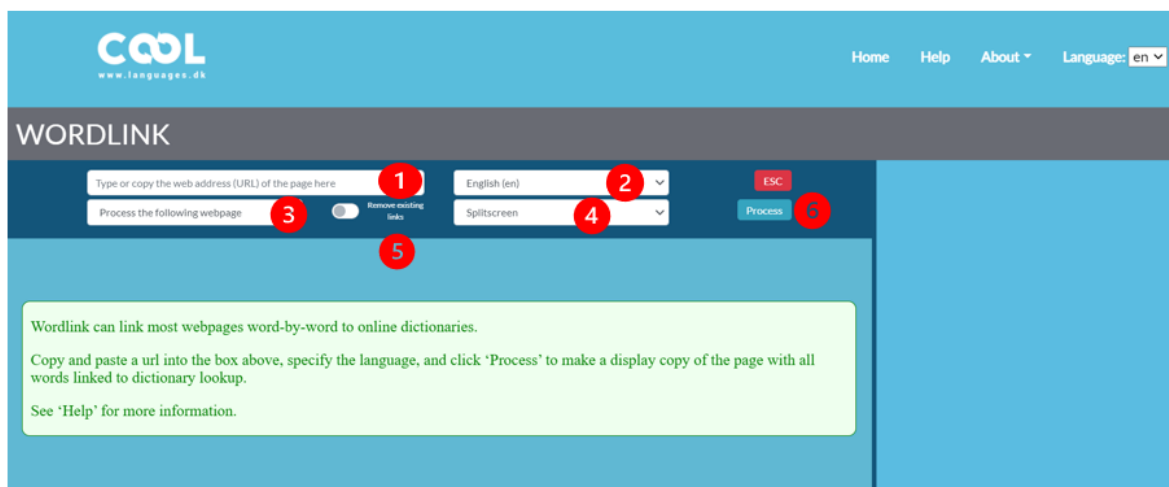


Figure 6.5. Wordlink navigation frame/interface.

Follow these steps to use Wordlink as a stand-alone tool:

1. First paste the URL of the webpage you wish to link into the URL field (1)
2. Select the language of the page from the drop-down menu (2)
3. In section 3, leave as 'Process the following webpage'
4. In section 4, leave as 'Splitscreen'
5. Section 5 gives you a toggle switch with the option to remove all links to external sites in the webpage you are linking. If this is not toggled on, then Wordlink will not be able to link a previously-linked word to Multidict
6. Click on 'Process' (6)
7. Now click on any word in the text to look it up in Multidict.

The following screen appears:

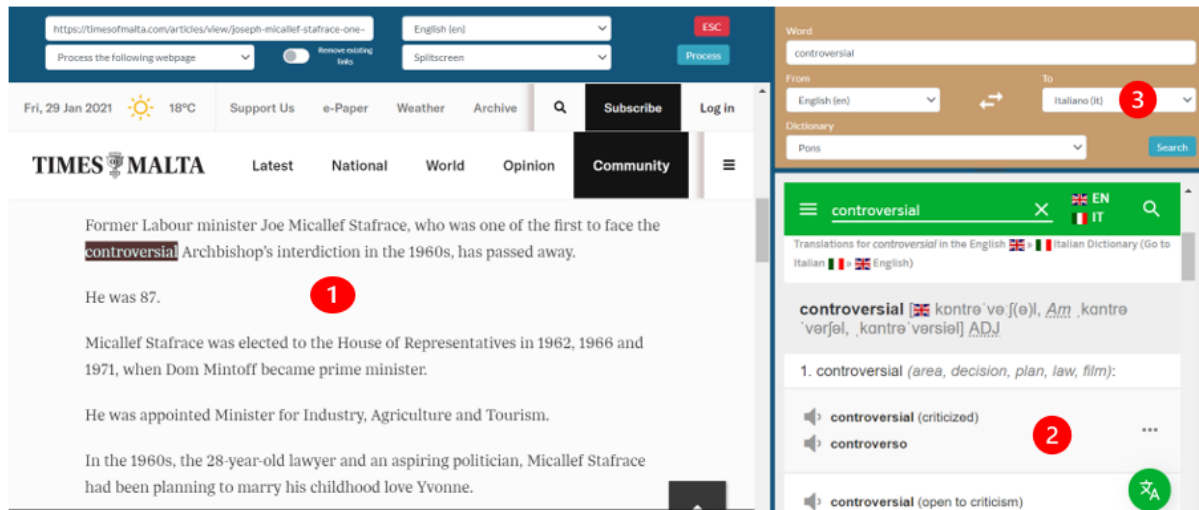


Figure 6.6. Sample page from the Times of Malta, wordlinked to Multidict.

Notice that when a word is clicked on, the screen is split into two.

The webpage with the text to link is on the left-hand side (1).

On the right-hand side, the Multidict dictionary frame opens up (2). In the figure above, the word 'controversial' was clicked on and is now highlighted with a black background. If a learner is not satisfied with the dictionary definition, they can change the dictionary (or even the language) in section 3 above.

For learners whose L1 is not the common school language (SLF – School Lingua Franca), as is often the case with migrant students, the use of Multidict's ease of change from one language or dictionary to another is invaluable and should facilitate learning and reading. Learners can easily switch between languages and dictionaries (section 3) in the Multidict frame with a simple click.

You can access [a video on YouTube showing how to use Wordlink](#) here.

Another useful function of Wordlink is to enter text which is not placed online into the Text Field. In this case, choose 'Compose a Page' from the drop-down menu (3).



Figure 6.7. Compose a page in Wordlink.

Paste any text you wish to wordlink (eg text from an email, or any text which is not hosted online). Once you do that, scroll down the page and click on Compose (at the bottom left-hand side). The text is now wordlinked and words can be clicked on.

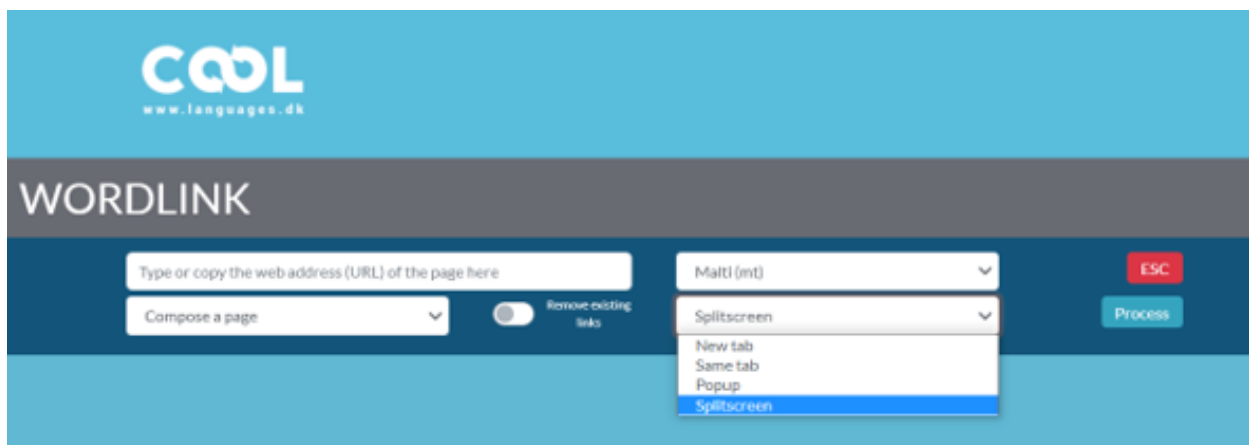


Figure 6.8. Choosing how the Multidict dictionaries will be displayed.

Tips:

Changing the size of the screens:

The dividing line between the text screen (1) and the Multidict screen (2) can be dragged to the left or right to make the Multidict screen larger or smaller.

Multi-word units:

Only one word can be clicked on at any one time. This might cause a problem with some expressions in certain languages, such as phrasal verbs in English, or idioms. The solution is to type in the rest of the verb or expression in the Word Field in Section 3 in Fig. 6.6.

Automatic recall of last dictionary used:

Multidict remembers which dictionary was last used and the language pairing that was being worked with, although the language and dictionary can be changed at any time. This can save time when looking up words.

Links to Multidict and existing links on webpages:

Previously, we mentioned the toggle switch to remove existing links (labelled 5 in Fig. 6.5) to enable words to be looked up in Multidict. If this is not activated, pre-existing links on the webpage we are viewing will lead to external sites and pages. If so, then the new page the link leads us to will also be converted by Wordlink. In case we wish to look up a word which is already hyperlinked, then we need to select 'Remove existing links' (5) and click "Process" (6).

6.2 The Clilstore Database Interface

6.2.1 Using the Clilstore Database Interface

In this section we will see how users can access the Clilstore database and view a Clilstore unit with its integrated Wordlink and Multidict functions.

Open up the Clilstore.eu website and follow the instructions below.



Figure 6.9. Clilstore entry page.



Enter either the student interface by clicking on 'For students' (see Figure 6.9 above) or the teacher interface 'For teachers'. Both of them lead to the Database interface. You will then encounter the screen illustrated in Figure 6.10 below.

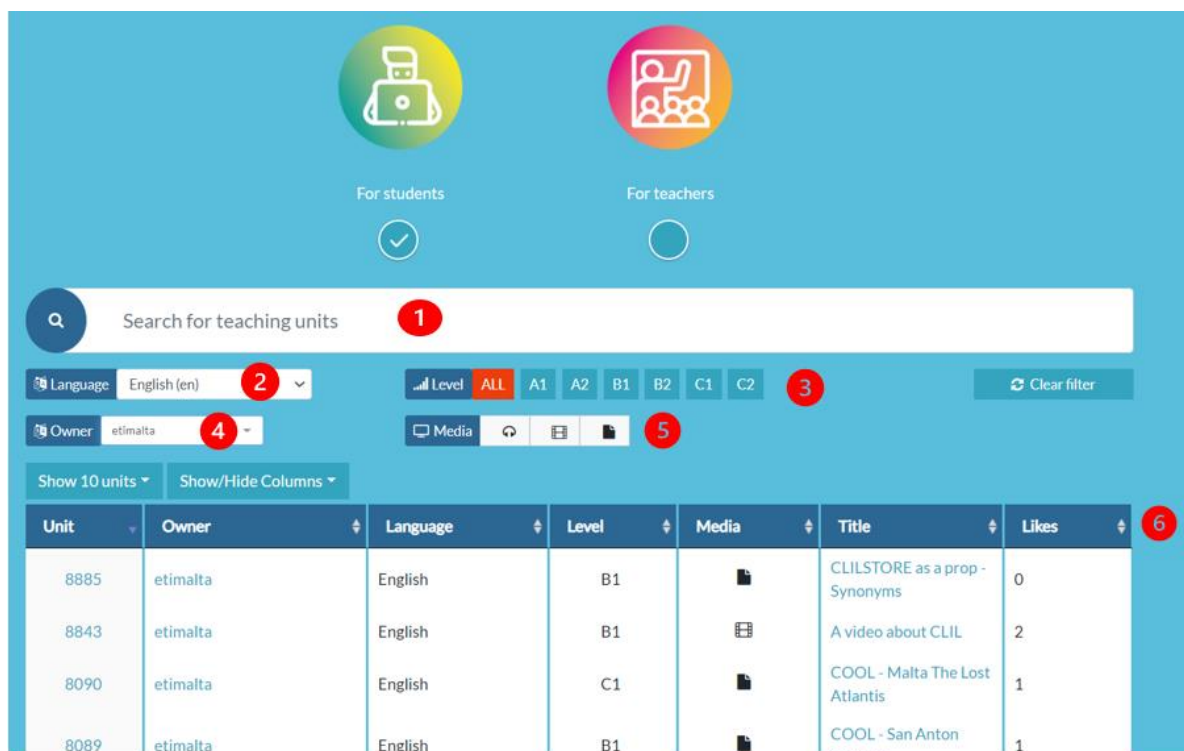


Figure 6.10. The Database interface (numbered).

The labelled fields in Figure 6.10 allow the user to fine-tune their search for units.

- (1) allows viewers to search for units through key words.
- (2) allows them to choose the language of the units they are looking for.
- (3) allows them to select a language level on the CEFR (Common European Framework) scale.
- (4) allows students to select an owner (eg their teacher).
- (5) shows them which media forms part of the unit, eg audio, video or attachments.
- (6) allows them to control how many units can be viewed at any one time and provides filters which help refine the search.

In this case (Figure 6.10), the user has chosen **English** as a language, and **etimalta** as 'Owner'. No particular level has been selected – instead, ALL has been ticked.

In (1), the general search field, the user can enter key words into the "Search" field in order to find specific units. However, only words which are in the **Title** or **Summary** of a Clilstore unit can be searched. Words in the main text cannot be searched. This makes it very important

for teachers who are designing units to use certain key words in the Title or Summary, so that their units can be retrieved easily.

The following columns appear by default, but additional columns can be added by including other filters, or other columns removed from the filters.

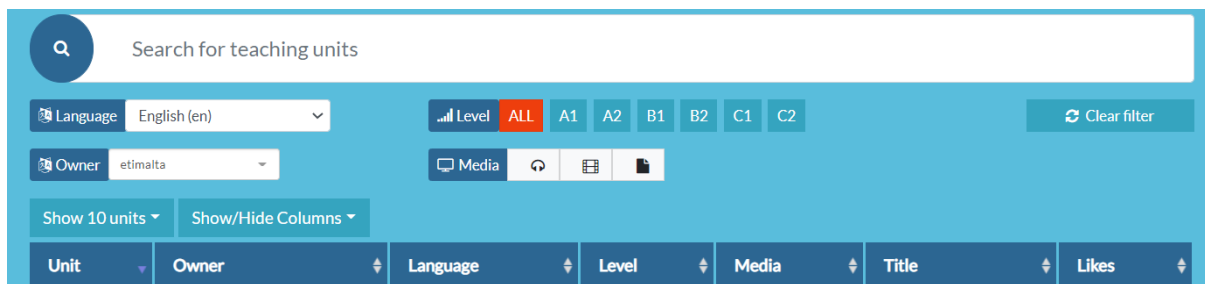


Figure 6.11. The filter fields and columns.

The default filters are:

- Unit number (unique unit identification number)
- Owner (the author of the unit)
- Language (the target language selected)
- Level (the language level selected)
- Media embedded in the unit (video, audio, etc.)
- The title of the unit
- The number of "Likes" awarded to the unit

If you click on Show/Hide Columns, the whole list of filters which can be added in additional columns appears. The ones in the current selection are highlighted in dark blue (Figure 6.11 below). You can choose to add more filters by ticking the ones you want to enable.



Unit	Language	Level	Media	Title	Likes
8885	English	B1		CLILSTORE as a prop - Synonyms	0
8843	English	B1		A video about CLIL	2
8090	English	C1		COOL - Malta The Lost Atlantis	1
8089	English	B1		COOL - San Anton Gardens	1
8080	English	B1		COOL - Discover Comino	1
8078	English	B1		COOL - Mdina	1
8076	English	B1		Old Maltese Transport	0
8073	English	A1		The Legend of St. Paul the Hermit	0
8072	English	C1		COOL - Gardens of Malta	1

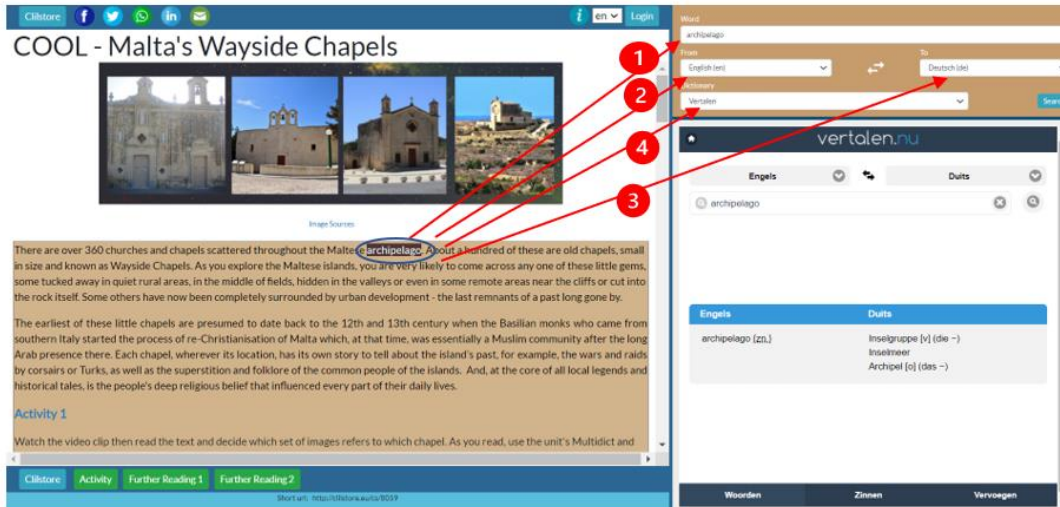
Figure 6.12. Selection of columns to enable filtering units.

If you have selected certain filters, such as ‘Language Level’, you can restore everything back to the default by clicking on ‘Clear Filter’ on the top right-hand side.

The Clilstore Unit

A typical Clilstore unit is a multi-media unit, and consists of text, often accompanied by a video or audio file or graphics. The unit can also link to external sites or uploaded files. The media used is shown in the Media Filter. With several online interactive tools on the internet available to teachers these days, online interactive exercises can also be linked or embedded within the unit.

Figure 6.13 shows what the user sees once they have selected a particular Clilstore unit.



Figure

6.13. The unit interface when a word is clicked on.

The word the learner clicks on appears in the Word Field (1) in the Multidict frame.

The source language of the unit automatically appears in the source language field (2).

In field (3), the learner chooses which language they wish to look up the word in. However, they can also select same-language dictionaries, for example, English to English.

In field (4), the learner can select a dictionary. If they are not happy with what the dictionary provides, they can simply change the dictionary, resulting in less time needed to look up words in different dictionaries, or even different languages.

Figure 6.14 shows the view as you scroll further down the page in the same Clilstore unit.

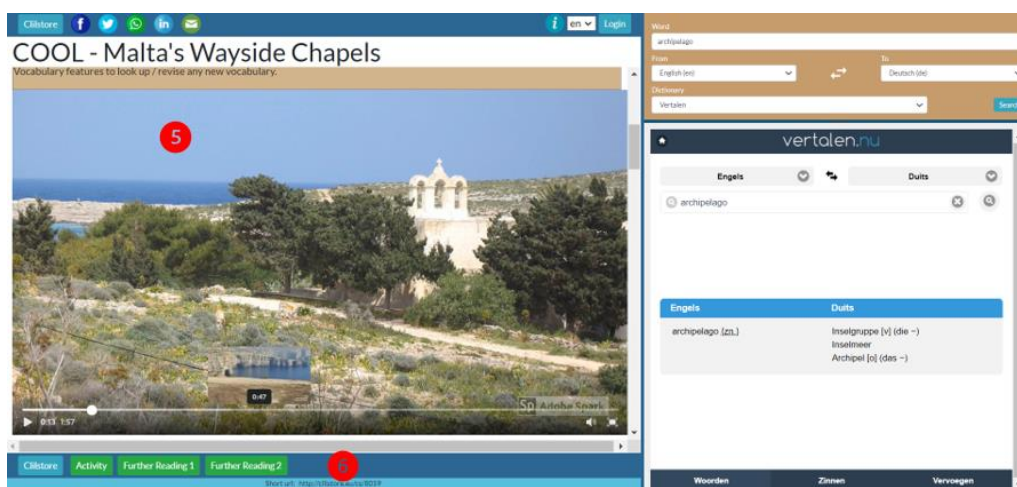


Figure 6.14. Video embedded into the Clilstore unit.

As you can see, the author has also inserted a video (5) and has added 3 green buttons (6) which link to other activities and further reading for students.

In addition, in Figure 6.15 below, you can see an additional interactive online exercise (7) which the author has embedded directly into the Clilstore unit main page.

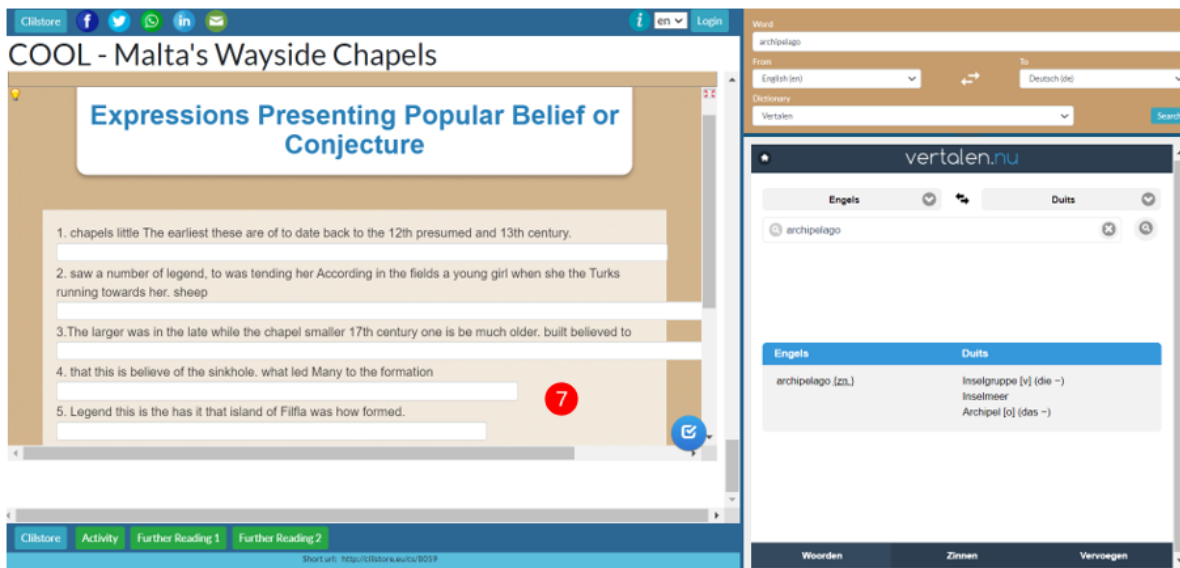


Figure 6.15. An interactive online exercise from an external site embedded with Clilstore.

The design of the unit and use of external Web 3 sites which can provide supplementary exercises will be addressed later in the Guidebook.

6.2.2 Clilstore and Language Acquisition

One of the advantages of Multidict, and Clilstore alike, is that the reader can attempt texts at a higher level of difficulty than their current level. When reading a higher-level text in Clilstore (with the use of Multidict), these tools make it easier for learners to develop linguistic competence by scaffolding reading, understanding and learning.

It is interesting to see how the use of Clilstore and its Multidict function aids Language Acquisition as per Krashen's Input hypothesis (Krashen, 1982). Clilstore can contribute to setting up situations where a learner can access a text at a higher level currently beyond their linguistic competence (Input + 1), and the Multidict function scaffolds and makes the text more accessible as 'Comprehensible Input'.

The tools also assist learners when venturing into their Zone of Proximal Development (ZPD) (Vygotsky, 1978) with support and help, until the learner has acquired the target language.

Another feature of Clilstore we will be discussing in Section 6.4 is the Vocabulary Bank function, which assists learners in recycling vocabulary until it becomes part of their internalised language.

6.3 Creating a Clilstore Unit

As we have already discussed in previous chapters, CLIL has a dual learning objective:

- The learning of Content (subject matter) in another language
- The learning of language through its use (Communication) in learning that content

It is always useful to keep in mind the 5Cs which were fully dealt with in previous chapters – Content, Communication, Cognition, Competences and Community.

In the following sections we shall explain in detail how to create a learning unit in Clilstore.

How to Create a Clilstore Unit

Registration

Registration is only required if you want to start creating your own units. Otherwise, anyone can use the Clilstore database and access units.

Go to <http://Clilstore.eu>, click on the Clilstore "Enter" button and then click on “register”.

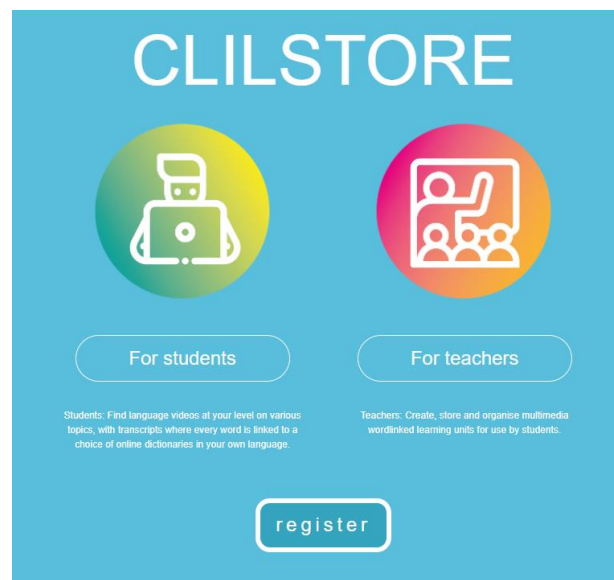


Figure 6.16. The Clilstore entry page.

Choose a username (UserID) type in your full name (first name and family name), e-mail address, and select a password.

Tip: Choose a username which your students or colleagues will recognise if they want to search for your units.

You will only need to register once. On subsequent visits to Clilstore, you only need to click on 'For Teachers' and then log in.

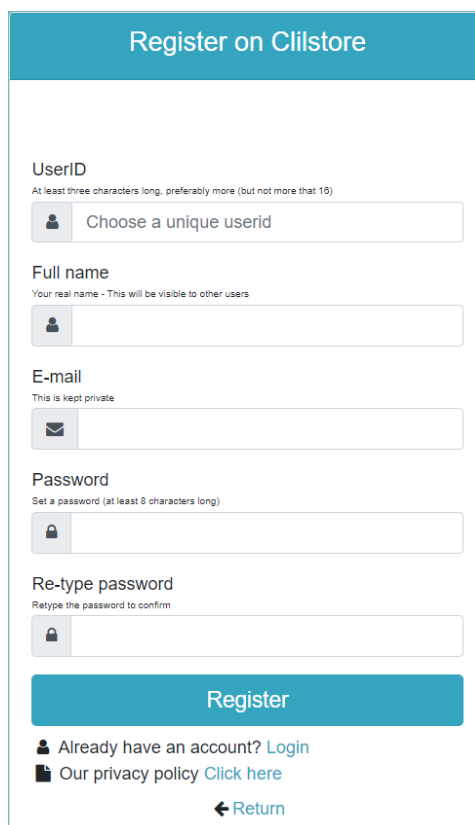


Figure 6.17. The Clilstore registration page.

User Dashboard

After you have logged in, your Username appears at the top right-hand corner. If you hover over your Username, a drop-down menu appears. This is your 'dashboard', where you can manage your account.



Figure 6.18. The user dashboard.

Here you can click on **My Units**, which will take you directly to a list of all your created units. When you go to My Units, you can edit your units from there, or even delete them. You can also see how many ‘Likes’ each unit has gained.

You can also choose to **Create a unit**, or to see any **Portfolios** your students have invited you to, or you can even **Log out** from this drop-down menu.

