**MODULE 4 - Competence**

**Tasks and Activities**

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**Task 1**

When you design a lesson, you have in mind certain learning outcomes for the students, **for example**, in Chemistry, you might want the students to be able to categorise the elements in the Periodic Table. In history, a learning outcome could be interpreting the information presented on a timeline.

**List** some outcomes or competences specific to your teaching subject.

1. **...** etc

Go back to Module 4.

**Task 2**

How do you feel about your own competences as a CLIL teacher?

Below is a set of **clines** reflecting the core competences described in Module 4.

For each competence, mark your current self-evaluation, from ‘lacking in confidence’ to ‘fully competent’.

For example, if you are fully confident in your subject knowledge /teaching techniques, mark like this:

Subject knowledge and teaching techniques

Click on a star below, and drag it into place on a cline.

**Lacking in confidence Fully competent**

Openess to acquiring new teaching skills

Cultural awareness

Ability to design clear assessment & evaluation criteria

Ability to co-operate & form constructive relationships

Ability to facilitate interaction for learning

Awareness of learner needs

Subject knowledge & teaching techniques

Targeted Language knowledge & teaching techniques

Ability to plan an integrated approach to learning

Subject knowledge & teaching techniques

Targeted Language knowledge & teaching techniques

Ability to plan an integrated approach to learning

**Task 3**

To develop those competences you marked as ‘lacking in confidence’, set up a Personal Development Action Plan, **using SMART objectives.**

**S**pecific **M**easurable **A**chievable **R**elevant **T**ime-bound

Go back to Module 4.

**Task 4**

Look briefly at the Europass **self-assessment** **grid** based on the CEFR. [file:///C:/Users/ETI/Downloads/Europass%20-%20European%20language%20levels%20-%20Self%20Assessment%20Grid.pdf](file:///C%3A%5CUsers%5CETI%5CDownloads%5CEuropass%20-%20European%20language%20levels%20-%20Self%20Assessment%20Grid.pdf)

Are Can Do statements helpful for you in assessing your own level of English**?**

Go back to Module 4.

**Task 5**

Write Can Do statements which reflect some learning outcomes from the topic you chose for the assignment in the PAPeR.

**You can include:**

* Content knowledge, concepts, procedures and ‘how to learn’.
* Information processing such as collecting data, and presenting or interpreting information
* Specific language competences - Some **examples** are:
* listening to/reading simple statements and choosing an answer to a simple question
* giving an oral description or interpretation of a diagram
* writing statements about the information given in a diagram
* designing a diagram with a key to the symbols used

Add the Can Do statements to your PAPeR under COMPETENCE.

**CLIL Techniques to Support Learning**

**CLIL**

**Techniques**

Which CLIL teaching techniques did we use in this Module to help you understand?

Hint: Look at the phrases **in bold** on this page and on the Module 4 webpage.

**Reflection**

Think about these questions, and if possible, discuss your answers with a colleague.

**Reflection**

**on your**

**learning**

**What?**

* What did I do during this Module?
* What was the Module about?

**So what?**

* What did I learn from it?
* What did I feel about it?
* How does my experience link to classroom concepts?

**Now what?**

* Where can I get more information?
* How can I benefit from what I’ve learnt?
* What information can I share with other people?
* Which colleagues can I discuss this with?

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**What? Who? How? Why? ....**