You can also choose **Options**, where you can:

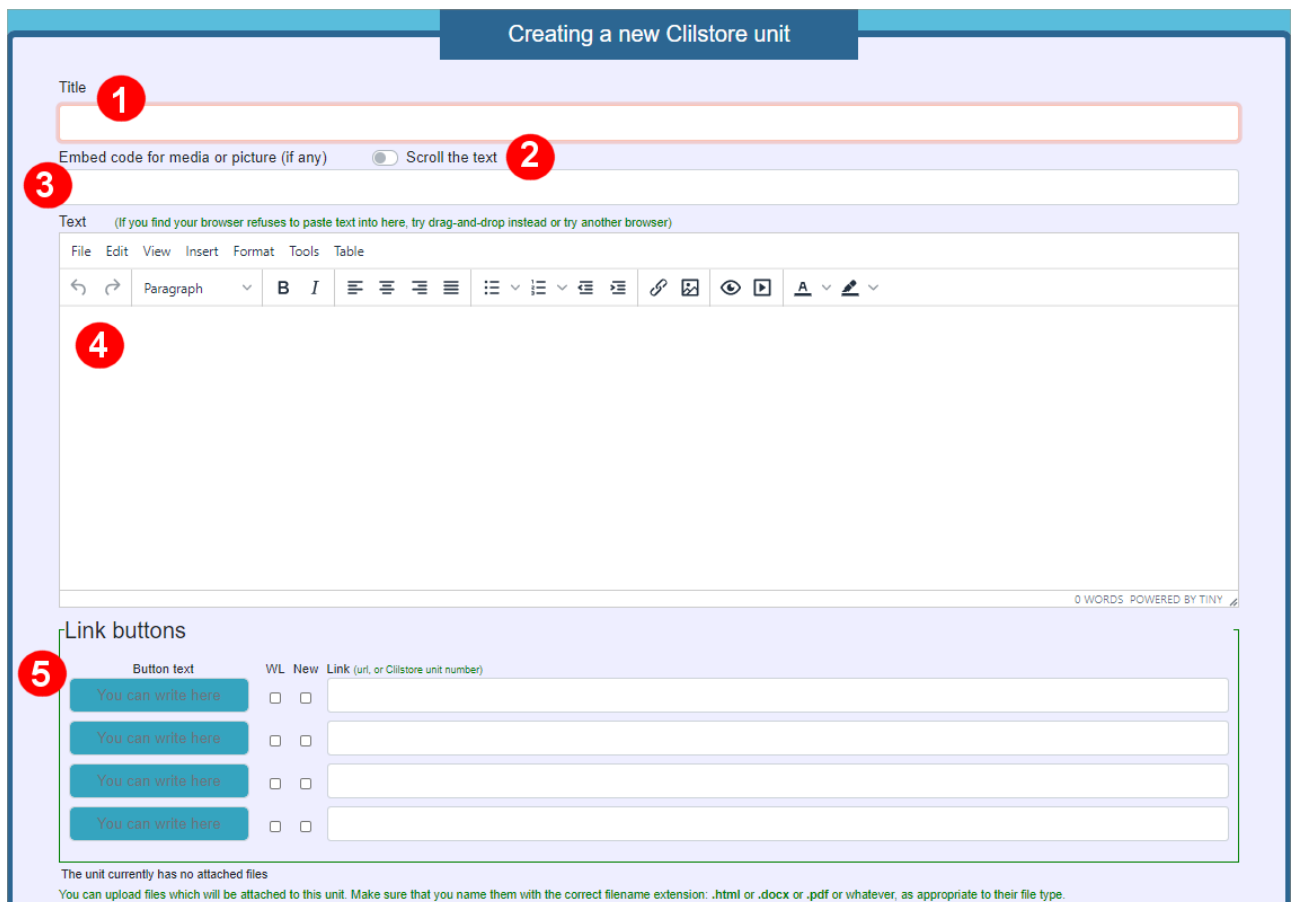
1. Change your password
2. Choose the default language for the units you create
3. Choose whether to add any words you click on to your vocabulary list
4. Change your name
5. Change your email address

Figure 6.19. User options.

Creating a Unit

Click on 'Create a unit' from the user dashboard to get started.

The following page opens up:



The screenshot shows a web form titled "Creating a new Clilstore unit". It contains the following fields and options:

- 1. Title:** A text input field for the unit's title.
- 2. Scroll the text:** A toggle switch to control whether media or audio placed in the embed field stays visible at the top of the page.
- 3. Embed code for media or picture (if any):** A text area for pasting embed codes.
- 4. Text:** A rich text editor with a toolbar (File, Edit, View, Insert, Format, Tools, Table) and a text area for the unit's content.
- 5. Link buttons:** A table with columns for "Button text", "WL", "New", and "Link (url, or Clilstore unit number)". It contains four rows, each with a blue button labeled "You can write here", a checkbox, and a text input field.

At the bottom, there is a note: "The unit currently has no attached files. You can upload files which will be attached to this unit. Make sure that you name them with the correct filename extension: .html or .docx or .pdf or whatever, as appropriate to their file type."

Figure 6.20. Creating a Clilstore unit – first 5 fields.

The "Create a unit" page has several fields and options. To ensure understanding of the fields, we are breaking the page up into 2 screenshots. The second half will be explained further along. Here are the first 5 fields:

- 1. Title:** Here you should write a suitable heading for the new unit. Choose key words in your title that will make your unit more searchable.
- 2. Scroll the text:** Selecting this option means that any video or audio you place in the embed field in (3) will stay visible at the top of the page when a reader scrolls the text.



3. **Embed Code:** Here you can embed a video, audio file or even a photo or graphic which will stay at the top of your unit. We will be explaining how to embed a video later in this section.
4. **Text Field:** This section is where you can write or paste text, insert photos or online interactive exercises, create a link, insert videos, tables, and have control over a number of editing features (see Figure 6.21 below). This field has a WYSIWYG (What you see is what you get) editor, which most users will already be familiar with in Word or Google docs.

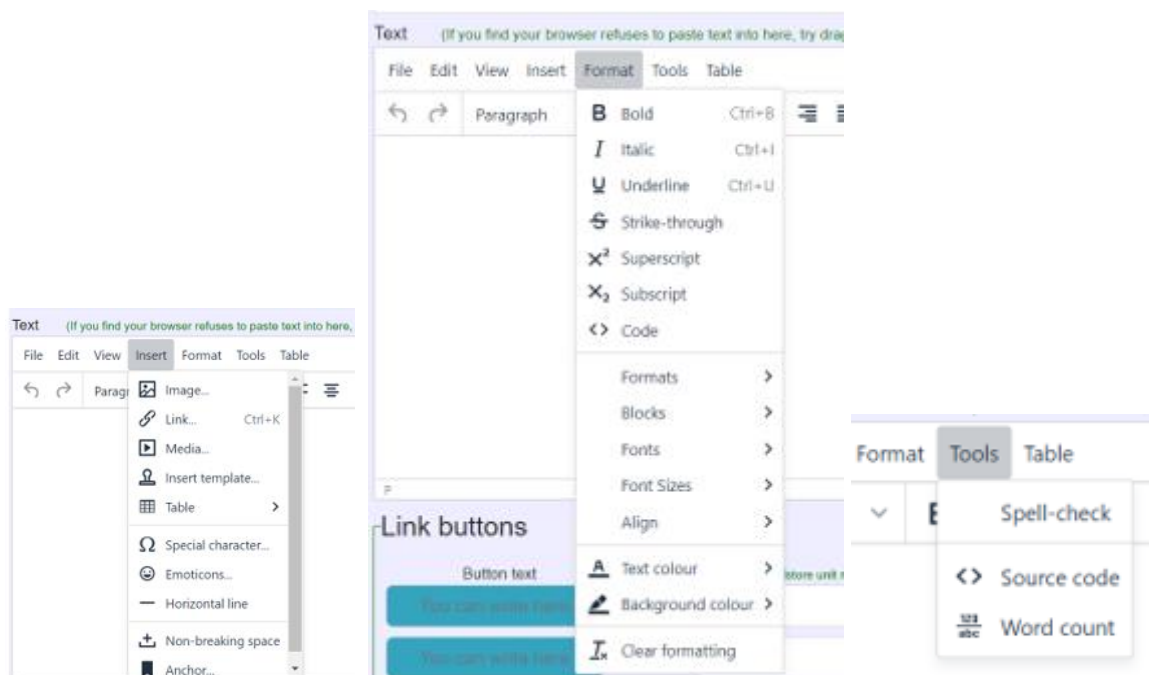


Figure 6.21. Editor functions and tools.

Tip: Pressing 'Enter' on your keyboard moves the cursor down to a new paragraph (ie the text skips a line). However, if you want to start a new line without creating a new paragraph (ie no line space), just press Shift+Enter. The new line starts on the next line down, with no space between it and the line above.

5. **Link Buttons:** Here you can insert links to external sites, such as webpages, online interactive exercises, or even another Clilstore page. Give the button a title, eg the name of the exercise it is linking to, or Further Reading, etc. Then paste the web address of the site you are linking to into the Link field on the right. The button will appear at the bottom of your finalised Clilstore unit.

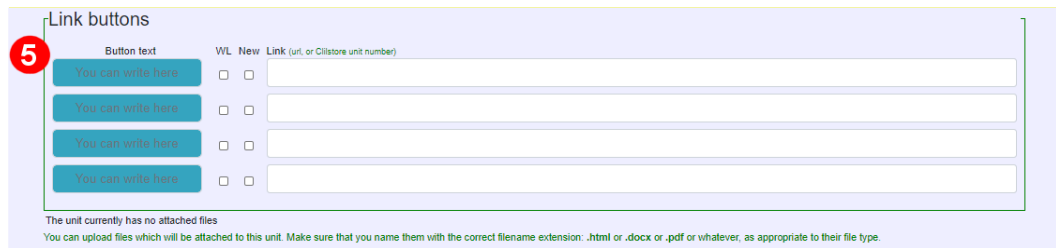


Figure 6.22. Creating a link button.

You can also tick the WL tick-box here if you want the linked site also to be wordlinked to online dictionaries. If you tick the New tick-box, the page you are linking to will open up in a new tab.

Tip: If you do not check the tick-box for New, the reader of your finalised unit will be taken directly to the linked site when they click on the button. To return to the Clilstore unit, readers will need to click on the back button in their browser.



Figure 6.23. The back button in an internet browser.

Tip: Readers often do not notice they have moved away from Clilstore, so when they have finished reading, and close the page, they find that they are now out of Clilstore, and have to go to Clilstore.eu and log in again. This can be very frustrating, so ticking the 'New' checkbox can avoid this happening.

You can add more buttons by clicking on 'Add a button' underneath the existing buttons.

You can also remove a link button by deleting the text you had previously put in, and the web address.

Just underneath the Link Button section, there is the facility to upload a file. The maximum size for any one file is 1 Mb. This is useful as not every file you wish to link to your unit might be online, eg a document, Powerpoint or PDF you would like your students to read.

Occasionally, Clilstore will suggest a name change for the file, especially when there are symbols or long titles. Click OK. The file name will appear in the file name box, where you can still change the name if you wish. Then click on Upload.

The unit currently has no attached files
You can upload files which will be attached to this unit. Make sure that you name them with the correct filename extension: **.html** or **.docx** or **.pdf** or whatever, as appropriate to their file type.

Upload a file

Choose a file on your computer: Speedtes...021.docx
and the name it will have in Clilstore: You can change this, but the name should be something sensible for a computer file

Remember that you must not upload copyrighted material

Language:

Figure 6.23. The upload function.

Files attached to the unit

File (you can edit its name here to change it)	Delete	View	Link address (relative url for use in buttons or in the body of the unit)
<input type="text" value="Speedtest_22_Jan_2021.docx"/>	<input type="button" value="Delete"/>	<input type="button" value="View"/>	/cs/9149/Speedtest_22_Jan_2021.docx

Upload a file

Choose a file on your computer: No file chosen

Figure 6.24. The uploaded file and its new online link in Clilstore.

You can now copy the link address and paste the link in one of the green link buttons.

As you continue to scroll down the 'Creating a new Clilstore page', you will also see the following fields (Figure 6.25):



Figure 6.25. Creating a unit in Clilstore with video and text.

6. Language: Here you should choose the language from the dropdown menu. This is an important step, as most users filter by language of text.

7. Learner level: In this section, you should indicate the estimated level of the text.

These levels are based on the *Common European Framework of Reference for Languages* (http://www.coe.int/t/dg4/education/elp/elp-reg/cefr_EN.asp).

‘Level’ is an important filter when learners (or teachers) are searching for units to use. If you do not specify the level, your unit will be marked as a test unit.

8. Media type: This shows users whether the unit has video, audio or neither. If you tick video or sound, a new field opens up where you can add the duration of the media file, eg 18:29 (18 minutes 29 seconds).

9. Summary: In this section, you should add a short description of the content. Make sure you enter a few key words which users might use to search for texts on a particular topic. The Clilstore database can only search for words which are placed in the Title or Summary, so make sure you add words that make the unit searchable. This text will also be searchable by search engines such as Google.

10. Language Notes: Here you can comment on the type of language encountered in the embedded video or audio file. This could refer to vocabulary, grammar, pronunciation, etc. You can also choose not to add anything.

11. Activate if this is still just a test unit: You should only tick this box if the unit is unfinished or is only a test. You can return to an unfinished unit and edit it until you decide to publish it.

Occasionally you might want to design a background Clilstore page which you want to link to from a main Clilstore unit page you have designed, but you would not like this new page to be found in the main database as a separate stand-alone unit. In this case, activate it as a test unit, where it can exist in Clilstore and you can link to it. Doing this will not let it show up as a fully-fledged unit.

12. Owner: Slide the button to the right if you have the right/permission to use the texts and video, etc. This will automatically activate the Clilstore copyleft policy, where you need to indicate which Creative Commons licence the unit has (see Figure 6.26 below).

Owner: [etimalta](#)

I am the author of the text and material, or I have permission to use the text and material.

And I agree to the Clilstore "copyleft" policy

I grant use of this unit under the following Creative Commons licence

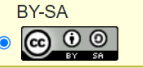
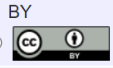

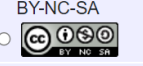

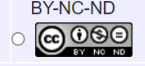
<input checked="" type="radio"/> BY-SA 	<input type="radio"/> BY 	<input type="radio"/> BY-ND 	<p>Attribution-ShareAlike</p> <ul style="list-style-type: none"> Anyone sharing a copy or derivative of this unit must acknowledge the original author. (A link to the original unit will do) Any new products based on this unit may only be shared under this same BY-SA licence.
<input type="radio"/> BY-NC-SA 	<input type="radio"/> BY-NC 	<input type="radio"/> BY-NC-ND 	

Figure 6.26. Creative Commons licence options.

13. Creative Commons licence: Here you should indicate the type of Creative Commons licence that you grant others to use your unit.

As soon as you tick one of the six licences, the explanation of that particular licence appears on the right-hand side.

Copyright has become a very important issue. Text which is copied and pasted from the internet should indicate at the bottom of the text the source website and/or author of the original text. With regard to media such as videos, these are usually embedded and not uploaded into Clilstore. This means that you are linking to an online site which is hosting existing media which is already on the internet, so you are not infringing copyright laws.

You can read more about the different types of Creative Commons license options by visiting their website: <https://creativecommons.org/about/ccllicenses/>

14. **Save unit:** Clicking on this saves your unit and gives it a Clilstore unit number, eg 1234, and a web address, eg <http://Clilstore.eu/cs/1234>, which you might want to share with your students. If you have indicated that the unit is still a test, no one else will be able to see it unless you yourself give them the web address. It will not show up in the Clilstore database yet. You can go back to the unit and edit it until you are satisfied it is complete. Then just 'De-activate' the Slide button (11) so that it is now marked as not just a test.

Editing a Unit

After a unit has been created it is possible to edit the unit and even add videos, photos, graphics, and even 'Link Buttons'. To edit a unit just click on the pencil icon from the Clilstore menu or at the top right-hand corner of a unit to start editing.



Figure 6.27. The 'Edit' icon located on the top right-hand corner of each unit.

The unit immediately opens up in editing mode, where you can add photos, videos, links etc.

Useful Editor Tools in Clilstore

In the following section, we will have a look at some of the useful editor tools in Clilstore:

Inserting a Link within the Text

To insert a link within the text, simply highlight the word (or words) to click on to access the link and click on the link icon in the editor (icon 1 in Figure 6.29).

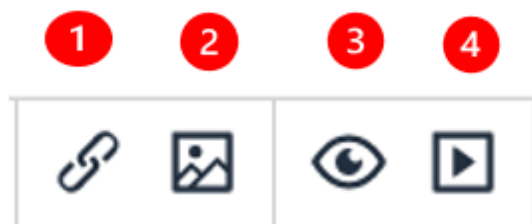


Figure 6.29. Useful Insert tools in the Clilstore editor.

You can also Insert using the 'Insert' option from the toolbar:

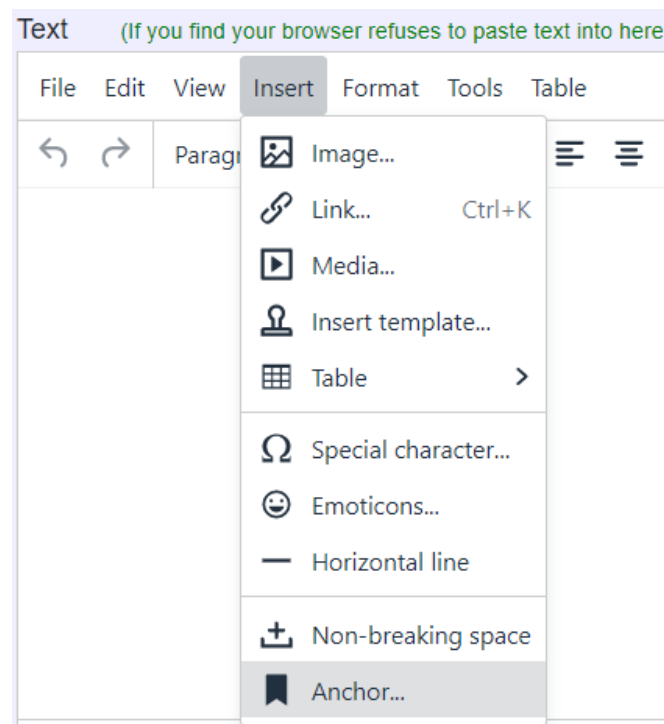


Figure 6.30. The insert option in the toolbar.

You could use this path to insert links, images or media, etc. However, the most useful facilities to insert are in the editor as icons, as shown in Figure 6.29.

When you click on the 'link' icon, the following pop-up appears (see Figure 6.31):

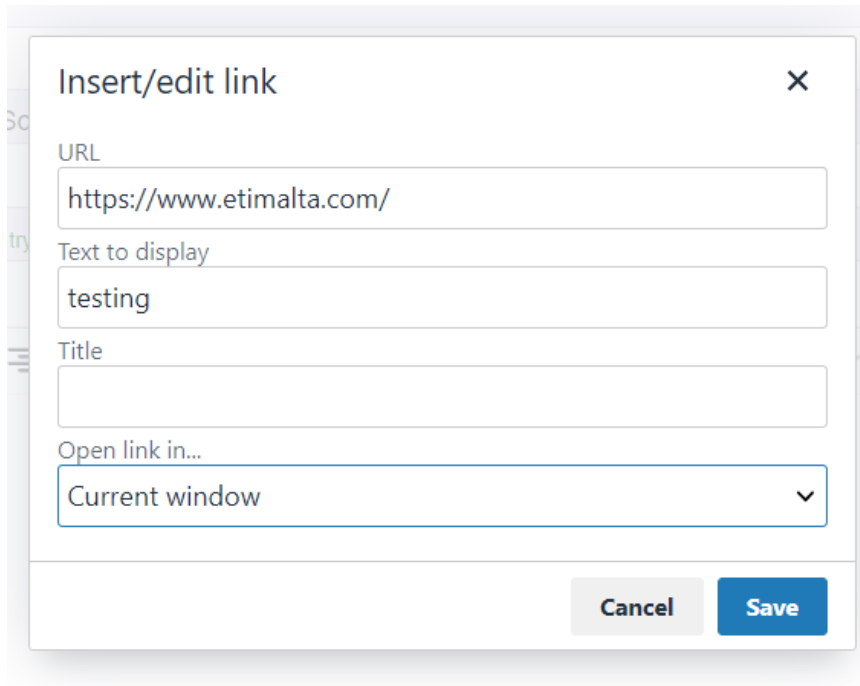


Figure 6.31. Inserting a link.

Simply copy the URL of the site you wish to link to, paste it in the URL field, give it a title if you wish to, and then decide whether the link should open in the current window or in a new window. You can select this from the drop-down menu where it says 'Current Window'.

Tip: If you leave it as 'Current Window', then the reader of your unit will move away from Clilstore to the linked website. This can cause some frustration for readers when they close this tab, and find that they are no longer in Clilstore, and have to log in again. If you choose 'New Window', the link opens up another tab, so when readers have finished with the linked website and close it, the Clilstore page is still open. They have not moved away from it.

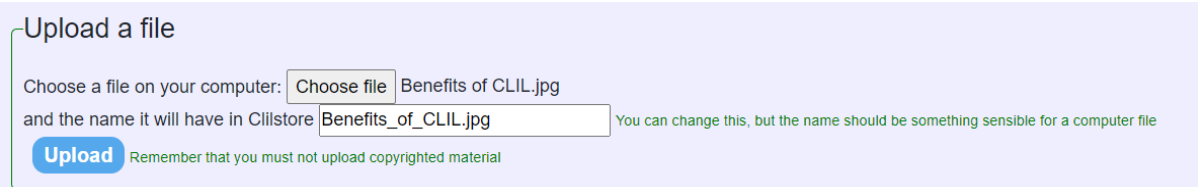
To remove a link, open up the link pop-up again, and delete the URL.

Inserting a Photo or Graphic

To insert a photo or graphic (eg a mind-map, poster or infographic), you will need to have it online first.

Certain sites allow you to create mind-maps or posters, etc, which are already hosted online. If the graphic you would like to display is not already online, you can upload it directly into Clilstore.

In 'Edit' or 'Create a Unit' mode, scroll down to the 'Upload a File' section.



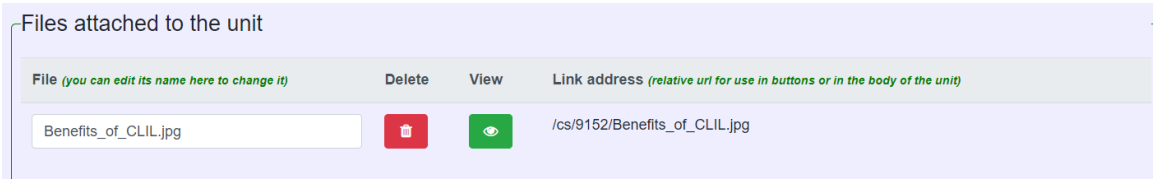
Upload a file

Choose a file on your computer: Benefits of CLIL.jpg
and the name it will have in Clilstore You can change this, but the name should be something sensible for a computer file

Remember that you must not upload copyrighted material

Figure 6.32. Uploading an image through the upload facility.

When you click on 'Upload', the file appears as a 'File attached to the unit', and the link address you will need to copy is on the right of the image.



Files attached to the unit



File (you can edit its name here to change it)	Delete	View	Link address (relative url for use in buttons or in the body of the unit)
<input type="text" value="Benefits_of_CLIL.jpg"/>			/cs/9152/Benefits_of_CLIL.jpg

Figure 6.33. The uploaded image with its link address in Clilstore.

Tip: If the image is too large, you might not be able to upload it into Clilstore. The maximum upload size limit is 1MB. If so, upload it into Google Drive or a similar online storage space. Once this is uploaded into Google Drive or similar, get the URL (the web address) by clicking on Share. Copy the URL, and go to the Clilstore unit you want to insert it in.

In 'Edit' mode, or in 'Creating a Unit' mode, just above the text field, click on the icon for photos (icon 2 in Figure 6.29). The following pop-up appears:

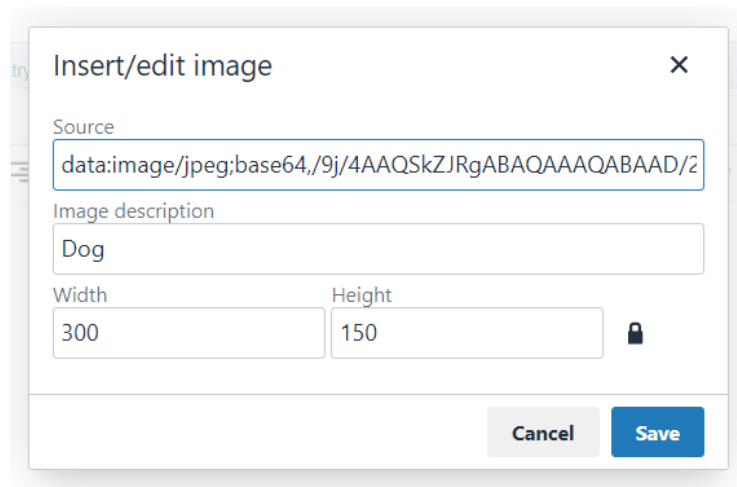


Figure 6.34. Inserting an image.

Paste the URL of the photo/graphic into the Source field. You can add a description of the image. The Width and Height appear automatically when you paste the URL. You can also change the dimensions of the image to fit better within your text.

Tip: Next to the image is a padlock sign. This ‘locks’ the image ratio so that the same proportions are kept. Therefore, if you change the width of the image, the height changes proportionally and automatically.

If you click on the padlock to unlock it, you might end up with a slightly distorted image, as you will need to supply the width and height yourself, and the original ratio of height to width will not be retained.

The Preview Function

Icon 3 in Figure 6.29 is the preview function. If you are not sure how your text and image are going to appear in the finished unit, click on Preview and a pop-up appears showing you how the text area will look when finished.

Embedding a Video

Notice that here we mention the word ‘embedding’. In the section on ‘Inserting an image’, we used the word ‘insert’.

When you upload an image file into Clilstore, you are placing it online within Clilstore, and then inserting it into the unit, where it appears. Technically, when you use the source code of an image from an external site, eg Google Drive, you are simply linking the image into the unit, but rather than a link which takes you from Clilstore to another external webpage to view it, the image opens up inside the Clilstore unit. Therefore, you are embedding it, ie

‘placing it’ into the unit, and the viewer can see the image inside the unit, and not have to follow a link to an external site.

For videos, we use the same principle – we embed the video so that the viewer can see it inside the unit. Think of embedding as ‘placing inside’ the unit.

We also tend to use the term ‘embed’ as when you link to a video, the video is presented with a frame around it, and although it opens up in Clilstore, the host is still YouTube, TED Talks, Vimeo or any other video-hosting site.

It is also usual to find an ‘embed code’ for videos, which provides the ‘video player’ together with the video frame dimensions, as well as the video file. It is this embed code we need to find for the video we wish to place into the unit. The principle is the same for audio files, which need a player to be streamed and to play, pause, etc.

Getting the Embed Code

YouTube

Let’s start with YouTube, which has become the most popular video-streaming site.

The ‘Share’ function appears underneath the video.



Figure 6.35. Finding the embed code through ‘Share’.

When you click on ‘Share’, a pop-up opens up which allows you to choose where to share the video. Many online social media options are available, but the one we are interested in is the first, ‘Embed’.



There is also a link provided, in case someone does not wish to embed the video, but link it, eg in a Green Button Link.

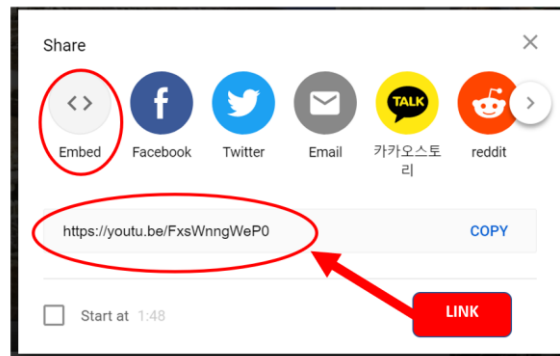


Figure 6.36. The embed button as opposed to the link.

Click on 'Embed'. The window such as the following opens up, with the video on the left-hand side, the embed code on the right, and a 'Copy' facility.

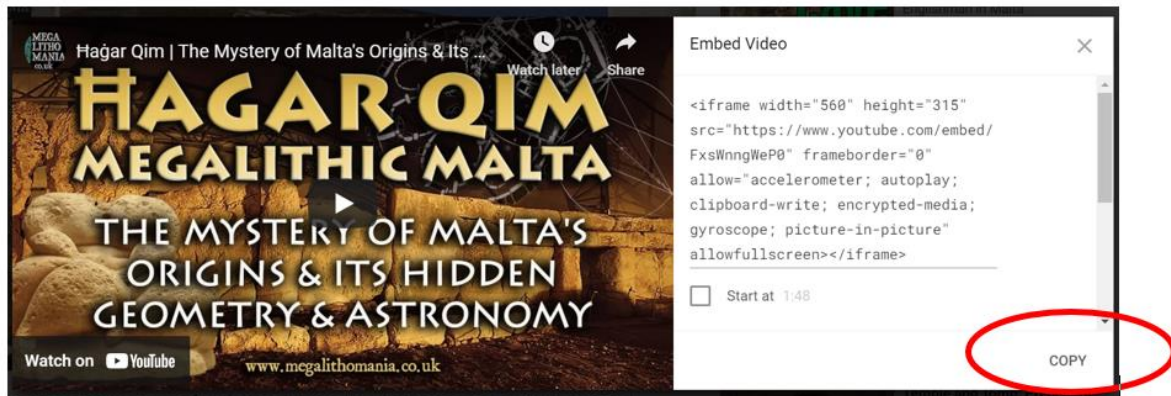


Figure 6.37. Copying the embed code of a video in YouTube.

Before you copy the code, scroll down on the side of the embed code. Just underneath the embed code is a 'Start at' option (see Figure 6.38 below).

This is extremely useful, as certain videos might be too long. You might want to skip the introduction and just show a portion of it to your students. If so, check the timer for when the portion you wish students to see starts. Tick 'Start at' and insert that as the start time. There is no option to insert the end time but you might then want to tell your students: "Watch until 2.45". If you want the whole video to play, leave this option as 0.00.



Figure 6.38. The frame dimensions and where to start the video from in playback.

Another thing to note here is the iframe width and height, indicated in Figure 6.38 above.

The iframe is the border which will surround your video in Clilstore – the ‘player frame’, so to speak. When you copy the embed code, you can change the size of your video in Clilstore by changing these 2 numbers. Remember, keep the ratio if you change the size, as otherwise the video might become too high or too wide, and look distorted.

Click on ‘COPY’ and the embed code is copied into your browser.

Now go to Clilstore and open the unit you wish to embed the video in.

If you want the video to be at the top of your unit, just paste the embed code into the Embed Code field underneath the title.

If you want the video to also scroll upwards with the text, as the viewer reads the text, leave ‘Scroll the text’ as is. Do not move it to the right.

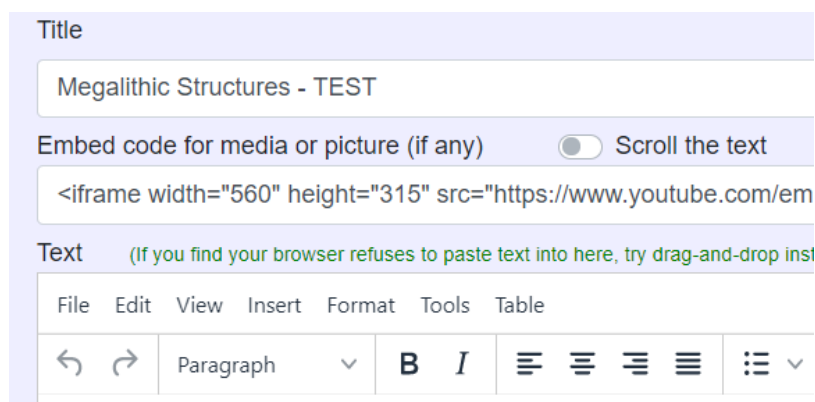


Figure 6.39. Embedding a video which will scroll down with your text.

If you want the video to be at the top of your unit, and want it to stay there as readers scroll down, then slide the toggle slider 'Scroll the text' to the right (see below). This will only allow the text to scroll, not the video.

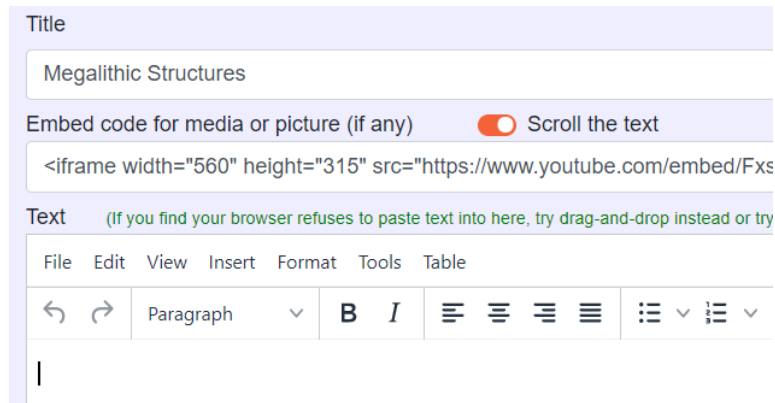


Figure 6.40. Embedding a video which will stay at the top of your text.

You can change the numbers showing the width and height of the video in the embed code, but **keep the same ratio!** A simple mathematical calculation should give you the required equivalent for the height if you change the width.

If you want the video to be in the main text, click on the media button (icon 4 in Figure 6.29).

When you click on the Insert/edit media button, this pop-up appears.

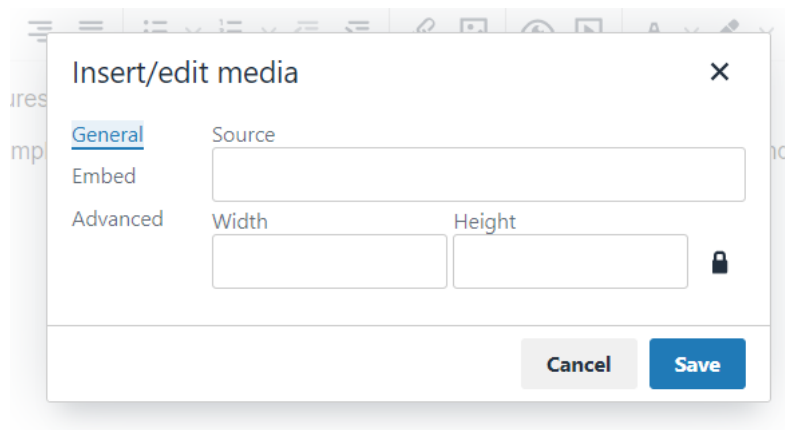


Figure 6.41. Embedding a video in Clilstore.

Paste the embed code you copied from YouTube and paste it in Source. The width and height automatically appear. You can change the size of the video from here. As long as the padlock icon is closed, the ratio of the width to height is maintained automatically.

Notice that by default, the chosen area is 'General'. This will accept most embed codes for popular video sites. However, if the video does not appear when you save the unit, then click

on 'edit' once again. Click on 'Insert/edit media', and then click on 'Embed', which is just below 'General' in the 'Insert/edit media' pop-up. Now paste the embed code in the field that comes up.

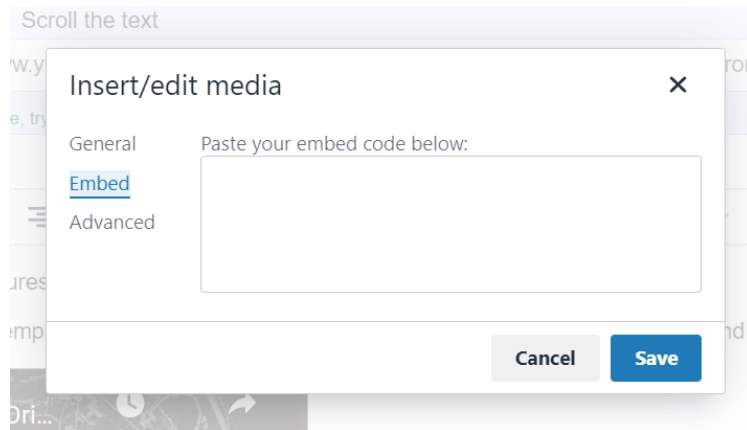


Figure 6.42. Embedding a video in Clilstore using the Embed field.

Tip: If you realise when you save the unit that the video is too small or large, click on edit again. Then click on the video, which you will see in the main body of the text. Then click on the 'Insert/edit media' icon (icon 4 in Figure 6.29). The pop-up with the source code appears again and is editable (Figure 6.43 below).

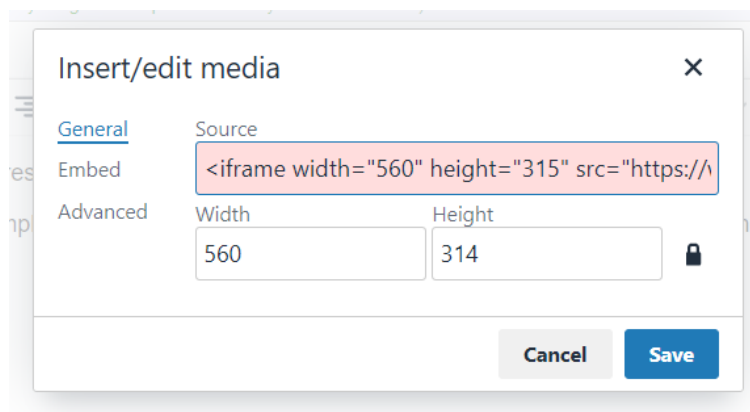


Figure 6.43. Editing the media size or source code.

The YouTube video player which plays within the unit has an important tool. Students can turn captions or subtitles on or off as they watch (see Figure 6.44 below).

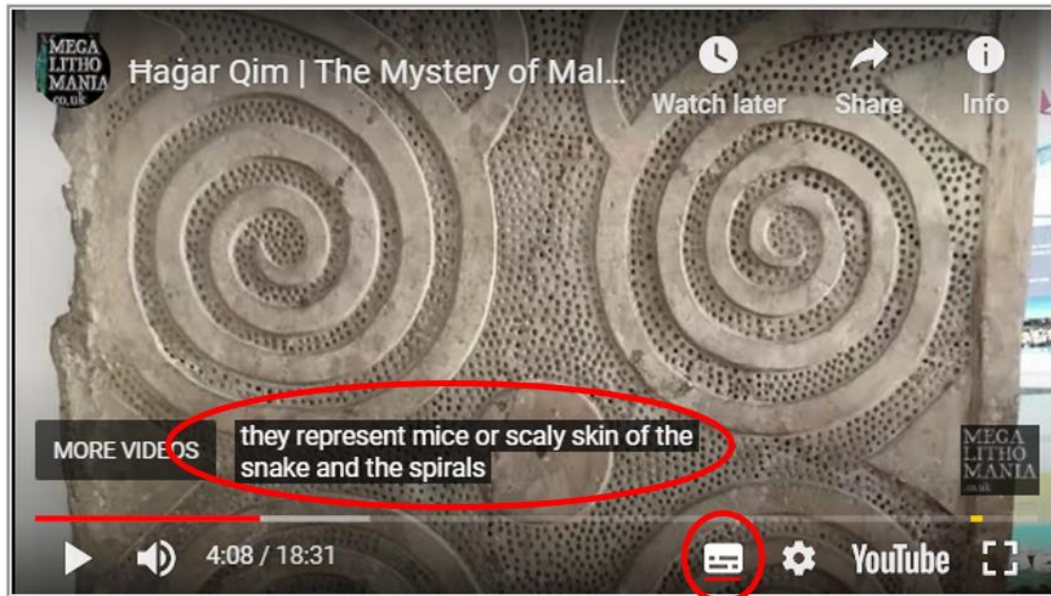


Figure 6.44. Turning on captions in YouTube.

Just click on the highlighted button and the captions will appear/disappear. It is important to realise that these captions are auto-generated, so it is a bit like Google Translate – very useful, but not always accurate. Occasionally the auto-generator will insert what it ‘hears’, but this might not be the right word.

Despite this happening at times, having captions is a very useful function for learners. One suggestion to maximise the potential of this tool and combine language learning would be to devise a ‘game/exercise’ where students can spot the mistakes the auto-generator makes, and to get them to find a replacement word which better fits the context.

On the YouTube site, you can also open the transcript of a YouTube video by clicking on the 3 dots (...) next to SAVE.

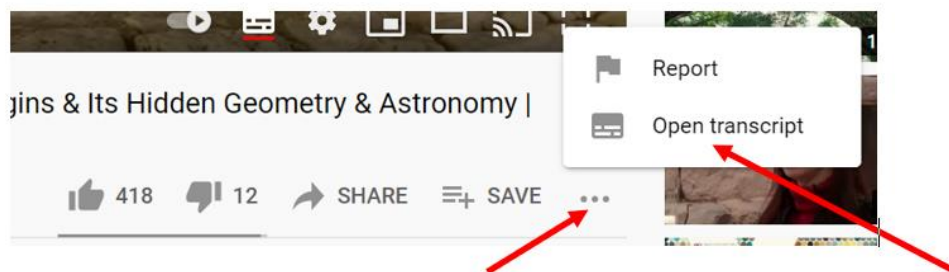


Figure 6.45. Opening the transcript of a YouTube video.

This opens up the auto-generated transcript of the video, split up by timings, which you might want to paste into the Clilstore unit. (Remember, there could be mistakes due to the auto-generation, but you could also amend these in Clilstore.)

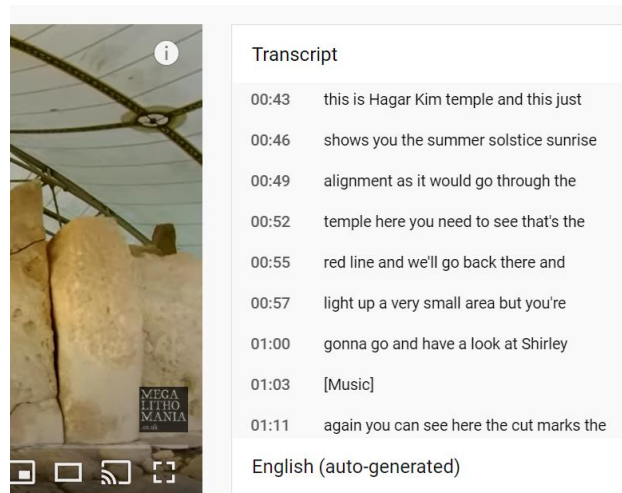


Figure 6.46. Transcript of a YouTube video.

Copy the transcript and paste it into the Clilstore text editor.

Tip: When you then try and paste the text using the right-click and paste, Clilstore might not allow you to. If not, use 'Control' and 'v' in Windows to paste the text into the text editor. On an Apple computer, use 'Command' and 'v'.

Ted Talks

Ted Talks is another excellent site where videos are streamed. There is a wide variety of talks which you might want to use within Clilstore.

Remember, the first thing to look for is SHARE.

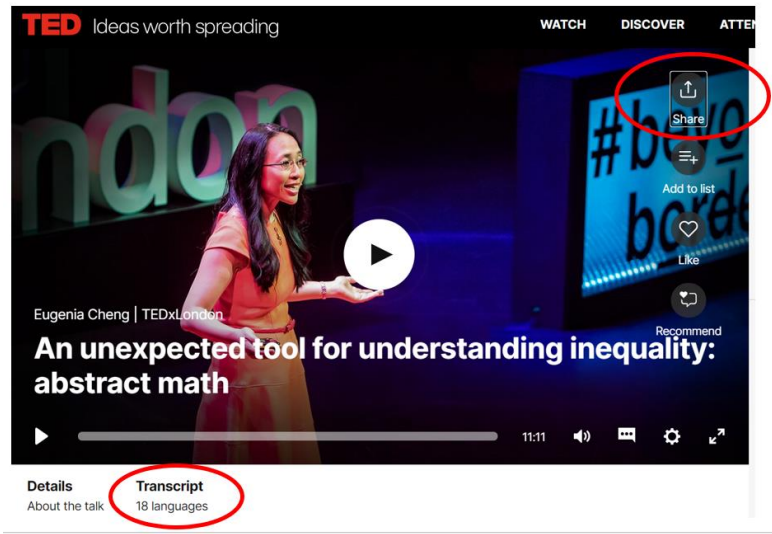


Figure 6.47. Getting the embed code and transcript from Ted Talks.

When you click on Share, you are provided with a link. This is not the embed code. This is a link which you might want to use in Ciilstore as a link, or in one of the green link buttons. We need the Embed code.

As in YouTube, a number of sharing options to different sites appears. Choose EMBED.

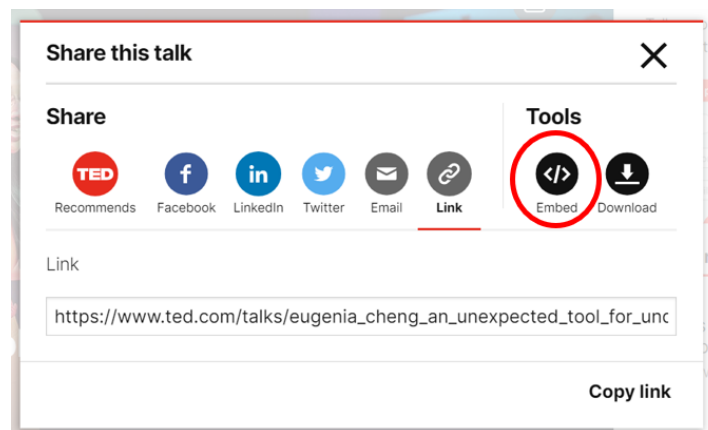


Figure 6.48. Clicking on Embed will provide you with the embed code.

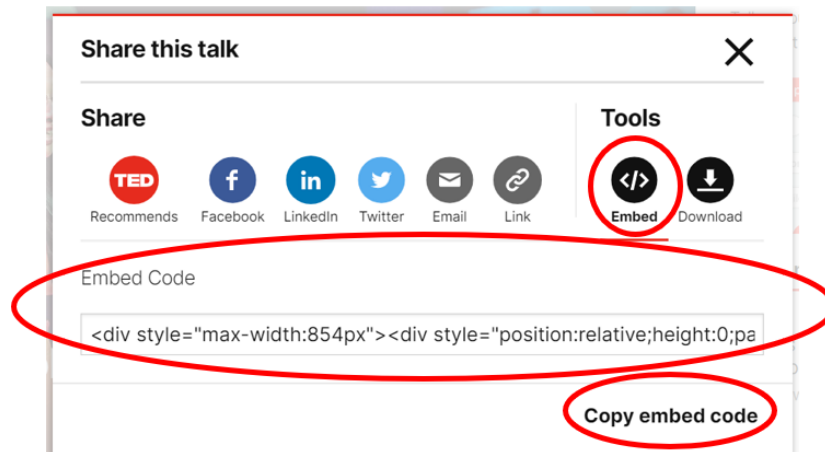


Figure 6.49. Clicking on 'Copy embed code' copies the whole embed code.

Now return to the Clilstore unit you want to embed the video in, and in edit mode, decide whether you want the video at the top of your page, or in the body of the text. Follow the 'Insert/Edit media' steps as we did for YouTube, and paste the code in.

Once again, you can change the size of your video by changing the width and height dimensions in the iframe source code.

Once again, you can obtain the subtitles or captions by clicking on the caption button. Note that not all TED Talks come with a transcript or captions.

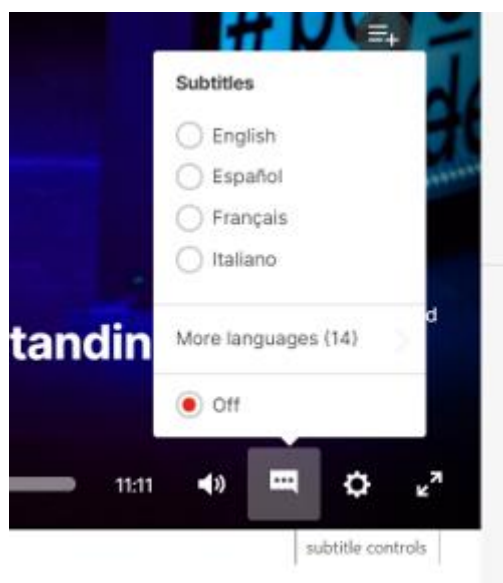


Figure 6.50. The caption button in Ted Talks.

You can also obtain the transcript, usually with a choice of languages, by clicking on the Transcript button which we showed in Figure 6.47.

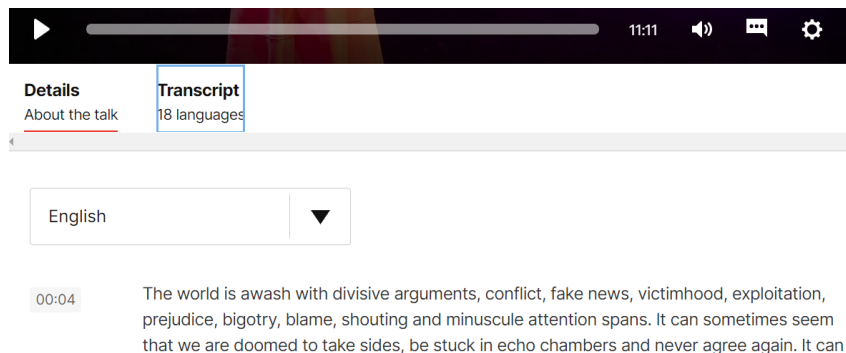


Figure 6.51. The transcript in Ted Talks and choice of language.

Copy the transcript and paste it into the Cilstore text editor. Remember, when you then try and paste the text using the right-click and paste, Cilstore might not allow you to. If not, use 'Control' and 'v' in Windows to paste the text into the text editor. On an Apple computer, use 'Command' and 'v'.

One other thing to remember is that this transcript is linked to parts of the video where the words appear. If you click on the parts of the transcript on the TED Talks site, the video will jump to that position.

Therefore, if you are intending to place the transcript in Cilstore, the words are already hyperlinked. These hyperlinks need to be removed when you paste it into the editor text window.

Tip 1: Paste the transcript into the Summary field. Select the text again and cut it out. Now paste it back into the Text field. The links should disappear.

Tip 2: Another way to remove links, especially if it is long, is to select all the text and then click on the 'Link' icon in the editor. Link the text to any external link, eg www.etimalta.com and click on 'save' in the link pop-up. You can see that all the text has a long line underneath, showing it is hyperlinked. Now open the 'link' function again, delete the URL you put in (in our case, www.etimalta.com), and save in the link pop-up again. This removes all previously-existing TED Talk links.

Tip 3: Another way to remove hyperlinks is to use the Notepad application. If you paste a text into Notepad, all the formatting (including links) disappears.

Vimeo

Another very useful video-sharing site is Vimeo. Go to <https://vimeo.com/watch> to search for videos. When you have found one you like, using the search function, click on it. The share button looks like a paper aeroplane.

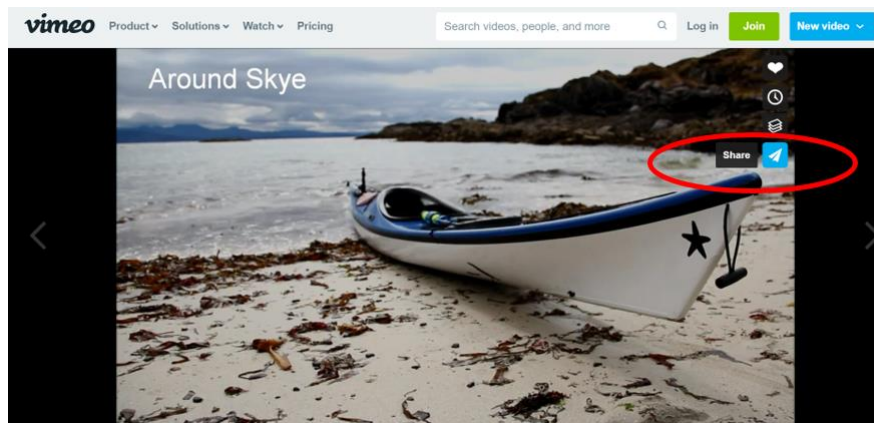


Figure 6.52. The Vimeo share button.

The embed code appears at the bottom of the pop-up. There is no button to 'copy' the code.

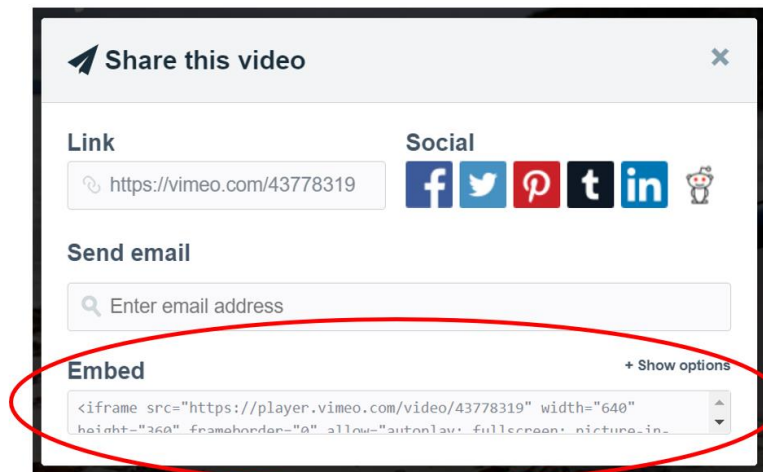


Figure 6.53. The embed code in Vimeo.

Just click inside the embed code field with your mouse to open up the box. This will also select the text. Then copy the code using the right-click mouse function. Then paste it in Clilstore as we did for the YouTube and Ted Talks videos.

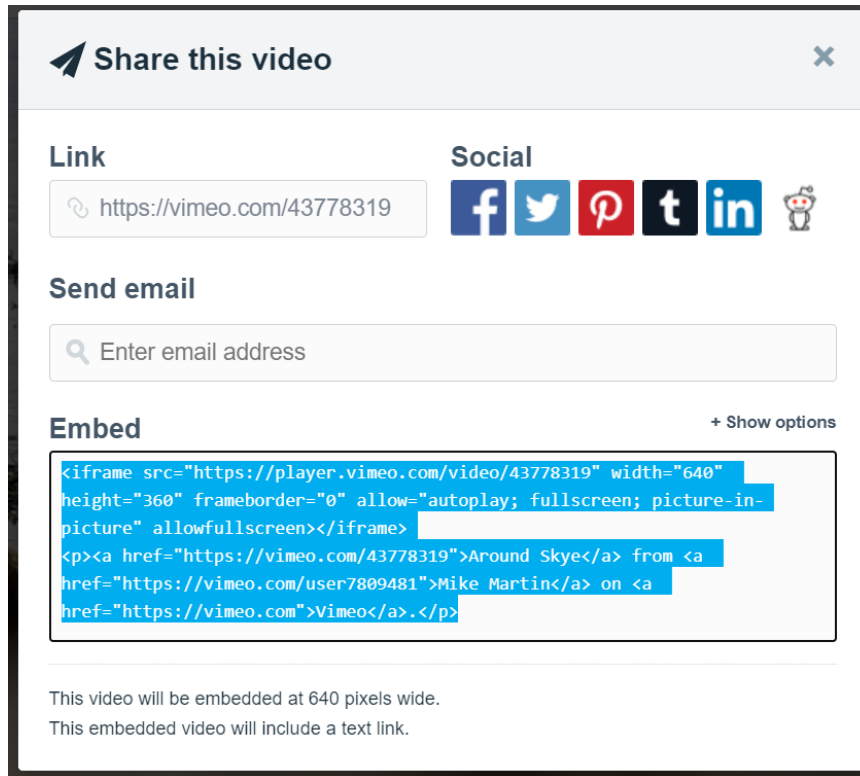


Figure 6.54. Expanding the embed code in Vimeo.

Tip: If you go to a site and you are not sure where the Share button is, hover over the screen with your mouse. In this case, an unusual icon was used (the paper aeroplane) and share only appeared when the cursor hovered over it.

Streaming Video and Audio files from Google Drive

Sometimes you might want to use a video which you have made yourself. If you do not want to upload it into YouTube or a similar video-hosting site, you can upload it into Google Drive, and get the embed code from there.

The following useful steps for streaming video/audio files from Google Drive were suggested by Caoimhin O'Donnail from the University of Ulster.

First, select the file you want to embed and open it.

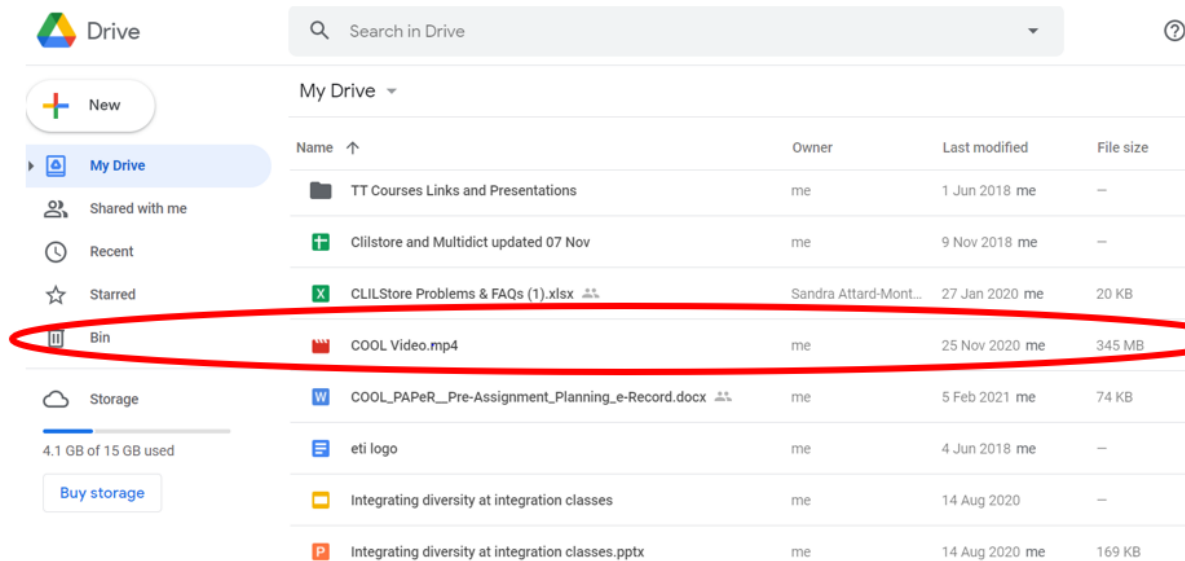


Figure 6.55. Selecting the file to open.

Next, click on Options (the 3 dots at the top right-hand corner).

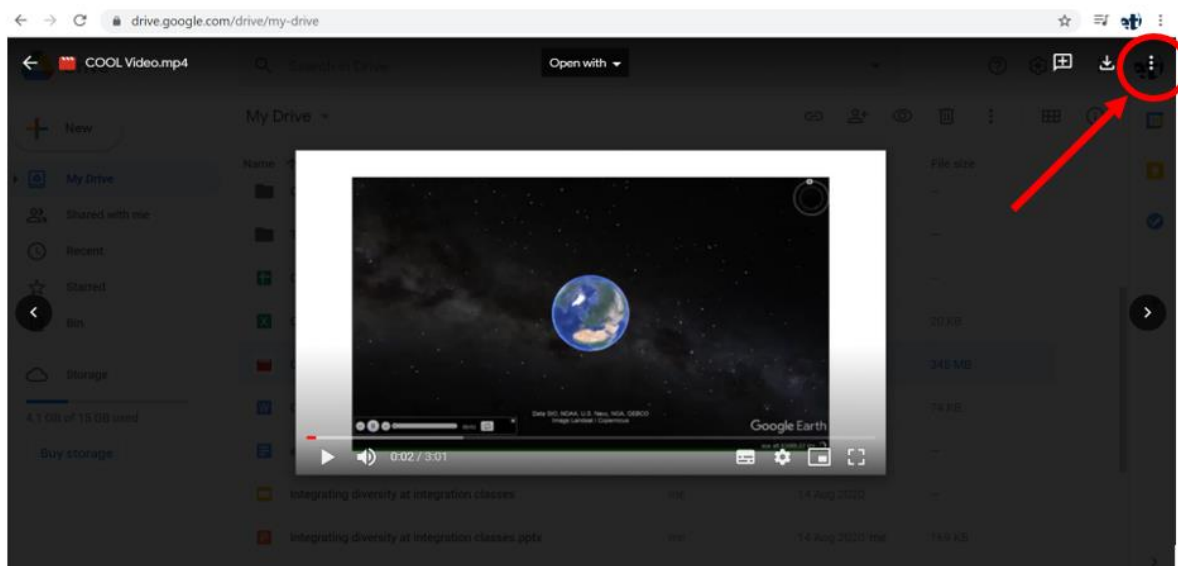


Figure 6.56. Options in Google Drive

Now select and click on SHARE.

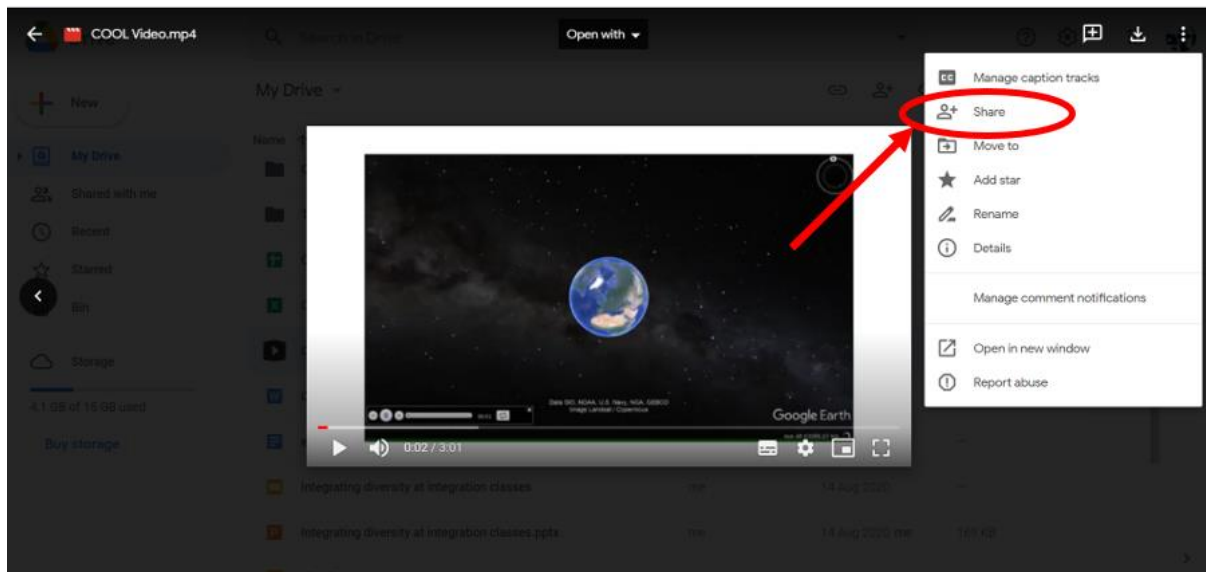


Figure 6.57. The Share button in Google Drive.

Now click on 'Change to anyone with the link'.

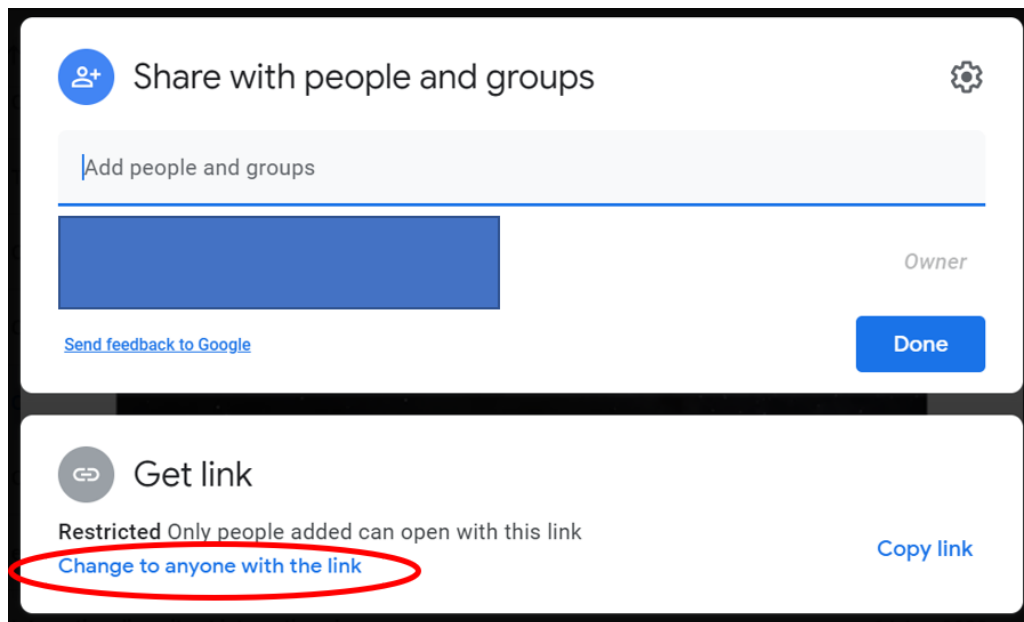


Figure 6.58. allowing access to anyone with the link.

The 'Share' options should change as below, **but do not copy this link!**
Instead, click 'Done'. The pop-up should disappear.

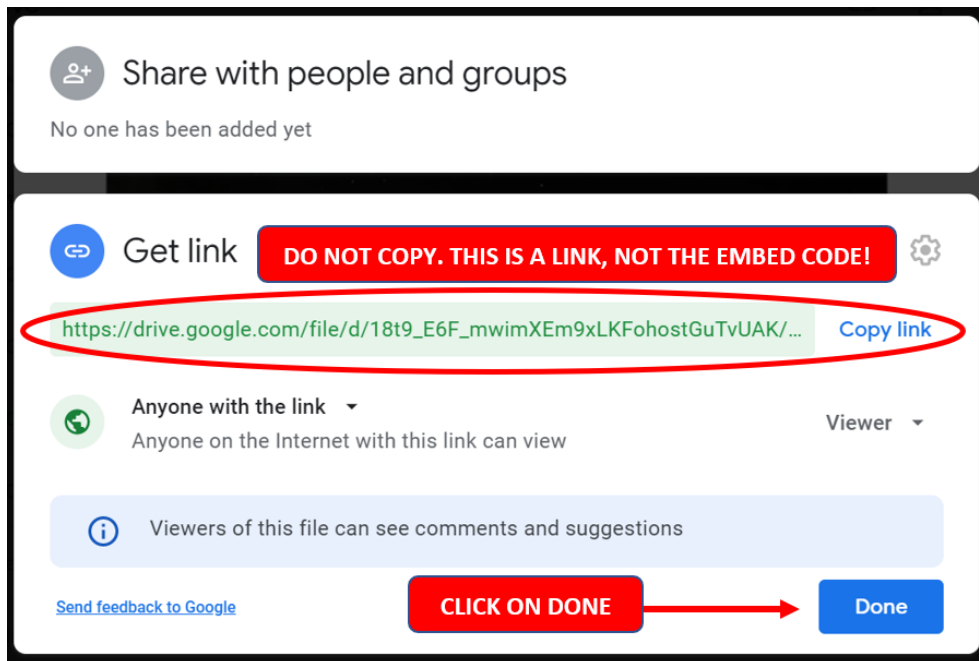


Figure 6.59. The Get Link option, which you should NOT copy.

When the pop-up disappears, click on Options again (Figure 6.56), and select 'Open in new window', as below.

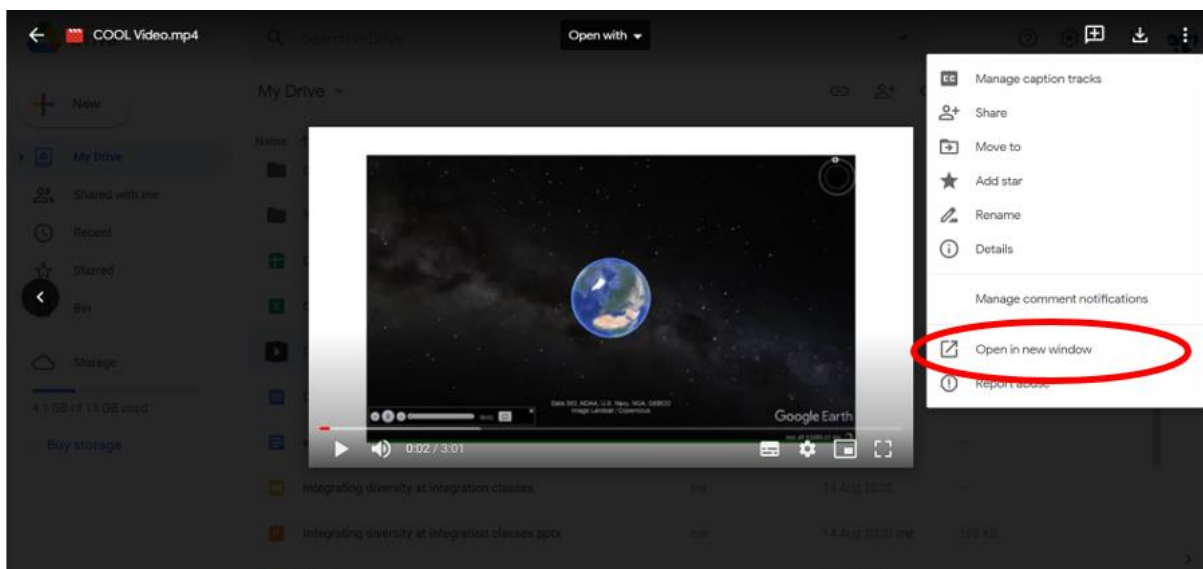


Figure 6.60. Opening the video in a new window.

When the video opens up in a new window, click on Options again (Figure 6.56).

The options menu changes to offer other tools, including the 'embed item' function. Select this.

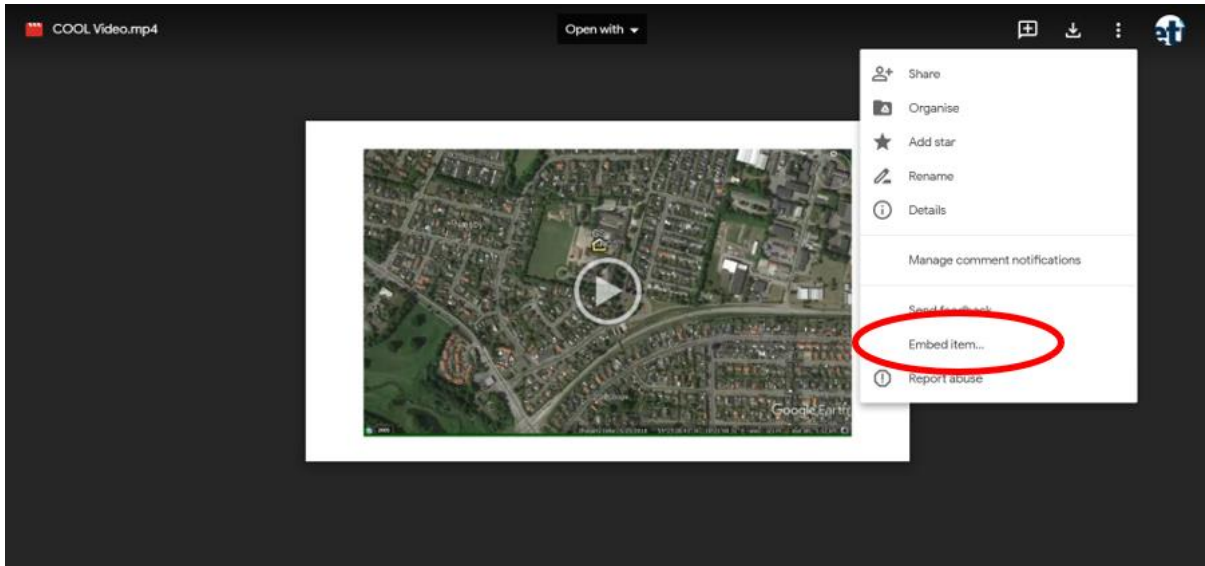


Figure 6.61. The new options window in the new window tab.

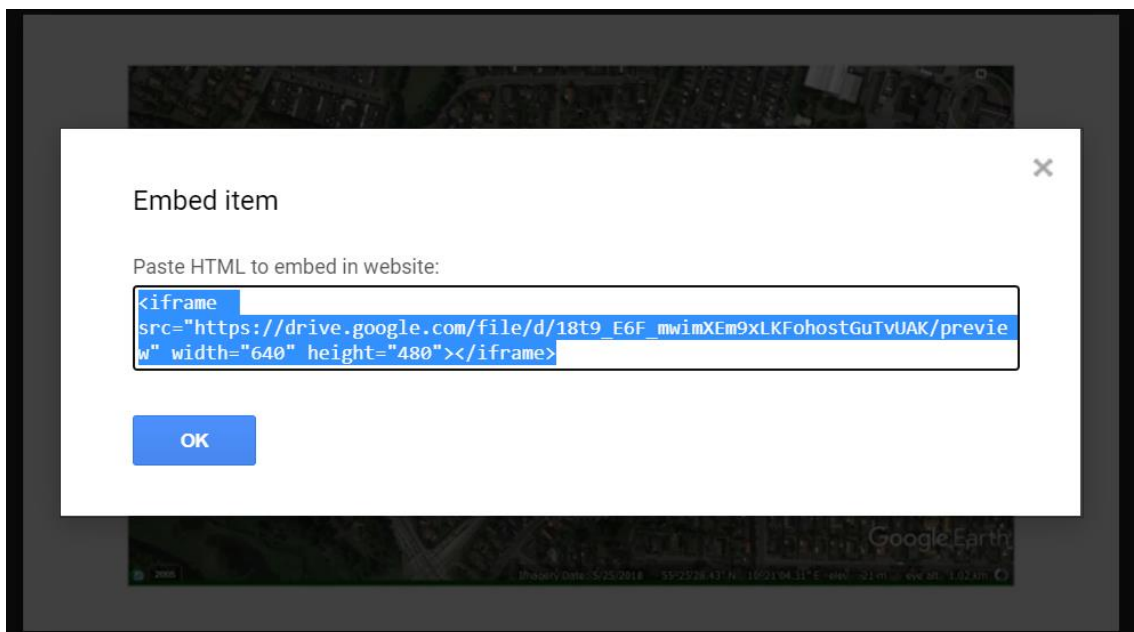


Figure 6.62. The embed code for a video hosted in Google Drive.

Now, you can copy this embed code as we did for the videos before, and paste this into the Clilstore unit, using the 'insert media' function.

6.4 Recording Vocabulary`

6.4.1 The Personalised Learner's Vocabulary Database

In section 6.2.3, we briefly explained how Multidict and Clilstore can scaffold reading texts by enabling understanding through easier access to the online dictionaries in Multidict. We also referred to Krashen's Input Hypothesis (Input + 1) and how Clilstore makes pushed input at a higher level more comprehensible.

In section 4.2, we gave an overview of what Vygotsky's Zone of Proximal Development entails, how learning builds on what is already known, and how scaffolding can help learners move from 'what is known and can be done' to 'what is still unknown and can be done with help' (the intermediate stage – the Zone of Proximal Development).

The learning journey a student goes through in language acquisition is not linear. The diagrams we designed for section 4.2 show a series of quasi-concentric circles moving outward in a certain 'direction', but as all teachers know, learning is not linear progress. Another visual image would be a series of ripples or eddying currents swirling and circling round and round, looping back on themselves, while slowly and eventually moving forward in the direction of the river or watercourse.





A major part of this movement forward is the learning of vocabulary and its acquisition as the language is internalised. A very important step before vocabulary is internalised is the recycling of vocabulary. Without recycling, words stored in short-term memory are soon lost. Recycling (and practice) help move the vocabulary item from **short-term** (which requires only a short attention span) and **working memory** (which requires the item to be remembered only for the duration it is needed, eg to perform an operation), to **long-term memory**. Here it is internalised, it becomes part of the learner’s language, and is saved on the brain’s hard-drive, ready to download whenever needed.

Since for the transfer to long-term memory, exposure and recycling are necessary, and of extreme importance, Clilstore has added a ‘Record Vocabulary’ function. When the learner clicks on a word, it is recorded in the student’s Vocabulary database, where they can access the word whenever they want to, in order to revisit, recycle and eventually internalise it.

The following pages will show you how to activate the ‘Record Vocabulary’ function and use it.

It is important to realise that if a student does not register for Clilstore, they will not be able to activate the ‘Record’ function. So, the first step for students if they wish to make use of this function is to register.

When logged in, there are two ways to set your Recorder to ‘on’.

Method 1: If you intend to record all words clicked on, open the dashboard from the username and click on ‘Options’.

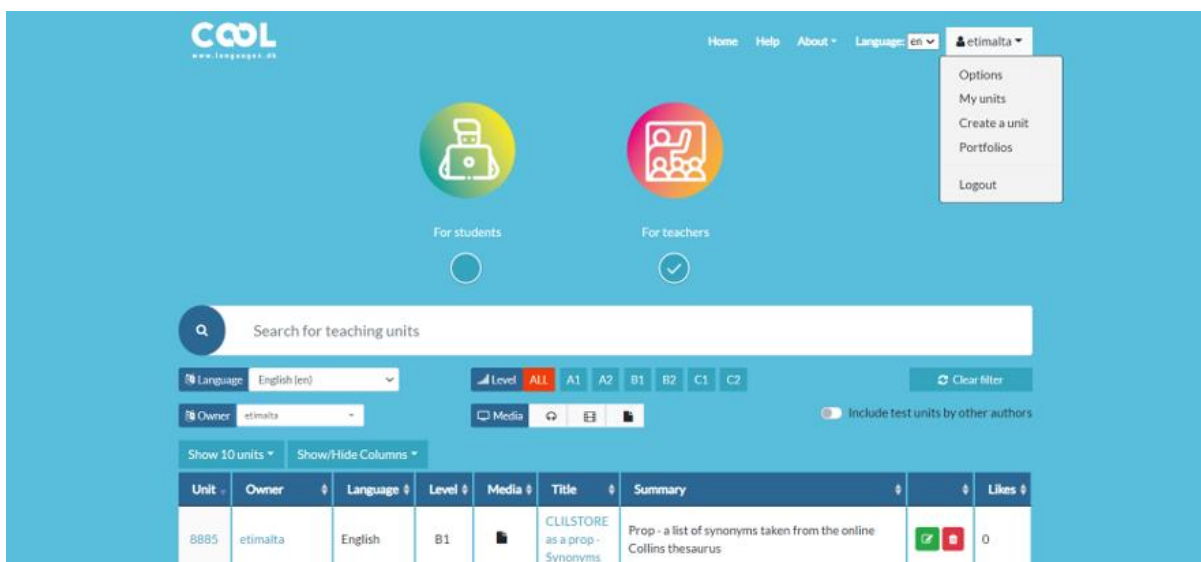


Figure 6.18. reproduced. The user dashboard.

Options offers you the choice to set the Vocabulary Recorder on. Click on the field next to Vocabulary and click on Yes in the drop-down menu. Now whenever you open a unit, every word you click on will be recorded in your Vocabulary database.

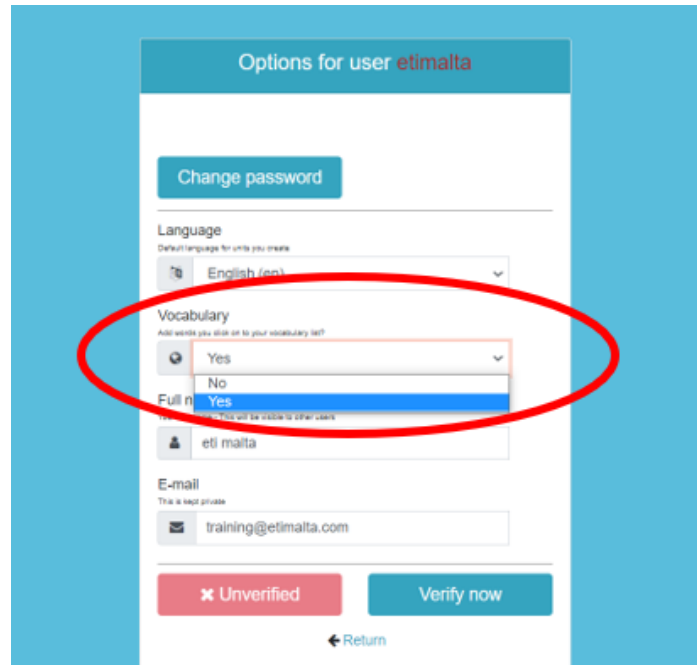


Figure 6.63. Turning on the Record Vocabulary function.

Once you have done this, click on 'Return' at the bottom of the pop-up to go back to the Cilstore home page.

Now choose any of the units in Cilstore and open it. The Record Vocabulary function is at the top right of every unit.

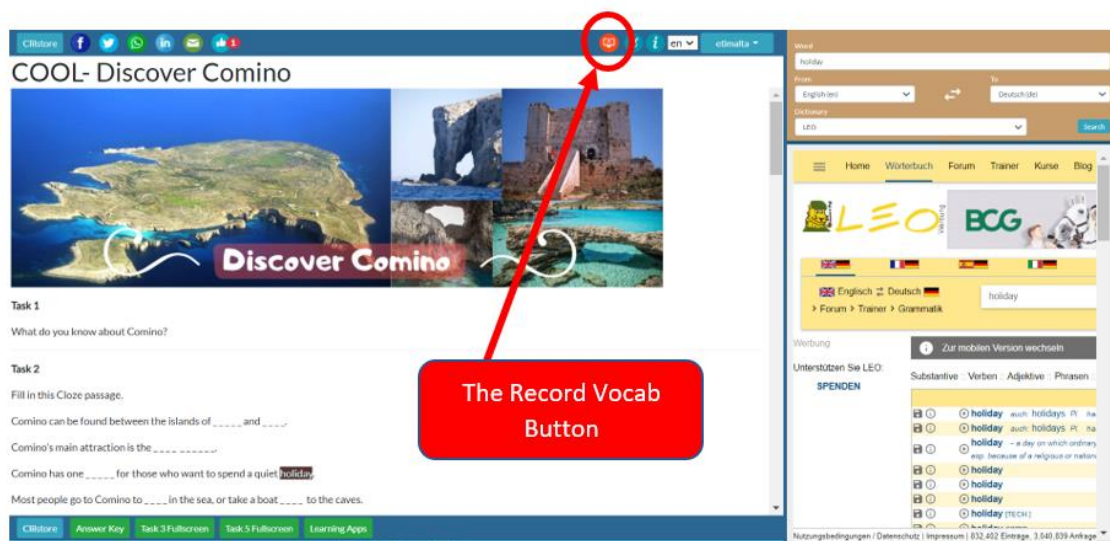


Figure 6.64. The Record Vocabulary button.

Method 2: Note that your Record Vocabulary is already on (it should be red when set to record) because you set it to 'on' from 'Options'.

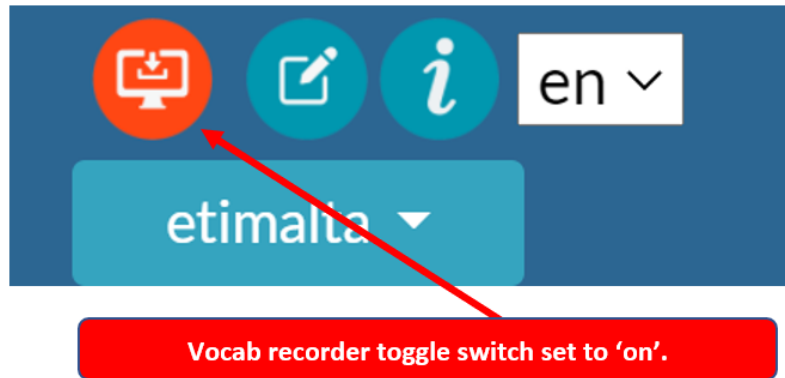


Figure 6.65. Vocabulary Recorder set to 'on'.

You can change this from 'on' to 'off' by clicking this button. If you don't want to record vocabulary, you could either set the recording function to 'Off' from Options, or you can do so directly from each unit. Clicking on the icon changes it from red (Record) to blue (Off).

So, another method to set your Vocabulary Recording to 'on' is simply to enter a Clilstore unit and make sure the Vocab recorder button is red.

To access your recorded vocabulary, click on Options from the dropdown menu within the unit, and then click on 'Vocabulary'.

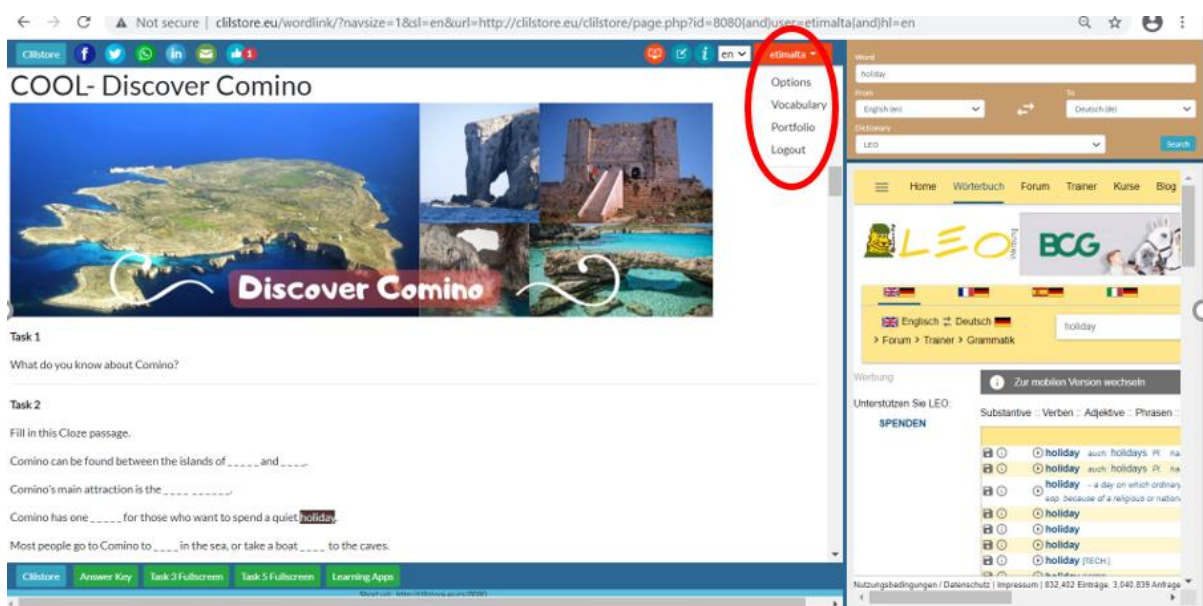
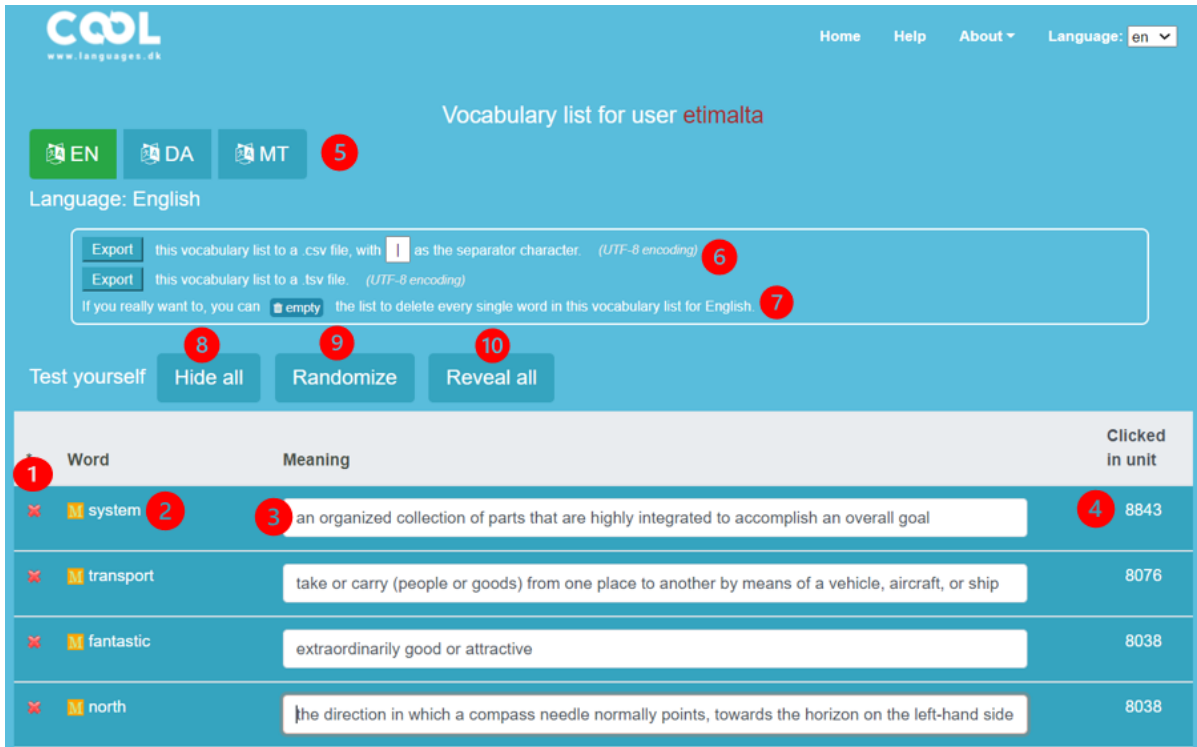


Figure 6.66. Accessing the Recorded Vocabulary through each unit.

When you click on Vocabulary, you will see the following view below:



Vocabulary list for user **etimalta**

Language: English

Export this vocabulary list to a .csv file, with **|** as the separator character. (UTF-8 encoding)

Export this vocabulary list to a .tsv file. (UTF-8 encoding)

If you really want to, you can **empty** the list to delete every single word in this vocabulary list for English

Test yourself **Hide all** **Randomize** **Reveal all**

Word	Meaning	Clicked in unit
M system	an organized collection of parts that are highly integrated to accomplish an overall goal	8843
M transport	take or carry (people or goods) from one place to another by means of a vehicle, aircraft, or ship	8076
M fantastic	extraordinarily good or attractive	8038
M north	the direction in which a compass needle normally points, towards the horizon on the left-hand side	8038

Figure 6.67. The Recorded Vocabulary database and functions.

The Vocabulary Database has the following columns and functions (Figure 6.67 above):

1. Here you can delete any word you have learnt or have clicked on by mistake.
2. This column lets you access the Multidict function again in case you want to look up the word again. It will take you to the original dictionary you were consulting, but you can change the dictionary from within Multidict.
3. This field is for you to write down your own interpretation of the word you looked up, with some notes if you wish.
4. In this column, you can see which unit you were using. You can go back to that unit by clicking on the unit number.
5. Here you have a record of which languages you looked up. If you hover over the language with your mouse, you can see the number of words you looked up.



Figure 6.68. Checking the number of words looked up in the different languages.

6. Here you can choose to ‘export’ the vocabulary list to your computer. There are 2 options to choose from:
To export as a .csv file or as a .tsv file (more about this further on).
7. Here you can delete every single word looked up in the particular language the list is in. (Careful! You might delete words you did not want to delete.)

The ‘Test Yourself’ tools:

8. ‘Hide All’ is the function to hide all the meanings in the vocabulary list you have added. This feature allows students to hide meanings and then try and remember what they were. It provides an invaluable memory exercise tool to help recycle language, similar to flashcards.
9. Another different function is ‘Randomise’. This will jumble the order of the meanings and create a ‘drag-and-drop’ exercise. Once the words are randomised, the student can drag the meanings to the word they think it matches. If the answer is correct, the meaning will stay next to the word. If it is not, the meaning will bounce back to its original randomised place.
10. ‘Reveal All’ is the button to click on when you want to restore the meanings into field ‘3’ to check the meanings in (8) above (the flashcard function). You can also choose to reveal words individually.

In order to make use of the Test Yourself interactive tools, learners should write down their understanding of the meaning of a word when they look it up in a dictionary.

Apart from that, writing down the meaning in field (3) is a very important step in vocabulary learning. The student does not only look up the word, but processes it, and can make personalised notes about it. These notes can be very specific to what the learner wishes to remember, or what they think is important, for example:



‘This is a verb, but can also be a noun’

or ‘Tricky pronunciation!’

or ‘It uses this preposition (eg for) with it’.

Such engagement is what we should be encouraging in students. If a learner is engaged in their own learning, and processing the word in their mind, learning is much more likely to happen. Learners can also expand more on their notes when they revisit the site to recycle vocabulary, allowing deeper processing.

Clicking on the dictionary in (2) will open up a Multidict page as in Figure 6.69 below. Here you can choose other dictionaries if you want to refine the meaning.

The screenshot shows the Multidict dictionary interface for the word "access". At the top, there is a search bar with "access" entered. Below it, the language pair is set to "English (en)" to "Deutsch (de)" and the dictionary is "LEO". The main content area is divided into several sections:

- Word:** "access" (English) to "Deutsch (de)".
- From:** English (en)
- To:** Deutsch (de)
- Dictionary:** LEO
- Verben:** A list of verb entries for "access" with their German equivalents and grammatical information. For example, "to access sth." is translated as "auf etw. zugreifen" or "auf etw. zurückgreifen".
- Wörterbuchnavigation:** A sidebar on the right with navigation options for various language pairs (e.g., English to German, French to German, Spanish to German, Italian to German, Chinese to German, Russian to German, Portuguese to German, Polish to German, English to Spanish).
- Forum:** A section for "Relevante Diskussionen" (relevant discussions).
- Verb:** A box on the left showing the verb "to gain access" with the example "to gain access to the market" and a "MEHR" (more) button.

Figure 6.69. Re-accessing the Multidict dictionary from the Recorded Vocabulary database.

Exporting the Vocabulary List

Some students might want to keep a copy of their vocabulary list on their laptops. You can export the vocabulary list in 2 different ways as indicated in the diagram below.

The diagram shows a blue box with three export options:

- Export** this vocabulary list to a .csv file, with **|** as the separator character. (UTF-8 encoding)
- Export** this vocabulary list to a .tsv file. (UTF-8 encoding)
- If you really want to, you can **empty** the list to delete every single word in this vocabulary list for English.

Figure 6.70. Exporting the vocabulary list buttons.

- The first option is to **export the list as a .csv file**. This can then be opened in Excel. When you download the file, you might be asked what you want to open it with.

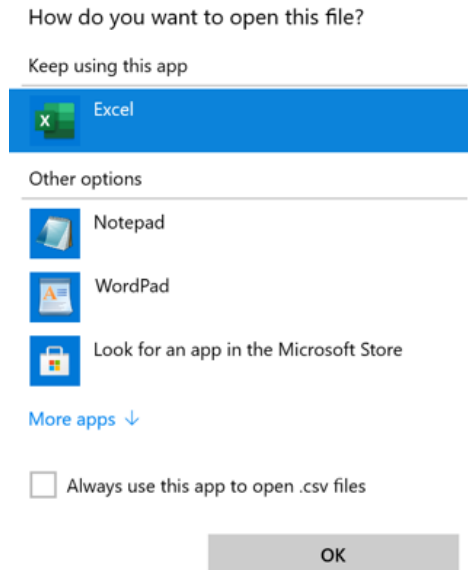


Figure 6.71. Choosing the app to open the .csv file with.

Click on 'More apps' and scroll down until you find Excel. You can also tick: 'Always use this app to open .csv files'.

The file will now open in Excel.

	A	
1	access	
2	Adapted	
3	Adorn	
4	advice	
5	affairs	
6	alignment	
7	Altar	

Figure 6.72. The vocabulary list exported as a .csv file.

Note that every word is followed by a | symbol.

Tip:

To remove the slashes, on the Home tab in the sheet, go to Find and Replace. Simply type in a | in the 'Find' field and leave the 'Replace' field empty. Click on Replace All and all the slashes will disappear.

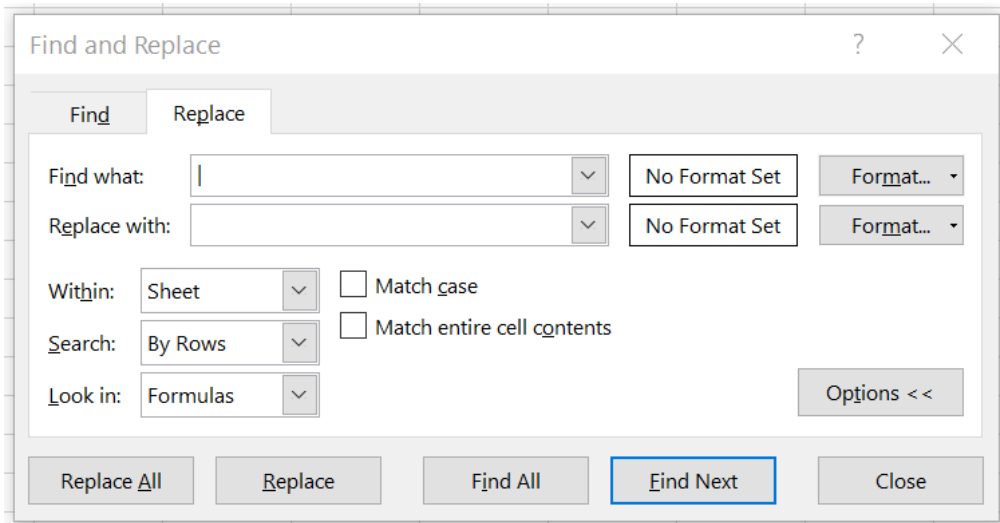


Figure 6.73. Removing the | from the exported .csv file.

2. The second option is to **export the list as a .tsv file**. This can then be opened in Word. Once again, you might be asked what file you want to open the .tsv file with. Click on 'More apps' and select Word.

If you are asked to select the encoding that makes your file readable, choose: Unicode (UTF-8). This will make the file open as a Word Document.

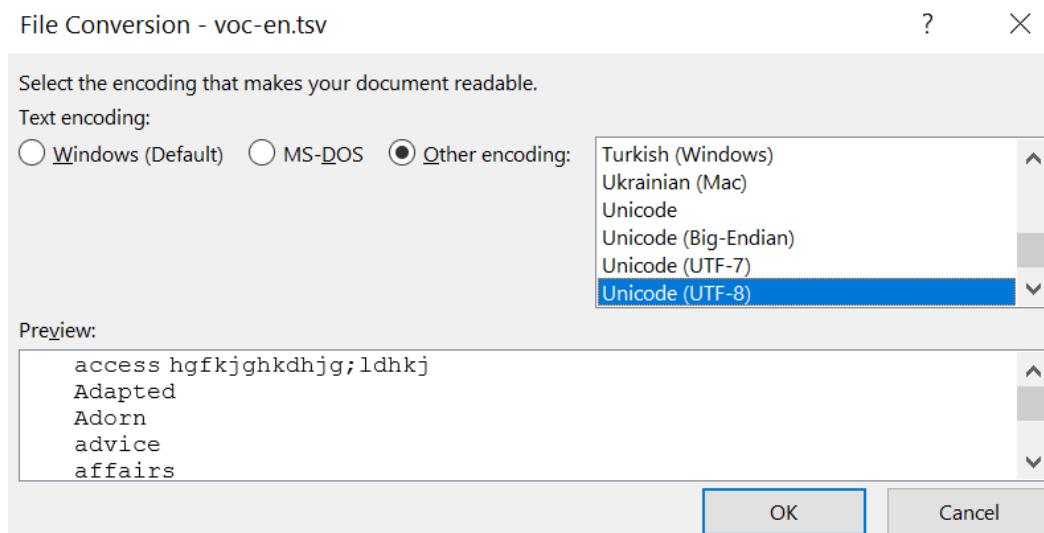


Figure 6.74. File conversion from .tsv to .xls (Excel).

6.4.2 List of Words clicked on – for Teachers & Unit Authors

An author of a unit might want to check which words are being clicked on. For example, a teacher has written a unit for their students and wants to know which words are being clicked on by the students. This could be to check the text level with regard to their students, or even to create opportunities to recycle vocabulary which is still problematic or unknown.

Clilstore provides this information in the 'Information section of the unit. The unit information button is found at the top right-hand corner of each unit.



Figure 6.75. The unit information button.

Here the teacher can see which words have been clicked on, apart from other information about the unit.

Clilstore Unit 8090

Details for unit 8090

Title: COOL - Malta The Lost Atlantis

Owner: [etimalta](#)

Short url: <http://clilstore.eu/cs/8090>

Summary:

Language notes:

Language: [en](#)


CEFR level: [C1](#) (45)

Word count: 2473

Media: none

Created: 2020-01-03 14:03:01 UT

Changed: 2021-01-27 09:19:54 UT

Licence:  [Creative Commons BY-SA](#)

Views: 65

Clicks on words: 5 - [List of clicked words](#)

Likes: 1

[Raw unit \(unwordlinked\)](#) ⇒ [Google translated](#)

Ownership transfer

Offer to transfer ownership of this unit to user [Offer](#)

Figure 6.76. Unit information with list of clicked words.

Clicking on the link 'List of clicked words' opens up the list of words (Figure 6.77 below).

Clilstore Unit 8090

Words clicked in Clilstore unit 8090

COOL - Malta The Lost Atlantis
Created: 2020-01-03
Total clicks on words: 5

Clicks	New	Word	Last time
2	2	empire	2020-03-01
2	2	lost	2021-01-27
1	1	indeed	2020-03-01
5	5	-Total-	2021-01-27

The 'New' column shows the number of clicks since the 'New' counter was last reset by the owner of the unit [Reset now](#)

Clilstore Unit 8090

Figure 6.77. List of clicked words in unit.

The author also has the option to 'reset' the counter to track new words which are being clicked on. For example, if a teacher has a unit which was read by one class, they might have made a note which words were clicked on. Before setting the task for another class, the teacher might reset the counter, to see which new words the second class have clicked on.

6.5 Portfolios

6.5.1 What is a Portfolio?

Like the Vocabulary function, the Portfolio is an entirely new section of Clilstore.

Portfolios have long been part of ongoing or progressive assessment of students.

Progressive assessments provide evidence that the student has more consistently reached the desired levels, rather than the traditional methods of evaluating based on a snapshot of ability at a given point of time.

Portfolios are closely linked with Learner Autonomy. The portfolio becomes a repository of students' work and self-assessment of their learning cycle and progress. They effectively 'own' their own learning by selecting tasks and work, showcasing their learning journey.

An electronic repository like the Google classroom platform is an excellent tool for teachers and students to cooperate, but it is not a portfolio per se.

What makes a presentation portfolio different from a collection of written assignments with teachers' corrections and suggestions is the student's control of the selection in order to demonstrate their learning progress.

The portfolio which we have decided to focus on in Clilstore is the Presentation Portfolio. This is essentially a collection of written products linked to any of the units the student is tackling. These written products show the students' written skills and should demonstrate progress in one or more areas over a specific period of time.

A Presentation Portfolio is used in conjunction with an evaluation interview between the student and the teacher, where the student shows the teacher how they have developed during that period or within a specific area, and 'presents' it, ie, talks about it. This progress could be, for example, the development of the written language or content knowledge. The student selects examples of their work at different stages of their learning journey which show how they have developed. The written work is uploaded into Clilstore, into the student's portfolio, which is always related to a particular unit.

If the teacher looks at the portfolio without the student's verbal presentation, then it might be difficult for the teacher to know what to look for, because the teacher is not aware of the students' particular intentions for choosing each item. Neither is it clear to the teacher which aims the student has focused on, or how learning has progressed from the student's perspective. Therefore, a presentation portfolio cannot stand on its own. There needs to be an interview between student and teacher, where feedback is an important part of the interview. For that reason, we have decided not to include a 'teacher feedback' column, as this will be done verbally during the student's face-to-face presentation.

To sum up the aims of the portfolio:

"Students are actively involved in planning their learning, monitoring their own progress and evaluating learning outcomes. The aims of the portfolio of independent work can be described as follows:

- To provide a framework for independent work, especially in the light of reduced class contact time and a greater spread of ability levels because of the need to combine classes because of lower numbers.
- To empower students and enable them to take more control over their learning.
- To showcase language learning as a means of developing transferable and employability skills in undergraduate students".
(Söntgens).

To recap on what a portfolio means to the teacher and to the student:

For the teacher:

A portfolio is a collection of written products, eg, on a specific subject that the student has selected and composed. It shows written skills and progress in one or more areas over a specific period of time. The student can write notes, ideas or complete tasks and save it in the portfolio for you to see. The main benefit of having this kind of portfolio is that you can follow the individual student's progress and give feedback on the work the student has done in subsequent face-to-face meetings.

For the student:

A portfolio is where you can save your written work, ideas, presentation materials, etc. You can link pictures, audio, answers to assignments and a lot of different things to each topic. It is up to you to choose areas of development and work on them. You can have a folder for each subject and give your teacher (or more than one teacher) access to your portfolio so they can see your work. The main benefit of using a portfolio is that you can gather all your work in one place. When your teacher has access to your work, it is easier for them to give you feedback.

For example, you can use the portfolio to show your teacher your academic progress and your learning progress. When doing this, you have to choose which units you have been working with. You should choose only the units that can show your progress, eg if the focus is on your writing skills: in the beginning of the year you could write only short essays of 5-10 lines. Later, they have become longer and in the end you can write an entire page. To show this progress you should choose 3-4 examples of your work from different periods of the year and keep them in your portfolio to show your teacher in the evaluation interview. In an evaluation interview using a presentation portfolio, you are the one to show the teacher what you have learned.

6.5.2 Using the Portfolio

To start using the portfolio, choose a unit from the Clilstore database and open it. We will guide you through this section as a ‘Student’ who is about to start using portfolios. You should therefore ideally be in Student Mode, not Teacher Mode.

At the top right-hand corner of every unit (near the record vocabulary function, the edit button, and the information button and language), click on the username. A drop-down menu appears. Select ‘portfolio’ and click on it.

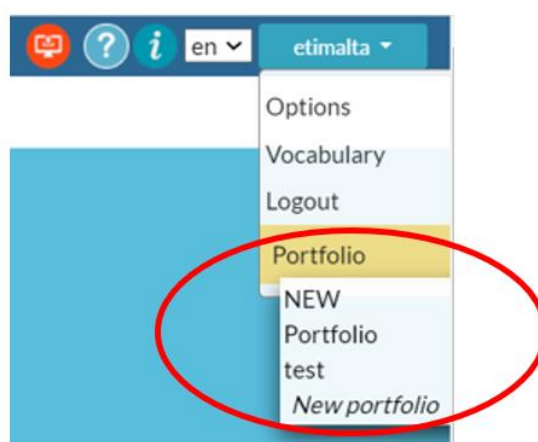


Figure 6.78. Adding a unit to a student’s portfolio.



You will then be given the option to add a unit to an existing portfolio or to add it to a new portfolio. (If you wish to open a new portfolio, click on 'New Portfolio'. You will be taken to a page where you can name the new portfolio and even invite your teacher to view it).

You are then taken to the existing portfolio you have selected or a new one you have just created. Since you have just added this particular unit to your portfolio, it appears in 'edit mode'. This allows you to start adding information to the unit in the portfolio, move it up in the list of units in that portfolio, or even delete it.

If you decide to move the unit to another portfolio, click on the icon under the unit number and select the portfolio you wish it to be in.

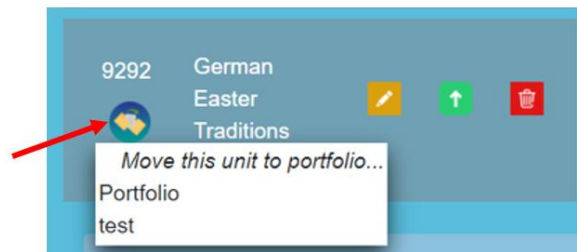


Figure 6.79. Moving a unit to another portfolio.

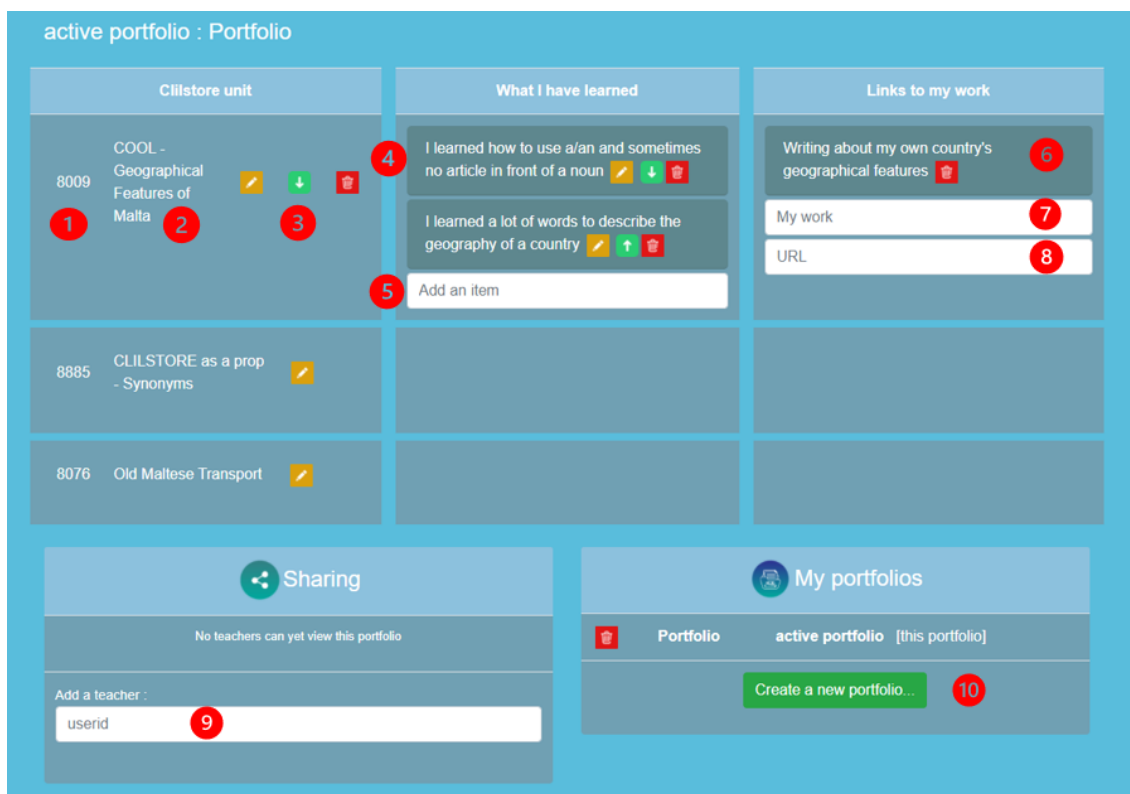


Figure 6.80. The portfolio page and tools.

The numbered sections in Figure 6.80 provide the useful following information and functions:

1. **The unit number:** Clicking on this will take you directly to the original unit.
2. **The unit title:** The title is also a link to the Clilstore unit. If you click on it, you will go back to the unit.
3. **Editing Tools:** In order to start editing a unit's portfolio record in the 'What I have learned' and 'Links to My Work' sections, you first need to click on the edit icon near the Unit title. This opens up these two columns for editing.

These 3 tools give you basic control over the portfolio. The Edit button makes the portfolio 'editable', so that you can open up the portfolio and add to or amend the other columns. The Delete button will delete the whole unit and linked work from the portfolio. This could be when you have finished with a unit and have no use for it anymore. The middle buttons (two arrows pointing upward and downward) allow you to move your units and linked portfolio records up or down in your portfolio, according to when you are working on them.

4. **What I have learned:** Here you can write, in your own words, what you feel you have learnt from this unit. The maximum number of characters you can enter here is 250 characters. Each time you finish a 'Can Do', another field (5) opens up, allowing you to add another item if you want to.

The Edit, Move Down and Delete tools are also available here, for you to edit a comment or delete it, or to move it down in your list of 'Can Dos'.

When you click on the 'edit' button, it opens up for editing the comment you have clicked next to, as shown in Figure 6.81 below.

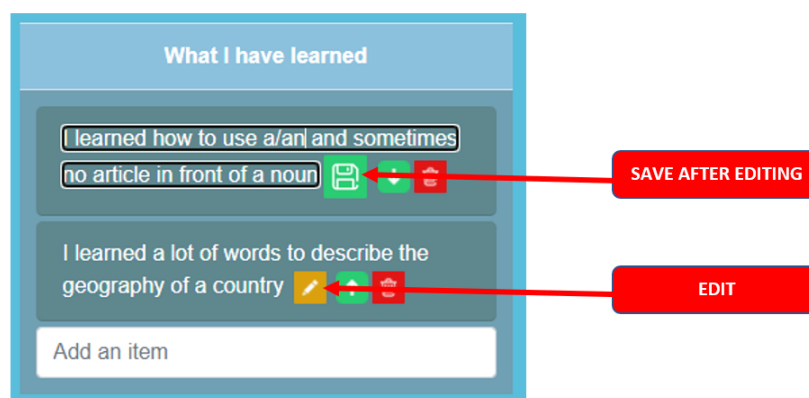


Figure 6.81. Editing and saving an item in 'What I have learned'.

When you have finished editing your comment, click on the 'save' function, which replaced the 'edit' button when you clicked on it to start editing the text.

5. **Add an item:** You can add more items to 'What I have learned' from here. (Remember the 250-character limit!)
6. **Links to my work:** Here you can add links to any work which you feel shows your learning journey and progress linked to the unit.
7. **Adding a description of your work:** This is what you actually see when you are creating the link to your work in (6) above. Here, give a title or short description of what your work is about. Once again, the maximum number of characters you can insert is 250.
8. **Adding a link to your work:** In this field, where it says 'URL', paste the web address of the work you have uploaded online. Your work needs to be online, and not on your laptop. When you have done this, click on 'enter' on your keyboard, and the description and link appear as they do in (6) above.
9. **Add a teacher:** Here you will need to know the Clilstore User ID of the teacher you want to invite to see your portfolio. You can add more than one teacher to a portfolio.
10. **Create a new portfolio:** This function is extremely useful if students have more than one teacher with whom they are using Clilstore and portfolios, eg the French teacher and the English teacher. You (the student) might have one Portfolio (A) for your work on English units. You can then also open up another Portfolio (B), within which you keep track of other portfolios you are working on in French.

When you click on 'Create a new portfolio' (10), a window opens up asking you to give it a title and also asking you whether you want to give the teacher's User ID at this point. You can, however, add the teacher's User ID later.

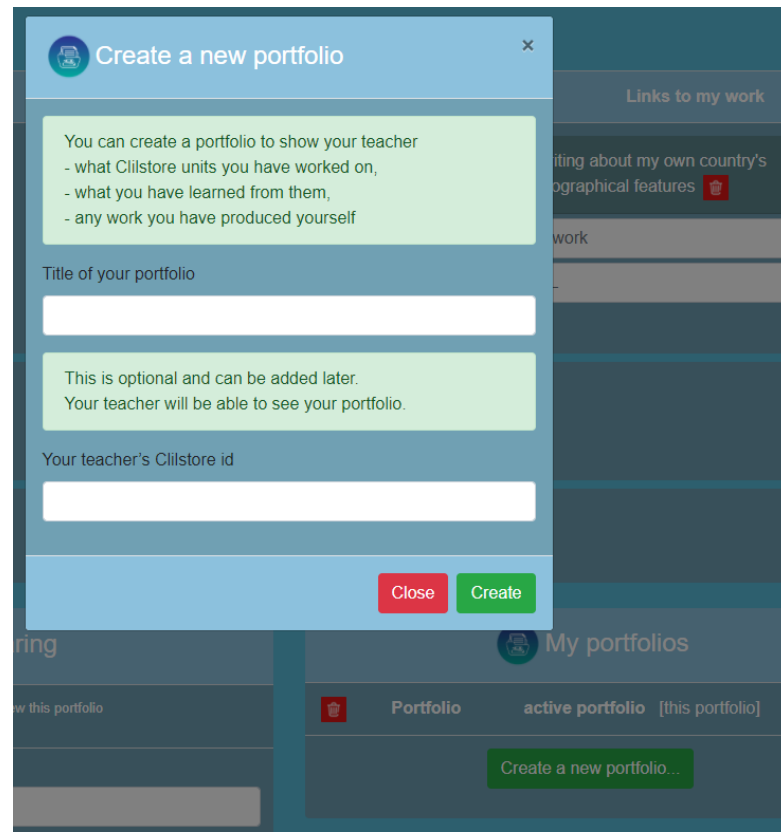


Figure 6.82. Creating a new portfolio.

In Figure 6.83 below, you can see how you can manage different portfolios. Think of each portfolio as a filing cabinet, in which you are going to place all the units and your progress for a certain class or teacher. In another portfolio, you would put the units for another class or teacher.

The main portfolios can be moved up or down by clicking 'Promote'. This makes the folder you promote the active folder, where you can see all the units you have placed in that portfolio. When a portfolio is active, you can add the user ID of any teacher you wish to view that portfolio.

Every time you click on 'Create a new portfolio', a new portfolio is added to the list. You can have as many portfolios as you wish.

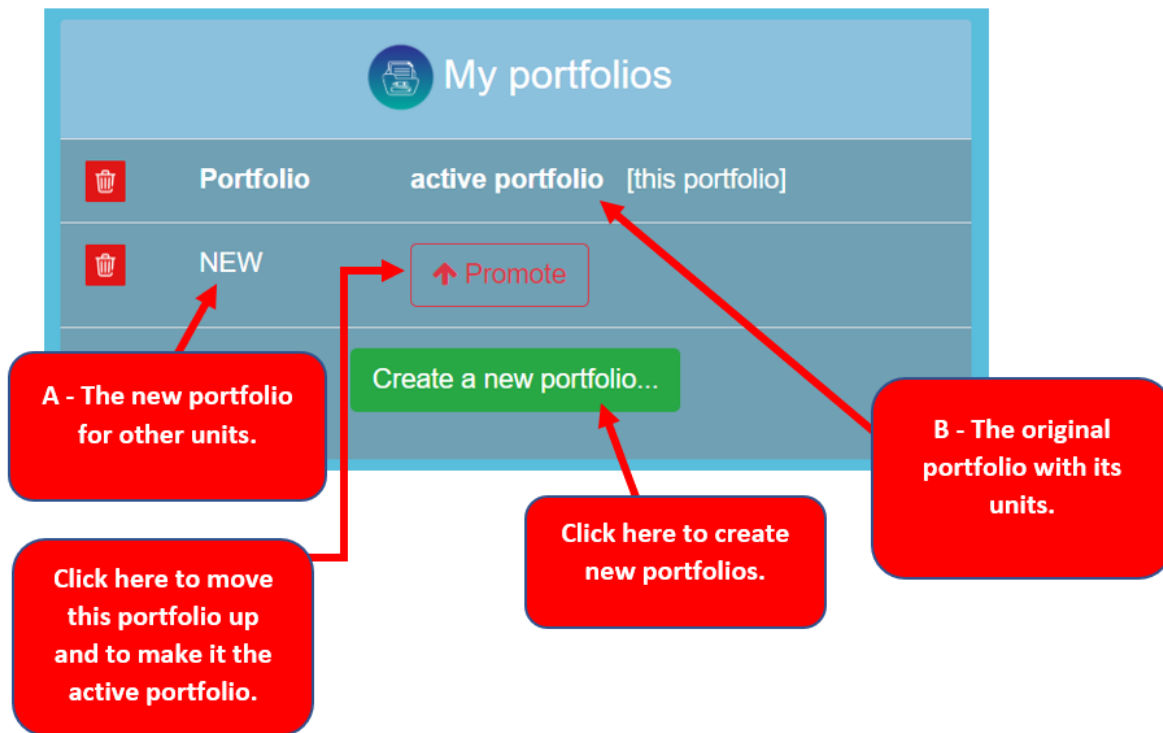


Figure 6.83. Creating multiple portfolios.

You can exit the portfolio page by clicking on one of the links to the units in your portfolio, or by clicking on 'Home' at the top of the screen.

You can also click on 'Clilstore' at the top of the page to go to the Clilstore main page.

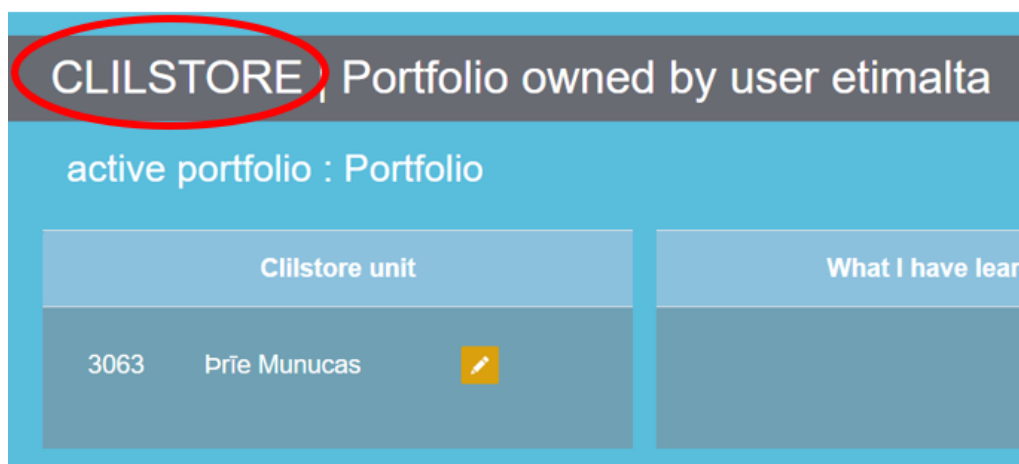


Figure 6.84. Returning to the Clilstore main page.

Whenever you want to view or access your portfolios, click on your dashboard (the drop-down menu under your username), and select 'Portfolios'.



Figure 6.85. Accessing your portfolios from your dashboard.

You will then be taken to the Portfolio(s) page. Once a user has set up their portfolio(s), these will be visible on the Portfolio page. The Portfolio page is also accessible from within a unit.

If you have more than one portfolio, just click on 'Promote' in the Portfolio page to move it up to the active portfolio (see Figure 6.83), to access the units there.

6.5.3 Teachers' Access to Portfolios

Teachers benefit from access to student portfolios as explained earlier in this section. Keeping portfolios promotes Learner Autonomy, with teacher-student interaction afterwards as agreed upon by teacher and students.

In Teacher Mode, a teacher can click on Portfolios in the entry page drop-down menu and there they can see all the portfolios their students have invited them to.

Tip: If a teacher wants to see their students' portfolios, they have to log in as 'Teacher' and go to the Clilstore 'Home Page' (<https://Clilstore.eu/Clilstore/>), which opens up when you enter Clilstore.

From there, teachers can select portfolio to see all the portfolios their students have invited them to. See Figure 6.86 below.

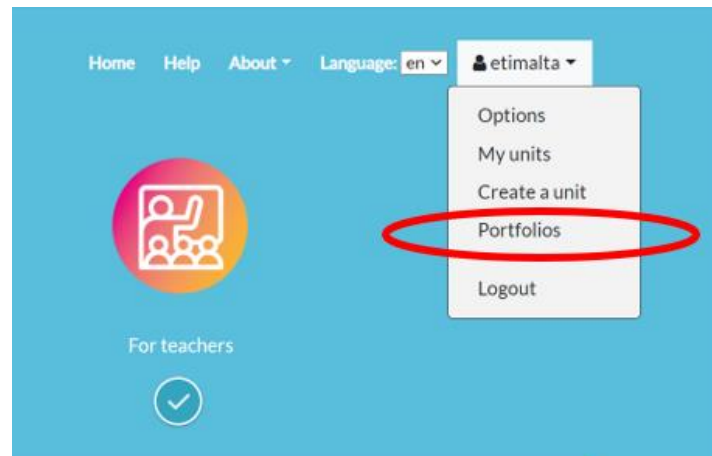


Figure 6.86. Accessing student portfolios in Teacher Mode.

They should now be able to see all the portfolios their students have invited them to.

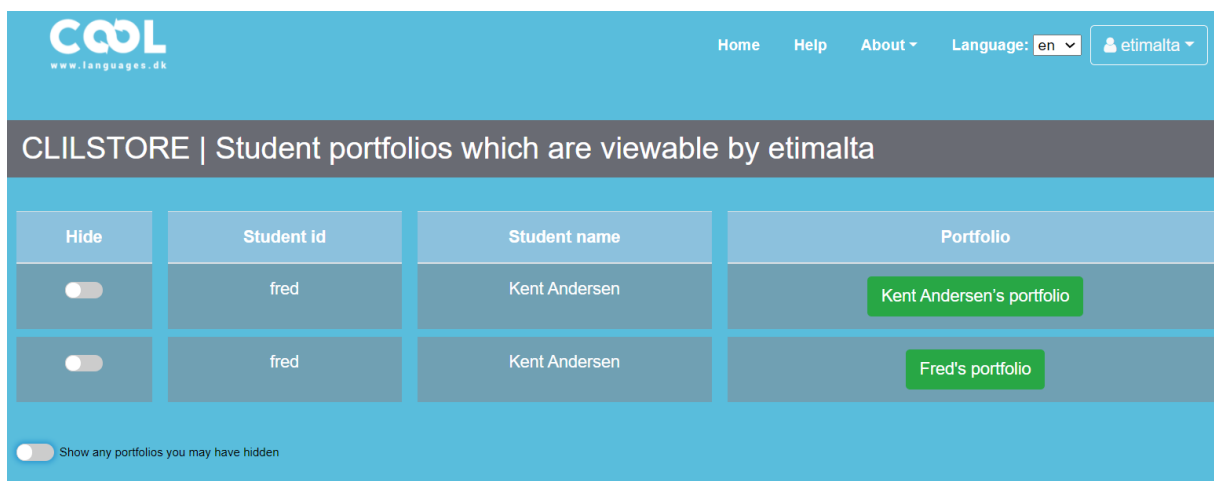


Figure 6.87. Student portfolios available.

It is only the students who can offer access to their portfolios and it is only from the Home Page that the teacher can select 'Portfolios' to see the shared portfolios.

However, a teacher who is learning a language might want to set up **their own portfolio** besides their students' portfolios. This is done very simply, through the Portfolio function WITHIN a unit, in the same way that students add to existing portfolios and create new portfolios.

Tip:

If a teacher wants to see all portfolios, their students' AND their own, they simply have to **invite themselves** to view their own portfolio, using their User ID and then sharing it with themselves. Otherwise, on the Teacher's dropdown on the main page, they will only see their students' portfolios.

If teachers want to keep their own portfolios separate from their students', they can chose not to share it with themselves. In this way, only their students' portfolios are visible from the User dropdown menu on the Clilstore Homepage.

The teacher can then access their own portfolios (and their recorded vocabulary if they wish to make use of this as well) through the user dropdown menu WITHIN a unit (Figure 6.78).

Alternatively, a very quick way for a teacher to see their own portfolios, if they have set them up, and their own recorded vocabulary, is to switch from Teacher mode to Student mode, as they are considered 'Students' in this case.

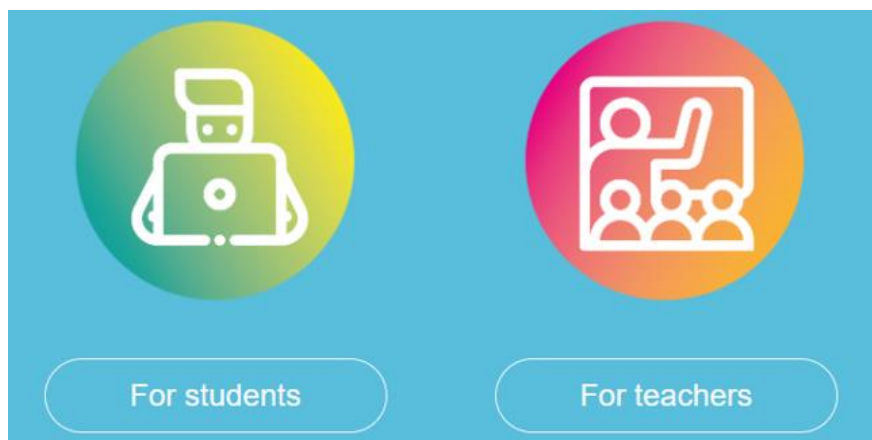


Figure 6.16. reproduced. Student mode and Teacher mode.

Chapter 7: Help Videos



Figure 7.1. Structure of Chapter 7 – Help Videos.

This Guidebook will certainly be useful to Visual learners, but past experience in teaching has taught us all that the Aural learners and Kinesthetic learners might benefit from a different approach when learning; in this case, learning how Clilstore works.

To cater for these learners, we have prepared interactive help videos in each of these languages: Danish (da), English (en), Gaelic (ga), Italian (it), and Spanish (es)

7.1 Overview Help Video

First, [watch a video](#) which gives a quick overview of what is involved in creating a Clilstore unit.

Then, watch the following help videos listed in this section, which give you a more detailed idea of the different areas and functions on the Clilstore page.


7.2 The Help Function

If you access ‘Help’ from the top right set of tools in Clilstore, you will be taken straight to the help videos.



Figure 7.2. The Help function.

The Help function is available on the Home Page and also on pages such as 'Create a Unit'.

When you open a unit, the Help function appears as an icon .

When the Help Page loads, it will default to the language the interface is in. However, the videos, as we mentioned before, are only available in 5 languages: da, en, ga, it, and es.

If the user is using another language in Clilstore, eg de or fr, the help videos will appear in English (en).

Alternatively, there are five options to access the help videos.

Just click on the links below to go straight to the help videos in these languages:

English:

<https://languages.dk/help/en>

Danish:

<https://languages.dk/help/da>

Irish Gaelic:

<https://languages.dk/help/ga>

Italian:

<https://languages.dk/help/it>

Spanish:

<https://languages.dk/help/es>

7.3 The Entry Page Help Videos

When you click on the Help function in English, you will see an interactive rendering of the Entry Page. The various parts which are related to a help video are ringed in red. Help videos in other languages will show the equivalent in that language.

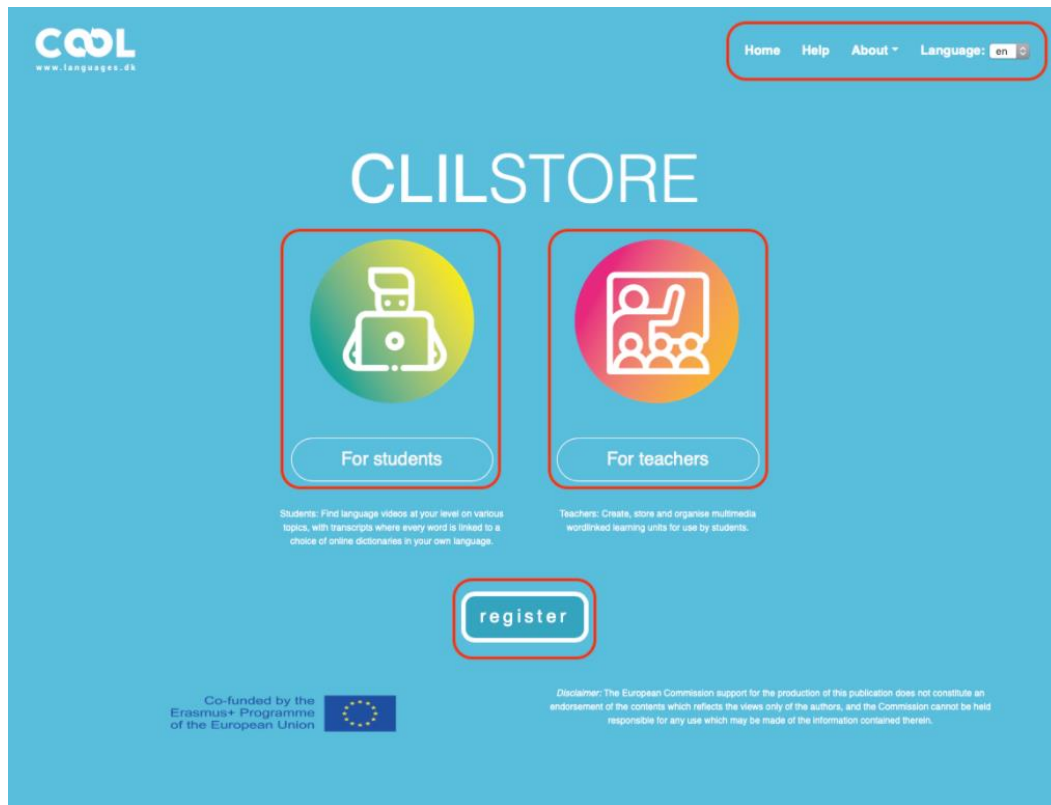


Figure 7.3. The entry page help videos.

Click on any of these red-ringed areas and the help video associated with that area will appear, with an explanatory commentary. When you select a help area, you will see a black box appearing around it which shows that you have selected that help video.

7.4 The Student Interface Help Videos

Clicking on 'For Students' opens up another interactive page where the student interface help videos appear. Once again, the red-ringed areas relate to their help videos. If teachers are introducing their students to Clilstore, it would be useful for them to access these videos. These help videos are also useful to the newcomer teacher to Clilstore, who need to familiarise themselves with the Search, Language, Level, Owner and Media fields.



The screenshot shows the CLIL4U student interface. At the top, there is a navigation bar with 'Home', 'Help', and 'About' links. A language dropdown is set to 'en' and a user profile 'fred' is visible. Below this are two main buttons: 'For students' (with a checkmark) and 'For teachers'. A search bar is labeled 'Search for teaching units'. Below the search bar are several filter options: 'Language' (English (en)), 'Level' (ALL, A1, A2, B1, B2, C1, C2), 'Owner' (All), and 'Media' (with icons for document, video, and audio). There are also 'Show 10 units' and 'Show/Hide Columns' options. The main content is a table with the following data:

Unit	Owner	Language	Level	Media	Title	Likes
8885	etimalta	English	B1	📄	CLILSTORE as a prop - Synonyms	0
8843	etimalta	English	B1	📺	A video about CLIL	1
8829	annie	English	A2	📄	Household chores	1
8828	anaviciano	English	A1	📄	My first application with App Inventor	1
8820	Mohagir	English	B1	📄	The characteristics of living things	2
8813	fred	English	B1	📺	Jay Walker on the world's English mania	2
8791	175	English	A1	📄	Metric and imperial	1

Figure 7.4. The student interface help videos.

If you find the videos rather small, you can click on 'fullscreen' at the bottom right of the video player. This will enlarge the video size so that it fills your screen. To minimise the video after you have watched it, just click Escape ('Esc') on your laptop.

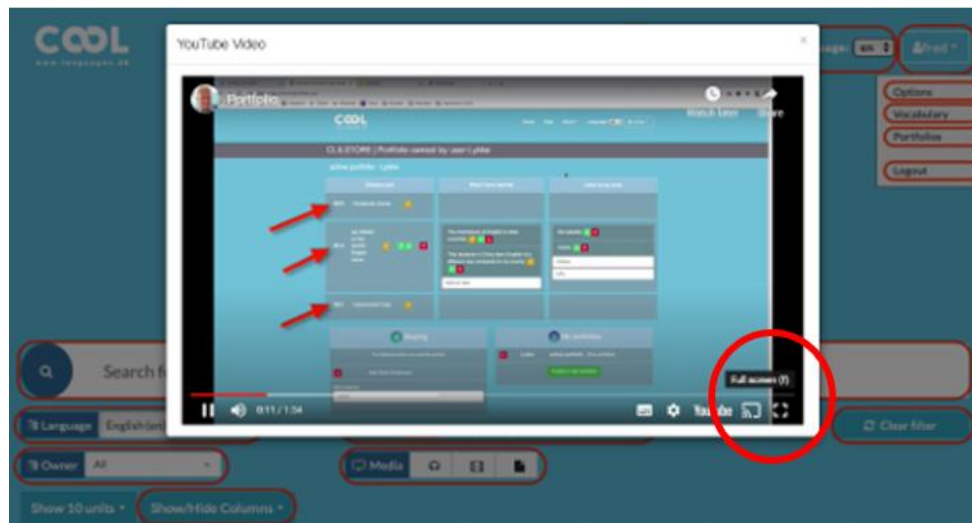


Figure 7.5. The fullscreen function at the bottom right of the video.

7.5 The Teacher Interface Help Videos

Clicking on the 'For teachers' help videos opens up a slightly different interactive help screen. Some of the items are identical to the students' help video interface. However, since teachers are generally authors as well, there is additional information about editing and deleting units.

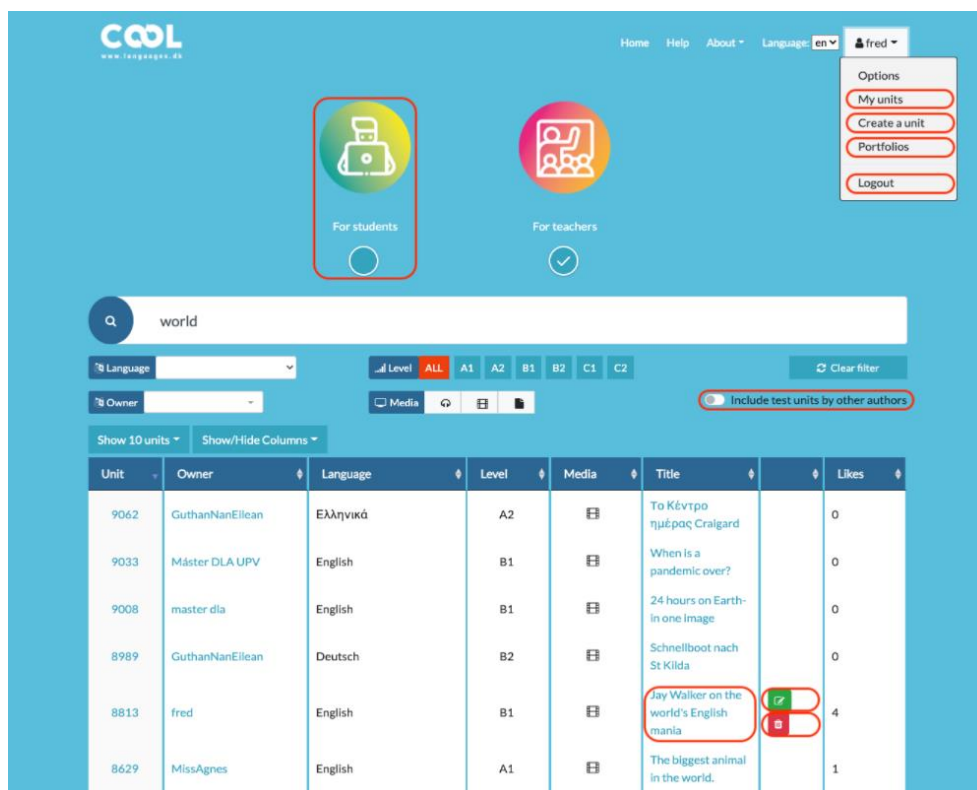


Figure 7.6. The teacher interface help videos.

Chapter 8: FAQs

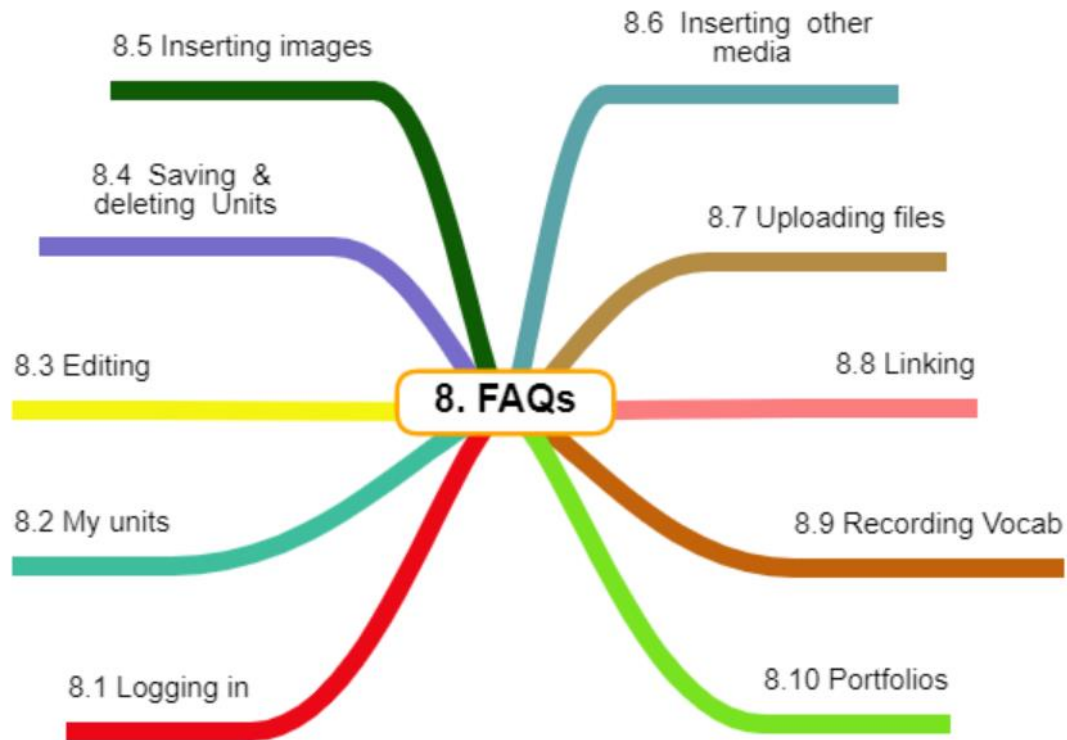


Figure 8.1. Structure of Chapter 8 – FAQs.

8.1 Logging In:

1. I've signed up and I am logged in as a teacher. How do I start to create a unit?

At the top right-hand corner of the screen, you will see your username. Click on it, and a Dropdown menu appears. Click on Create a Unit to start authoring.

2. I want to change my password. Can I do this?

Yes. At the top right-hand corner of the screen, you will see your username. Click on it, and then click on My Options in the Dropdown menu. You can change your password there.

3. I've forgotten my password. How can I recover it?

If you click on Log In and you have forgotten your Password, there is an option to retrieve it. Make sure you check your Spam or Junk folder in case the email is sent directly there.

4. I'm logged in, but I don't seem to have the functions I usually have. Why?

Check whether you have ticked 'For students' or 'For Teachers' when logging in. They have some minor differences.

8.2 My Units:

5. I would like to see all the units I have created. How do I do this?

At the top right-hand corner of the screen, you will see your username. Make sure you have selected "For Teachers". Click on your username, and then click on My Units in the Dropdown menu.

6. I created a Unit in English, but when I look at the database list, it says it's in another language, and the default dictionary that comes up is in that language. Why?

Make sure you have chosen the language the unit is in when you create the unit.

7. Clilstore is coming up in another language. How can I change the language?

Click on your username at the top right-hand corner and choose Options. You can change the language there.

8. I have created a Unit about a particular topic but when I search for the topic in the Search box it doesn't come up. Why not?

The Search box only looks for items included in the Title and Summary of a Unit. Make sure that when you create a unit, you always insert keywords in "Title" and "Summary" to make it 'searchable'.

8.3 Editing:

9. I would like to change the font in a unit I am creating. Where do I go to do that?

In EDIT mode, go to FORMAT, and choose the font, font size and colour you want.

10. I've pasted some text into Clilstore but it's not the same as the original font in my Word document. Why?

Clilstore has a number of fonts available, but not the full range you might find in MS Office. Choose a font similar to your original one from the fonts available.

8.4 Saving & Deleting Units:

11. I have not finished the unit I am working on. Can I save it as a draft?

There is an option to save your unit as a 'Test unit'. Move the slider to the right so that the unit remains as a test unit. When you have finished editing your unit, move the slider back and save it as a finished unit.

12. I would like to create a second word-linked page so that my students can go from the first Clilstore unit page to another page where they can look up words. How do I do this?

If you save the second page as a test unit, it will still be accessible to students, but will not appear in the database as a complete, separate unit.

13. How do I delete a unit I do not want to keep anymore?

Click on your User Name at the top right-hand of the database page when you log in. Click on 'My units'. Once the list of your units appears, you can see the 'bin' icon next to the unit. You can delete your unit by clicking this icon.

8.5 Inserting Images:

14. How do I insert an image?

In Edit Mode, go to INSERT, click on the image icon, and add the source code in the Source field if the image is already online.

If it is not already online, upload it from your computer through the Upload facility in Edit Mode (UPLOAD A FILE). Then check to see that the file has been uploaded. The uploaded file will appear in the Editor. The link to the uploaded file is on the right of the File name. Copy this link and paste it in INSERT / IMAGE/ SOURCE.

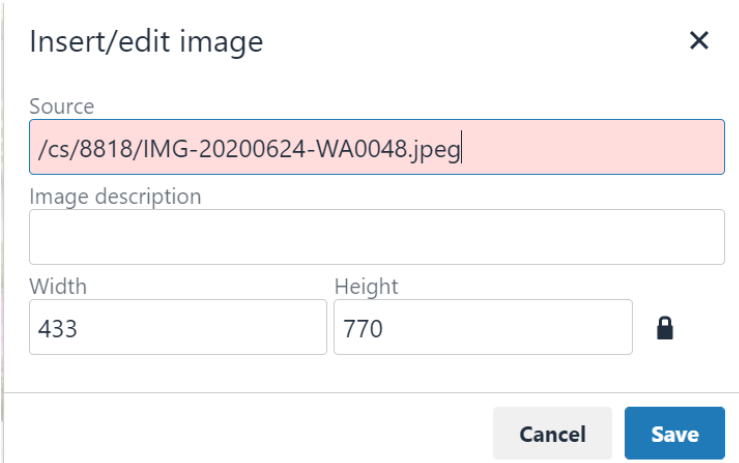


Figure 8.2. Insert Image.

15. I've uploaded a file (image/doc) into Clilstore. Where can I find the link for this file?

Click on EDIT in the Unit you created when you uploaded the file.

All the uploaded files related to this exercise are at the bottom of the Edit page, and all the links to these files are to the right of each file. You can copy the link from there.

16. I can see the images in my Unit but others can't. Why?

Your image is visible for you because it is on your local hard drive, not online. It should be uploaded to an online platform or Clilstore, where you can then obtain the online link to use when you click on Insert Image. This will make it visible to others.

17. I've inserted images, but they seem to load differently when saved. What can I do?

Insert a table first and insert the pictures *into* the table. This will help you position your images, for example, side by side.

18. I have embedded an image but it doesn't show up. How do I get round this problem?

Possibly your image is a Javascript file. Clilstore does not process Javascript. Use the snipping tool or Snip & Sketch in Microsoft or Screen Capture if you are using an Apple device, or even a screenshot which you can crop to the size you want. This changes the file to an image which is not Javascript, which you can then upload.

8.6 Inserting other Media (Videos & Interactive Exercises):

19. How do I upload a video?

In Edit Mode, go to INSERT, click on MEDIA and then click on EMBED. Paste the embed code in the Embed field.

20. I've uploaded a video, but I can't see it, and it's not playing. What should I do?

Check to see whether your video is a Flashplayer video. Many browsers do not allow .swf files (Flashplayer files). Try to find another version of the video which does not have the .swf file extension.

21. How do I embed the embed code of an interactive exercise I've created on an external app?

Copy the embed code of the external app. Then, in Edit Mode, go to INSERT, click on MEDIA and then click on EMBED. Paste the embed code in the text box which appears (the Embed field).

22. I want to embed an external tool, but when I click on Insert media, it does not insert it. What can I do?

When you click on INSERT MEDIA, the 'General' tab comes up by default. If your external app does not appear, click on EMBED just below it instead and paste the embed code there.

23. I've uploaded an interactive activity which I designed in (eg Popplet), but I can't see it at all. What should I do?

Check to see whether your activity uses Flashplayer. Many browsers do not allow .swf files (Flashplayer files) anymore.

24. I cannot link to a YouTube video from within the text using the Editor link option. What can I do?

YouTube does not allow its pages to be Wordlinked. Embed the video by clicking on INSERT MEDIA (the 'General' tab comes up by default) and click on EMBED. You could also use a green Link button.

25. I have embedded a video in a Cilstore Unit using the "Embed code for media or picture" at the top of the Unit but the size of the video is too large. Can I make it smaller?

Yes. In the embed code, there are two numbers that refer to the width and the height of the video. You can adjust (reduce or increase) these numbers to resize it. Try to keep the same ratio of width to height so that the video is not distorted. If the padlock in the image below is kept 'locked', when you change one number, the other changes accordingly.

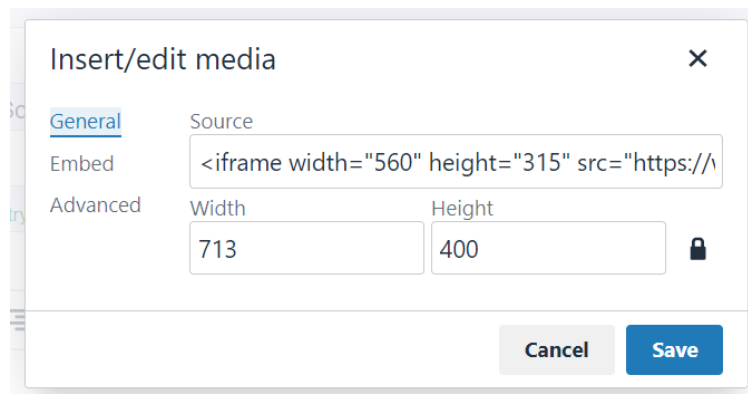


Figure 8.3. Insert Media.

26. I've uploaded a video in the embed field at the top of my Cilstore unit, but it's very small. How do I make it larger?

When you copy the embed code, there are 2 numbers which give the dimensions of the frame where the video will be displayed. Change the numbers to a higher value, but try and keep the same ratio, so that the height and width of the frame still show up in the same proportions. Keep the padlock closed so that the proportions are maintained. See the image above.

8.7 Uploading files:

27. Cilstore is not allowing me to upload a PowerPoint file. Why?

Cilstore has an upload limit of 1 MB. Reduce the size of the photos in the PowerPoint by compressing them OR upload the file onto Google Drive and link to it using one of the Link Buttons.

28. I uploaded a Word document and ticked WL. It does not open. Why not?

Wordlink (WL) cannot access Word, PDF, Excel or PowerPoint files. Paste the text of Word document into a new Clilstore unit and save it as a Test Unit. Then link to that Unit using its URL (ie www.Clilstore.eu/cs/UNIT ID NUMBER).

8.8 Linking:

29. I am trying to link to a publicly-shared Google Doc, but it does not allow me to. Why not?

You cannot create a link to a publicly-shared Google Doc from within the Editor window. Use one of the green Link Buttons instead. After linking the file, do not tick WL because documents cannot be Wordlinked.

30. I am trying to link to another Clilstore page using the Editor, but the words are not Wordlinked. What can I do?

If you create a link to another Clilstore page from within the editor window, it creates a link to a page that is already Wordlinked, which creates a cycle error. Use one of Link Buttons instead. When you create the page, tick WL.

31. When I link to another Clilstore Unit by pasting the URL of that Unit from the browser address bar, the button does not appear. Why?

The URL in the browser address bar also includes *the user who is logged in* while creating a unit, for example:

<https://clilstore.eu/wordlink/?navsize=1&sl=en&url=https://clilstore.eu/clilstore/page.php?id=9272{and}user=SandraAM{and}hl=en>

so this URL is not usable by another user. To bypass this, always use the short URL (eg <https://clilstore.eu/cs/8789>)

located at the bottom of every Unit and in Unit Info.

32. I would like to send my students a link to a Unit. How can I do this?

Always send them the short URL (eg <https://clilstore.eu/cs/8789>), located at the bottom of every Unit and in Unit Info. Test units can also be accessed, as each unit is given its own unique URL.

33. I have pasted a URL using Insert/Edit link. It doesn't work properly.

Put the link in a button. In the Insert/Edit link function, it could create a loop where the link tries to Wordlink to an already Wordlinked page.

8.9 Recording Vocabulary:

34. I would like my students to keep a record of the words they have clicked on to look up in a dictionary. How can I do this?

If your student is a registered user and has logged in, they can go to Vocabulary (top right-hand side of the Unit) and see a list of all the words looked up. The student can also write down their own meaning on the Vocabulary page.

35. Can I see which words my students are looking up? This would help me as a teacher to know.

Open the unit. At the top is the 'Information' icon which gives you all the information about the unit. You can find the 'List of Clicked Words' there.

36. What does Hide All do?

The 'Hide All' button hides the meaning the students have written next to the word they looked up. This allows them to try and remember what the meaning of the word was. 'Reveal All' allows the words to reappear, so that students can see whether they remembered correctly. The function acts as 'flashcards'.

37. What is 'Randomise' in the Test Yourself tools?

'Randomise' jumbles up the meanings of the words which the students have looked up. It also creates an interactive matching 'drag-and-drop' exercise where students can try and match the meanings to the words on the left side.

8.10 Portfolios:

38. I would like to show my students how to create a portfolio. How do they do this?

Each student's Username is visible at the top of each unit. They should click on their username, and then on 'portfolio'. They should then click on 'Create a new portfolio'. They can then give the portfolio a name, eg English Class.

39. How can a student give the teacher access to the portfolio?

If you give the students your User ID, they can insert it when creating a new portfolio so that it is visible to you. They can also add it later from their Portfolios page.

40. What is my User ID?

Your User ID is the name you chose when you took out your Clilstore account. It appears at the top right-hand corner of the page when you log into Clilstore, eg SandraAM.

41. Can students have different portfolios?

Yes. They can have different portfolios, eg English Class, French Class, etc. Once they click on 'portfolio' from within a unit, they can choose which existing portfolio to add a unit to or create a new portfolio to add it to.

42. How can the student choose between different portfolios?

On their portfolio page, students will be able to see their different portfolios. The last portfolio used appears – the ‘active’ portfolio. However, they can change which portfolio to view by clicking on ‘Promote’. This moves the portfolio they ‘promote’ to the ‘active’ one.

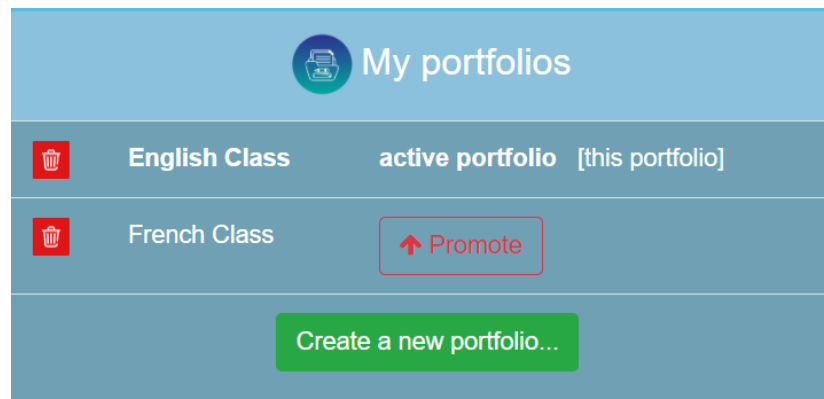


Figure 8.4. Choosing between different Portfolios.

43. How can students allocate a Unit to a particular portfolio?

When a student clicks on ‘portfolio’ from within a unit, a list of all their portfolios appears, including the option to create a new portfolio. They can then select which portfolio to add the unit to.

44. Can they upload or link their work into their portfolio?

Students cannot upload work into their portfolio. However, they can upload it into a site such as Google Drive or Dropbox and copy the link to it in ‘Links to My Work’. Very young students might need their parents’ help with this.

45. How can a teacher see students’ portfolios?

When you create an account in Clilstore, you can choose whether you can view Clilstore as a ‘student’ or a ‘teacher’. You can easily toggle between the two modes from the main Clilstore page. See below.

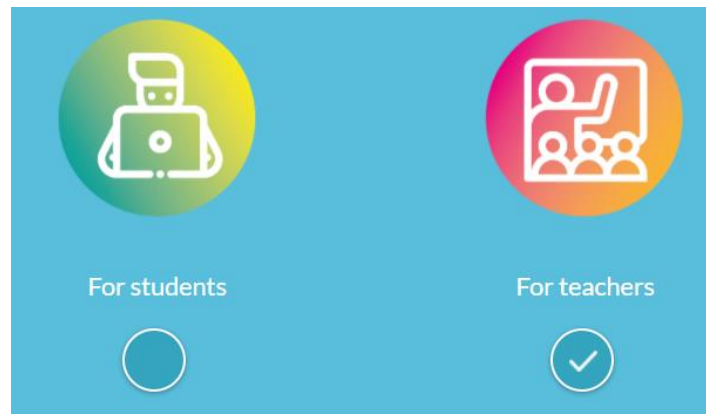


Figure 8.5. Switching from Teacher to Student Mode.

As a 'student', you can create your own portfolios (eg, if you (the teacher) were learning another language). As a 'teacher', when you click on your username from the User dashboard on the main Clilstore page, and then on Portfolio, you will be able to see all the portfolios your students have invited you to see.

46. Can more than one teacher have access to the same portfolio?

Yes. In the section Sharing, students can type in the first teacher's User ID, and press enter on their keyboard. Then they should type in any other teacher's User ID if they also want them to see their portfolio.

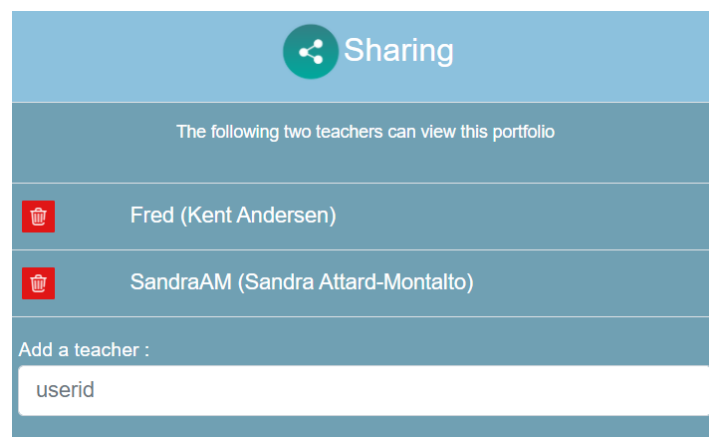


Figure 8.6. Sharing a Portfolio with a teacher.

47. Can students invite a teacher to different portfolios?

Yes. As in (44) above, students can choose who to invite to a particular portfolio by entering the teacher's User ID.



48. Is it possible to edit or delete a unit from the portfolio?

Once a student opens their portfolio and clicks on the Edit icon, this opens up two other tools. One of these is the 'Delete' function.

49. Is it possible to reorganize the units in the portfolio?

Once a student opens their portfolio and clicks on the Edit icon, this also opens up the option to move the unit up or down in their portfolio.

50. A student says: 'I can see my portfolios but I cannot see how to start editing the next 2 columns. How do I do this?'

To start editing a unit's portfolio record in the 'What I have learned' and 'Links to My Work' sections, a student first needs to click on the edit icon near the Unit title. This opens up these two columns for editing.

Chapter 9: Exemplary Cilstore Units

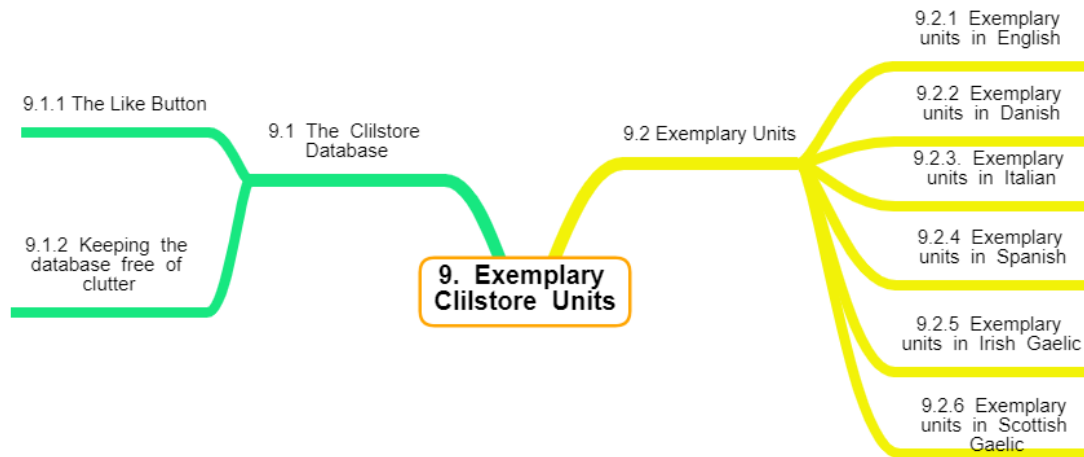



Figure 9.1. Structure of Chapter 9 – Exemplary Cilstore units.

9.1 The Cilstore Database

9.1.1 The 'Like' button

Cilstore already has a database of existing units in several different languages where teachers and authors of units have created units using the older version of Cilstore. These older units have all been transferred to the new Cilstore. Some of these units are very good indeed. Others might not be perceived as very good units by viewers.

Because there is no moderation by the Cilstore administrators on the 'quality' of the Cilstore units before they are published, readers might find some lessons 'poor' in comparison with others.

Regarding moderation, when you click on Unit Information (the  button at the top right-hand of every unit), you can see all the information about the unit. You can also report abuse if you think the unit has inappropriate material or infringes copyright.

Clilstore Unit 8885

Details for unit 8885

Title: CLILSTORE as a prop - Synonyms

Owner: [etimalta](#)

Short url: <http://clilstore.eu/cs/8885>

Summary: Prop - a list of synonyms taken from the online Collins thesaurus

Language notes:

Language: [en](#)

CEFR level: [B1](#) (25)

Word count: 43

Media: none

Created: 2020-10-17 15:23:34 UT

Changed: 2020-10-17 15:32:58 UT

Licence:  [Creative Commons BY-SA](#)

Views: 44

Clicks on words: 7 - [List of clicked words](#)

Likes: 0

[Raw unit](#) (unwordlinked) ⇒ [Google translated](#)

Report abuse

Tell us if you think this unit contains copyright or inappropriate material and should be removed

Clilstore Unit 8885

Figure 9.2 Unit information with the 'report abuse' function.

However, as we have mentioned, the 'quality' of the units is not checked before the unit is published. What we have done instead is to introduce the 'Like' button. This is only accessible once a user has logged in. Clicking on it will produce a 'like'. If you click again, this removes the 'like'.



Figure 9.3. The 'like' button.

This allows peer-review of units and indicates to other users how popular a unit is. The 'likes' are visible in the main page of the database, in the last column. Because this is a new feature in Clilstore, we would like to invite all users to indicate whether they have found a unit useful by liking it. In this way, in the spirit of collaboration, we can help users find units generally perceived as 'good' units.

9.1.2 Keeping the Database Free of Clutter

Another way of de-cluttering the database from unfinished units is this:

If you are still testing Clilstore and getting used to it, do not 'Publish' the unit, but save it as a test. In Chapter 6, we discussed all the areas on the 'create a unit' page.

Activate this option if this is still just a test unit, not a production unit ready for use by students
Owner: [etimalta](#)

Figure 9.4. Saving a unit as a test.

This saves your unit but it is not visible on the database page to users who are searching. The unit is still created, and will still have a unit number, should you wish to send it to your students to trial it out. It is simply invisible on the database. This unit number and link is visible at the bottom of every saved unit.

Short url: <http://clilstore.eu/cs/9158>

Figure 9.5. The short URL link with the unit number.

This short URL which is found at the bottom of every unit, whether it published or test, identifies this particular unit so that we can copy it onto any Virtual Learning Environment (VLE), social network or website so that our learners can access the materials.

We would also like to appeal to all the Clilstore users who have created units in the past, and who are now reading this to see how the new Clilstore works. If they know of any trial units they created when they were experimenting with Clilstore which were not really lessons, they should delete them, or develop them into full units.

9.2 Exemplary Clilstore Units

As part of the project, each of the international teams working on the project created 20 exemplary units in their own language. In total we have 120 exemplary units in English, Danish, Italian, Spanish, Irish Gaelic and Scottish Gaelic.

These units have been constructed to show how the 5 Cs have been integrated into the unit lesson plan to create a holistic 5C Clilstore unit.

To see these units, you can click on the titles, which are linked to the project webpage at www.languages.dk.

Once you open a link, each of the units indicates a particular learner level (A1-C2). A summary of the unit's content is provided, along with a description of how the unit addresses the 5 main areas of CLIL (Content, Communication, Cognition, Competences, and Community).

You can then visit the actual unit in Clilstore via a link to the Clilstore unit.

Choose any of the titles below which interest you and browse through the exemplary units to get an idea of how a 5C Clilstore unit is designed.

9.2.1 Exemplary Units in English

You can access [the whole list of units in English](#) here.

Alternatively, you can check out individual units by clicking on any of these links:

These units were designed by ETI Malta, a training centre as opposed to a mainstream school with subject content. For this reason, it was decided that the content would be thematically-linked for ETI trainees, where they would learn Content about aspects of Malta besides Language.

- [Towns and Villages in Malta](#)
- [Geographical Features of Malta](#)
- [One Town, Three Legends](#)
- [Discover Comino](#)
- [Manoel Island](#)
- [Malta Film Tour](#)
- [Mellieha](#)
- [Haunted Houses in Malta](#)
- [Shopping in Malta](#)
- [Malta The Lost Atlantis](#)
- [Origins of Maltese Cuisine](#)
- [Maltese transport system](#)
- [The English in Malta](#)
- [Mdina](#)
- [San Anton Gardens](#)
- [The Maltese Language](#)
- [Maltese Prehistoric Temples](#)
- [Malta's Wayside Chapels](#)
- [Gardens of Malta](#)
- [What's in a Country?](#)
- [Il-Quccija](#)
- [Maltese Customs and Traditions](#)
- [Mysteries of the Hypogeum](#)
- [The Knights of Malta](#)

9.2.2 Exemplary Units in Danish

You can access [the whole list of units in Danish](#) here.

You can also read [a description of all the Danish Units in English](#) here.

Alternatively, you can check out individual units by clicking on any of these links:

Jul i Danmark - traditioner og historie	Christmas traditions in Denmark
Statsministerens nytårstale 1. januar 2020	The prime minister's New Year speech January 1st 2020
Vejledning til risikovurdering ved elarbejde under spænding	Guidance for risk assessment for electrical work on live switchboards
Montering af et stik	Wiring a plug
Flyde/synke forsøg	Experiments with sinking and floating
Programmer et lyskryds	Programming a traffic light
Regnehistorier	Calculation stories
Eventyret om de tre Bukke Bruse	The Tale of the Three Billy Goats Gruff
Red ægget: Prøv, evaluer - prøv igen	Save the Egg: Trial and Error
Kroppen N/T	The Body
Brøker	Fractions
Spilhjulet	The Game Wheel
Handleplan mod børn og unges rygning	Action plan to prevent children and young ones starting smoking
4 More Productions (en business case)	4 More Productions (a business case)
Forstå den nye ferielov	Understanding the new vacation regulations
Affald	Waste
Edderkopper	Spiders
Bearnaise sauce	Bearnaise sauce
Koordinatsystem	Coordinate system
Vinkler	Angles

9.2.3 Exemplary Units in Italian

You can access [the whole list of units in Italian](#) here.

You can also read [a description of all the Italian Units in English](#) here.

Alternatively, you can check out individual units by clicking on any of these links:

Fashion! La settimana della moda a Milano	Fashion! Milan fashion week
Destinato ai musicisti: approfondisci la musica classica italiana attraverso Antonio Vivaldi	Dedicated to musicians: elaborate on Italian classical music through Antonio Vivaldi
Cosa fare una sera a Milano?	What to do when you are in Milan for one night
La Natura e l'emozione poetica	Nature and poetical emotion
CARAVAGGIO	CARAVAGGIO
LEONARDO	LEONARDO
Destinato ai musicisti: manoscritti, opere, concerti di Vivaldi; nascita di un mito	Dedicated to musicians: manuscripts, works, concerts by Vivaldi; the birth of a myth
Fashion! Diventare modelli o fotomodelli in Italia	Fashion! How to become a model in Italy
La scoperta del teatro dal Medioevo ad oggi in Italia	Drama from the Middle Ages to the present days in Italy
MART di Rovereto 2 : (L'irruzione del contemporaneo)	MART in Rovereto 2- the irruption of the contemporary
Trieste, città cosmopolita di incontri culturali e letterari	Trieste, a cosmopolitan city where culture and literature have met
La Pinacoteca di Brera	La Pinacoteca di Brera
Van Gogh	Van Gogh
MART di Rovereto 1: (L'invenzione del Moderno)	The Invention of Modernity
Canaletto ei vedutisti del '700 a Venezia	Canaletto and the eighteenth century Italian "vedutisti" painting
Atomi	Atomi
Esseri viventi	Living beings
Il Doping	Il Doping
La ballata medievale ispirazione per un cantante italiano: Fabrizio De André	The Medieval ballad as inspiration for an Italian singer: Fabrizio De André
William Blake e Dante	William Blake and Dante

9.2.4 Exemplary Units in Spanish

You can access [the whole list of units in Spanish](#) here.

You can also read [a description of all the Spanish Units in English](#) here.

Alternatively, you can check out individual units by clicking on any of these links:

Canción Me gustas tú	"Me gustas tú" song
Cádiz	Cádiz
La lista de la compra	Shopping list
Mi rutina	My routine
El Camino de Santiago	The Way of St. James
¿Quieres aprender a bailar salsa?	Would you like to learn to dance salsa?
Sociología en la Universidad de La Laguna	Sociology at the University of La Laguna
Animadora infantil	Children animator
Espías de Internet	Internet spies
Ilusiones ópticas	Optical illusions
Las Médulas	Las Médulas" region
Personalidad y lenguaje corporal	Personality and body language
Canción Mediterráneo	"Mediterráneo" song
Conocer gente en Internet	Meeting people on the Internet
El grafeno: ¿el material de futuro?	Graphene: the material of the future?
Obsolescencia programada	Planned obsolescence
Formas poéticas: el soneto	Poetic form: sonnet
¿Qué es la poesía?	What is poetry?
Partes de la guitarra clásica	Parts of the classical guitar
Bécquer y la poesía	Béquer and poetry

9.2.5 Exemplary Units in Irish Gaelic

You can access [the whole list of units in Irish](#) here.

You can also read [a description of all the Irish Units in English](#) here.

Alternatively, you can check out individual units by clicking on any of these links:

Díol agus Ceannach Tithe	Buying and Selling Houses
Muintir na n-oileán ag iarraidh vótáil ar an lá céanna le tír mór	Islanders seeking vote on same day as mainland
Deontas na scoláirí Gaeltachta laghadaithe	Reduction in student grants for Gaeltacht courses
Easpa scoláirí Gaeilge i nDún na nGall	Reduction in students visiting the Gaeltacht
Maoiniú d'aerfoirt réigiúnacha na hÉireann	Funding for Ireland's regional airports
Oifig Phoist an Bhuna Bhig: Coiste nua tofa le cur in aghaidh a druidime	Bunbeg Post Office: New committee elected to fight closure
Pádraig Ó Dochartaigh - Togacháin Áitiúla	Pádraig Ó Dochartaigh on Local Elections
Borradh faoi mhargadh na dtithe i nDún na nGall	Lively housing market in Donegal
Tábhacht an tsuirbhé tí	The importance of home surveys
Scéim nua Pobal ar Aire	New Community Watch scheme
Conspóid i bPáirc Náisiúnta Ghleann Bheatha	Controversy in Glenveagh National Park
Tograí CPSE ag Pobalscoil Ghaoth Dobhair	Civic, Social & Political Education projects at Gweedore Community School
Coiriúlacht Thrasteorann	Cross-border Crime
Turas tacsáí conspoideach i nGlaschú	Controversial taxi journey in Glasgow
Comórtas na mBailte Slachtmhara - Ullmhúchán Choiste na Ceathrún Rua	Tidy Towns Competition - The Carraroe Committee's preparations
Féinmhuinín - Comhairle ón Dochtúir Séamus Ó Beirn	Self-confidence - Advice from Dr Séamus Ó Beirn
Colaistéaról - Comhairle shláinte ón Dochtúir Séamus Ó Beirn	Cholesterol - Health Advice from Dr Séamus Ó Beirn
Johnny Kilbane - Agallamh le hÁine Ní Éalaí	Johnny Kilbane - Interview with Áine Ní Éalaí
Muiriseachaí An Spidéil - Agallamh leis an staraí Seán Ó Neachtain	The Morrises of Spiddal - Interview with the historian Seán Ó Neachtain
Cuairt Uachtarán na hÉireann ar Shasana	The President of Ireland's visit to England

9.2.6 Exemplary Units in Scottish Gaelic

You can access [the whole list of units in Gaelic](#) here:

You can also read [a description of all the Scottish Units in English](#) here.

Alternatively, you can check out individual units by clicking on any of these links:

Eairdsidh Caimbeul	Eairdsidh Caimbeul
Pàdruig Moireach	Pàdruig Moireach
Tòmas MacDhòmhnail (1)	Tòmas MacDhòmhnail (1)
Tòmas MacDhòmhnail (2)	Tòmas MacDhòmhnail (2)
Hughena NicDhòmhnail (1)	Hughena NicDhòmhnail (1)
Hughena NicDhòmhnail (2)	Hughena NicDhòmhnail (2)
Alasdair Mac Asgail	Alasdair Mac Asgail
Catriona Nic an t-Saoir (1)	Catriona Nic an t-Saoir (1)
Catriona Nic an t-Saoir (2)	Catriona Nic an t-Saoir (2)
Ailig Mac a' Phì (1)	Ailig Mac a' Phì (1)
Ailig Mac a' Phì (2)	Ailig Mac a' Phì (2)
Màiri Robasdan (1)	Màiri Robasdan (1)
Màiri Robasdan (2)	Màiri Robasdan (2)
Seonag Smith (1)	Seonag Smith (1)
Seonag Smith (2)	Seonag Smith (2)
Seonag Smith (3)	Seonag Smith (3)
Alasdair Mac Dhòmhnail (1)	Alasdair Mac Dhòmhnail (1)
Alasdair Mac Dhòmhnail (2)	Alasdair Mac Dhòmhnail (2)
Iain Greumach (1)	Iain Greumach (1)
Iain Greumach (2)	Iain Greumach (2)

Chapter 10: Exemplary CLIL4U Scenarios showcasing the 5 Cs

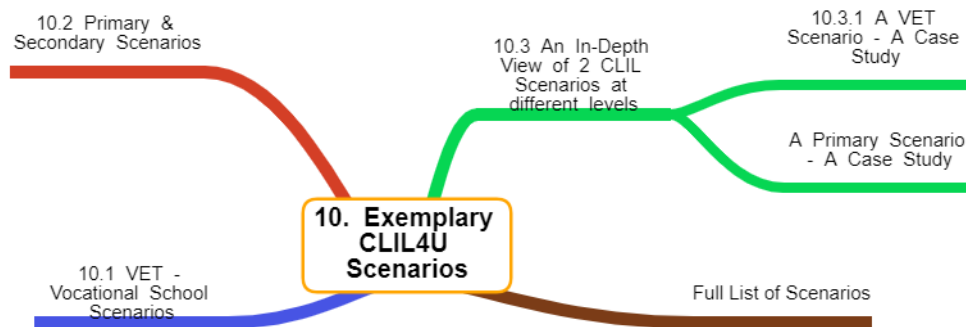


Figure 10.1. Structure of Chapter 10 – Exemplary CLIL4U Scenarios.

As part of the Outputs for the CLIL4U Project, the teams designed 24 CLIL scenarios at Primary and Secondary level and another 24 scenarios at VET level. These were produced in English, Danish, Italian, Spanish, German, Greek and Maltese.

Each scenario consists of an overview of the Topic and the 5 Cs that were factored into the creation of each scenario. Each 'C' is described so that any teacher interested in that scenario can see what is being targeted. Then, the whole scenario, complete with Lesson Plan, any Activity- or Worksheets, and any Powerpoints associated with the lesson, can be downloaded as a Zipped File and then opened on the teacher's own computer. They are all in Word/PPT Format and can be adapted.

10.1 VET (Vocational School) Scenarios

CLIL4U provides 24 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 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>

10.2 Primary and Secondary Scenarios

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 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>

10.3 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.

10.3.1 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/>



Figure 10.2. Scenario entry page.

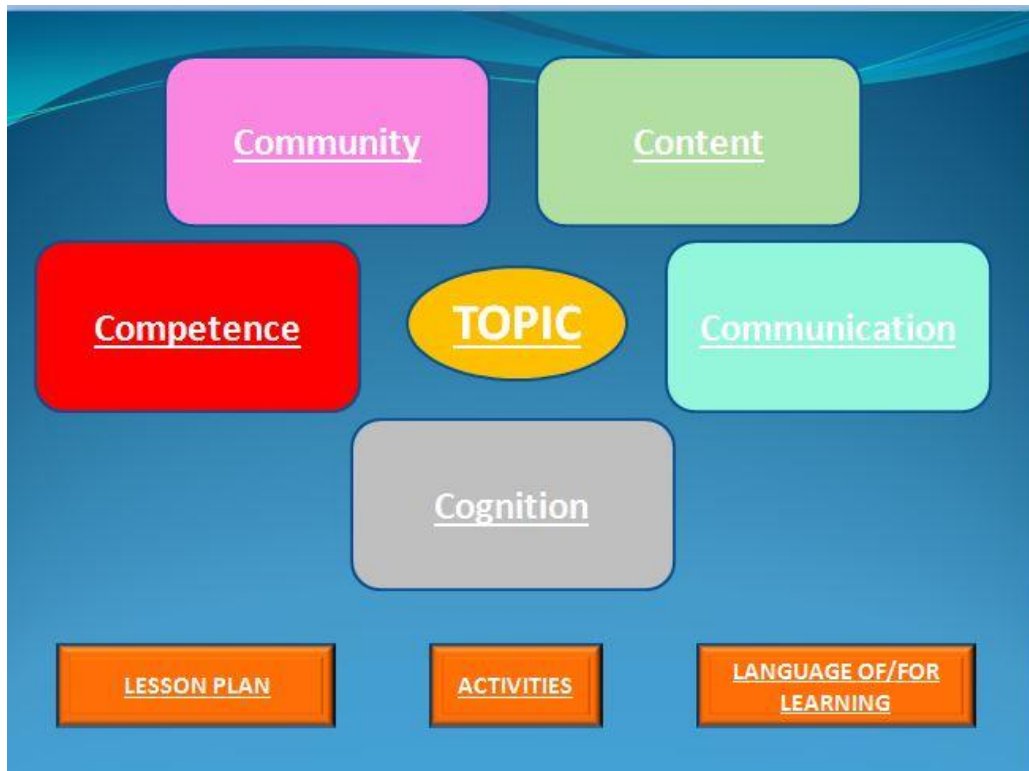



Figure 10.3. Overview of 5 Cs.

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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Figure 10.4. Description of Topic.



CONTENT

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

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Figure 10.5. Description of Content targeted.

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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Figure 10.6. Targeted Language – Communication.



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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Figure 10.7. Cognitive Skills targeted.

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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Figure 10.8. Competences to be achieved.

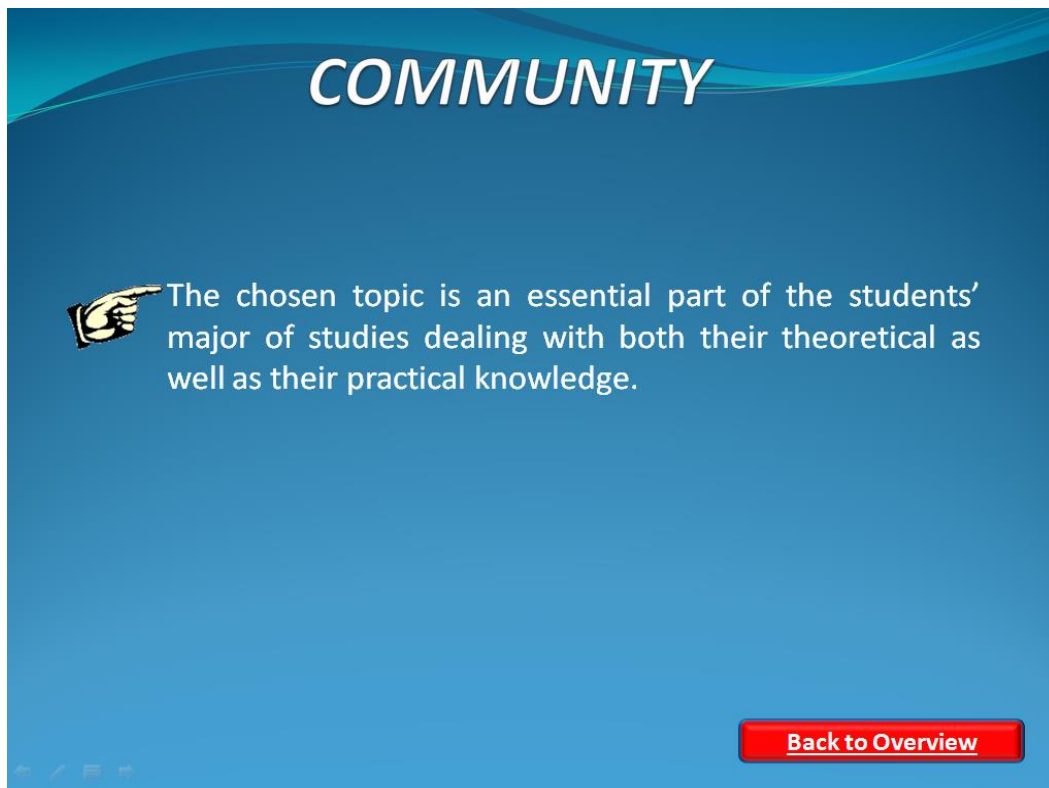


Figure 10.9. How the scenario relates to Community.

Lesson Plan & Activities:

The full lesson plan, with accompanying activities and PowerPoints, can be found and downloaded at: <http://languages.dk/clil4u/scenarios/sc16/>

10.3.2 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 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/>



Figure 10.10. Scenario entry page.

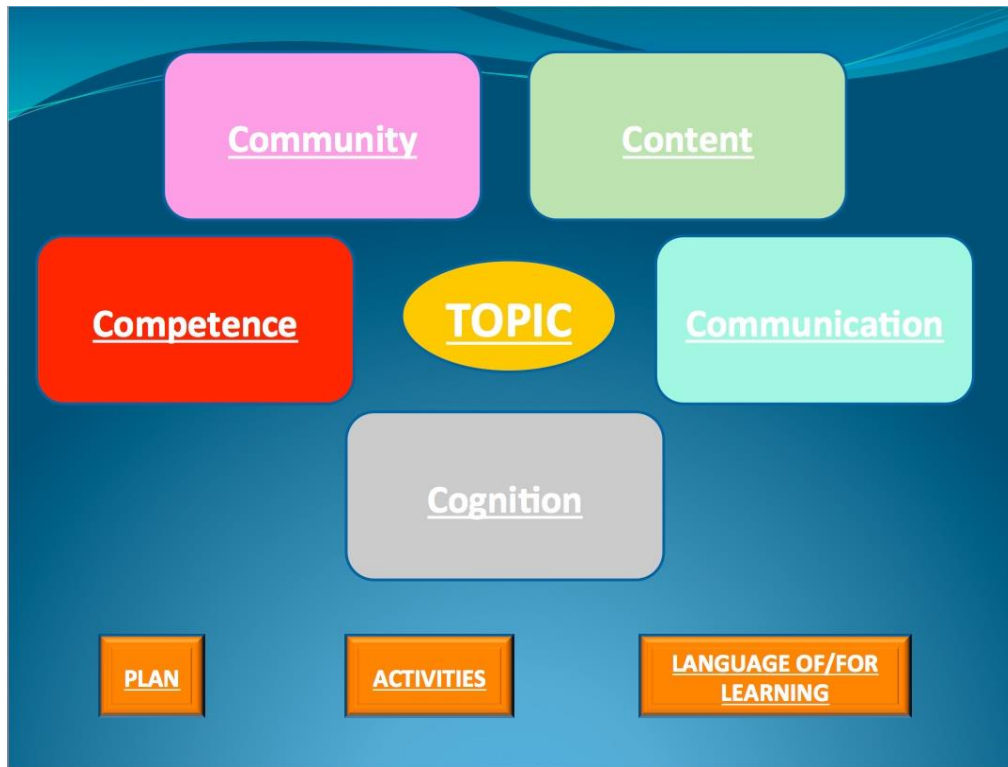



Figure 10.11. Overview of 5Cs.

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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Figure 10.12. Description of Topic.



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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Figure 10.13. Content targeted.

COMMUNICATION

Learners will:

- Use simple structures in the present simple tense to communicate
- Be introduced to the passive voice in the present (it's formed, it's called...)
- Learn the names of the parts of a flower: pistil, stigma, style, stamen, anther and filament
- Learn the names of their reproductive process (pollination, fertilization, germination)

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Figure 10.14. Language targeted – Communication.



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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Figure 10.15. Cognitive Skills targeted.

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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Figure 10.16. Competences to be achieved.

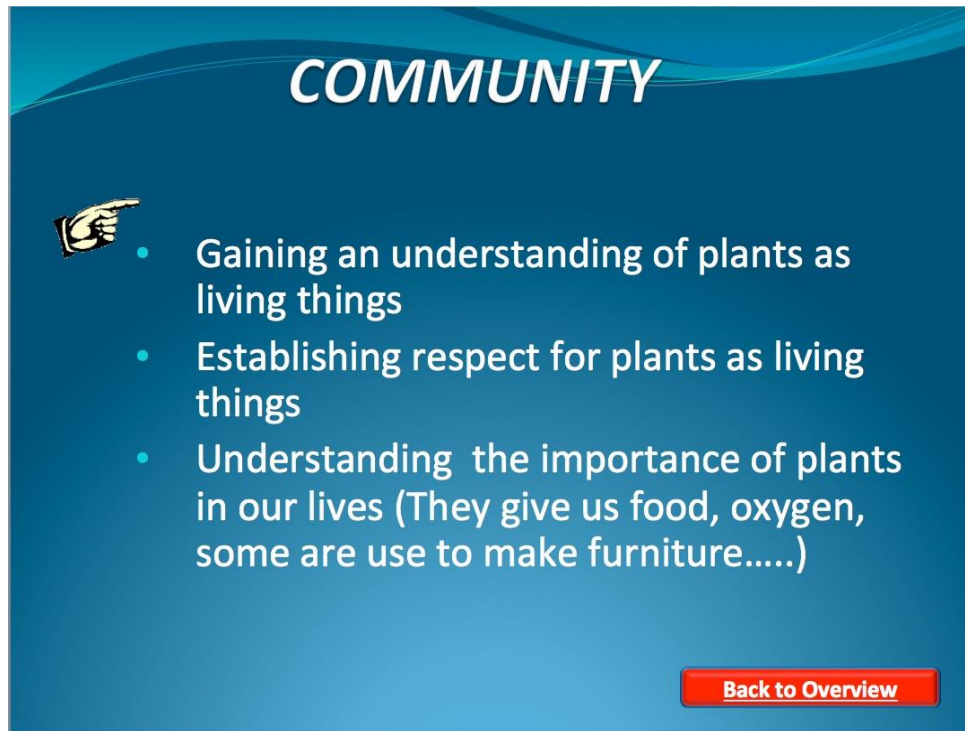


Figure 10.17. How the scenario relates to Community.

Lesson Plan & Activities:

The full lesson plan, with accompanying activities and PowerPoints, can be found and downloaded at: <http://languages.dk/clil4u/scenarios/sc8/>

10.4 Full List of Scenarios with Links

English Scenarios for Primary & Secondary Schools:

- [Water – Three States of Matter](#)
- [Prehistory](#)
- [Landscape and Ecosystems](#)
- [Mixing Colours](#)
- [Andy Warhol](#)
- [The five senses](#)
- [Saving Energy](#)
- [Compost](#)
- [Staying Healthy](#)
- [Trial and error - A scientific approach](#)
- [Superheroes](#)
- [The Four Seasons \(Seasons in Depth\)](#)
- [Landscape Painting](#)



- The Earth Geographical Features
- Plants and living things
- Farm Animals
- Nutrients
- Dinosaurs
- Fitness and Health
- Seasons
- Fruit & Vegetables
- Food for Life
- Plants
- The Solar System

Danish Scenarios for Primary & Secondary Schools:

- Krop og bevægelse
- Prøv, evaluer - prøv igen
- Superhelte
- Årstiderne
- De fem sanser
- Andy Warhol
- Farveblanding
- Vands tilstandsformer

Italian Scenarios for Primary & Secondary Schools:

- Compost
- Risparmiare Energia
- Nutrienti
- Gli animali della fattoria
- Frutta e verdura
- Dinosauri
- Benessere
- Cibo per la vita

Spanish Scenarios for Primary & Secondary Schools:

- Prehistoria
- Paisajes y Ecosistemas
- Las Cuatro Estaciones
- Formas Geográficas
- Pintura paisajística
- Profundizando en las plantas
- El Sistema solar
- Las plantas



English Scenarios for Vocational Colleges (VET):

- Culinary Arts: Salads
- How to get a free website
- How to use FTP software
- How to use HTML
- Netiquette
- Copyrights and Graphics
- Semiconductor diodes
- Application of diodes
- The transistor device
- Application of transistors
- Aircraft How an aircraft engine works
- Aircraft Theory of Flight
- Aircraft Electronic Instrument Systems
- Motor mechanics - the electrical system
- Introduction to the electronics laboratory
- Basic circuit construction and testing
- Soldering and printed circuit boards
- Office Administration Duties
- Business Communication
- The Filing Procedure and Office Equipment
- Fish and Sea Food
- The Braking System
- Wiring a Plug
- Photovoltaics
- The Digestive System
- DOMOTICS
- IHC Programming
- The Web PageTask

Danish Scenarios for Vocational Colleges (VET):

- IHC Programming
- Intelligente boliginstallationer
- Anvendelse af FTP software til at sende filer til et websted
- Lav websider med HTML og CSS kodning
- Få et gratis website
- Netikette
- Ophavsret og grafik

German Scenarios for Vocational Colleges (VET):

- Tunnelbau



Greek Scenarios for Vocational Colleges (VET):

- Φωτοβολταϊκά
- Καθήκοντα Διαχείρισης Γραφείου
- Ψάρια και Θαλασσινά
- Αρχειοθέτηση και Εξοπλισμός Γραφείου
- Επισιτιστικές Τέχνες
- Επαγγελματική Επικοινωνία

Italian Scenarios for Vocational Colleges (VET):

- Il tunnel - Sistema di ventilazione in caso di incendio
- Il sistema digerente

Maltese Scenarios for Vocational Colleges (VET):

- Pjan tal-lezzjoni - Introduzzjoni għal-Laboratorju tal-Elettronika
- Bini ta' Ćirkwit Bażiku - Malti
- Issaldjar u Printed Circuit Boards
- Sistemi ta' Strumenti Elettronici ta' Vettura tal-Ajru
- Kif taħdem magna ta' ajruplan
- Kif ittir vettura tal-ajru
- Dajowds Semikonduttivi
- L-użu tad-dajowds
- Semikondutturi – Transisters
- Applikazzjoni ta' Transisters

Spanish Scenarios for Vocational Colleges (VET):

- Cómo crear una página web gratis
- Cómo usar el software FTP
- Cómo usar HTML
- Derechos de autor y diseño gráfico
- Netiquette
- Tareas de administración de oficina

Chapter 11: Resources



Figure 11.1. Structure of Chapter 10 – Resources.

11.1 Useful Resources

As you browse through the exemplary units and other units in the database, you will notice that teachers who have authored the units have sometimes embedded interactive exercises into the unit or linked to them.

There is a wealth of technological tools these days which provide teachers with external online tools in which to create online interactive exercises, posters, infographics, mindmaps, etc. The finished product of these tools generally provides the link and embed code of that product, which a teacher who is authoring a unit in Clilstore can embed or link to.

Embedding is done exactly the same way we embedded a video in Chapter 6. We also demonstrated how to insert links in the same chapter.

By using external tools to create additional material for your units, you can embellish your Clilstore unit by incorporating these external exercises, etc, and make it a 'fuller' unit, with more than just a reading text and video or audio.

Here is a **list of external resources** which we think might be useful for you to embellish your units because most offer embed codes:

- **Class Tools:** A website with many resources for teachers to create activities that can be included in Clilstore units <https://classtools.net/>
- **H5P.org:** A website with many resources for teachers to create activities that can be included in Clilstore units <https://h5p.org>
- **Edit.org:** A website to create mindmaps, posters, etc <https://edit.org>

(There are several sites where you can create mindmaps. Just google Mindmaps)

- **Edpuzzle:** A website where you can create video lessons <https://edpuzzle.com/>
- **eCorner:** A website with video resources <https://ecorner.stanford.edu/videos/>
- **Soundcloud:** A website for hosting and sharing embeddable sound files <https://soundcloud.com/>
- **Kahn Academy:** An extensive library of content for education <https://www.khanacademy.org/>
- **Languages.dk:** A website site with videos in English including transcript and embed code <https://www.languages.dk/digital/indexEN.html>
- **Screencast.com:** A website with sound, video and animated graphics <https://www.screencast.com/>
- **Tagxedo:** A website which helps create Word Clouds <http://www.tagxedo.com/>
- **TED (Technology, Entertainment, Design):** A website with +900 videos <https://www.ted.com>
- **Videojug:** A website which has been absorbed by YouTube containing a good selection of videos <https://www.youtube.com/user/VideoJug>
- **Vimeo:** A website with video resources <https://vimeo.com>
- **YouTube:** The largest website with video resources <https://www.youtube.com>
- **CLIL for STEAM:** A website with a wealth of videos, resources and lesson plans with the aim to combine the study of STEM subjects (science, technology, engineering, and mathematics) and English as a foreign language <https://clil4steam.pixel-online.org/>

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