

CLIL Training: Designing Curricula

Session 3b



Goal

to design a CLIL module based on 5 stages of planning.

The CLIL Vision
The CLIL Context
CLIL Planning
CLIL Task Creation
CLIL Assessment

Stage 1: The CLIL vision

What is your CLIL classroom vision?

Who are the key players needed to form a CLIL teaching team?

How can we communicate and share our ideas?

Do we have a shared vision for CLIL?

In an ideal setting, what do we want our CLIL learners and teachers to be able to achieve?

How do we achieve a vision which is 'owned' by everyone?

Structure and outcomes

- to create a shared vision **(Stage 1)**
- to review the language progression, the 4cs framework, Bloom's Taxonomy and the Cognitive and Linguistic Demands of CLIL
- to fit into the school context **(Stage 2)**
- to plan a unit of learning **(Stage 3)**
- to prepare a unit of learning **(Stage 4)**
- to monitor and evaluate CLIL in action **(Stage 5)**

Stage 2: Analysing and Personalising the CLIL Context

What makes my educational context different to yours? How will this affect the delivery and impact of CLIL?

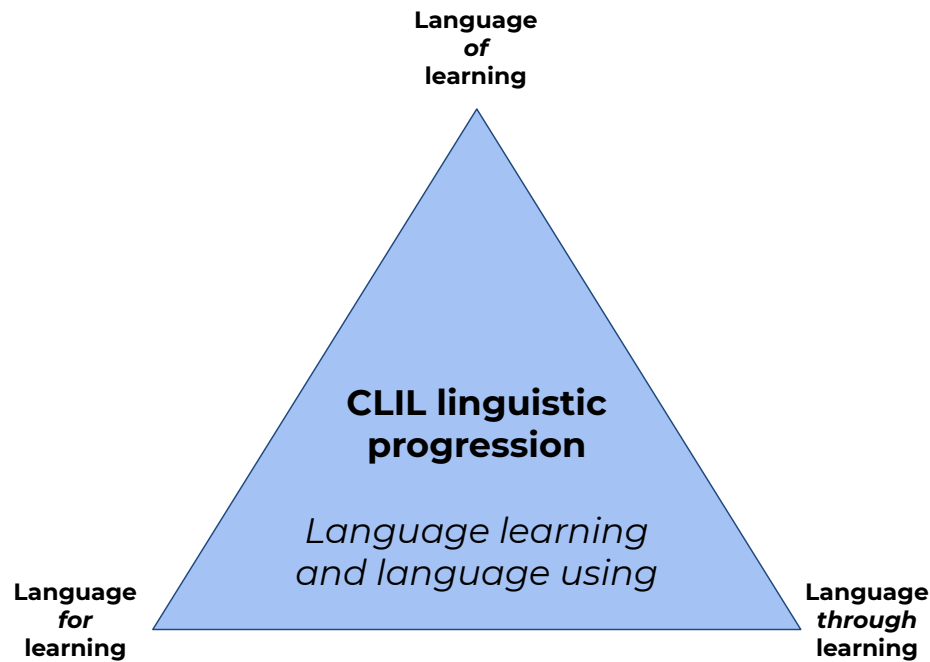
What opportunities does this offer us?

What barriers are there in our own contexts for realising our vision of CLIL?

How can we overcome those barriers?

Does our CLIL programme have a dominant language, subject or citizenship orientation or are these integrated?

The Language Triptych...



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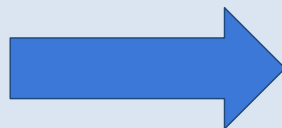
Language of Learning

‘[Genre is] a social activity in a particular culture, the linguistic realisation of which make up a register’

(Llinares and Whittacker, 2006:28)

Shift for the language teacher

Grammatical levels of difficulty



Functional levels of difficulty



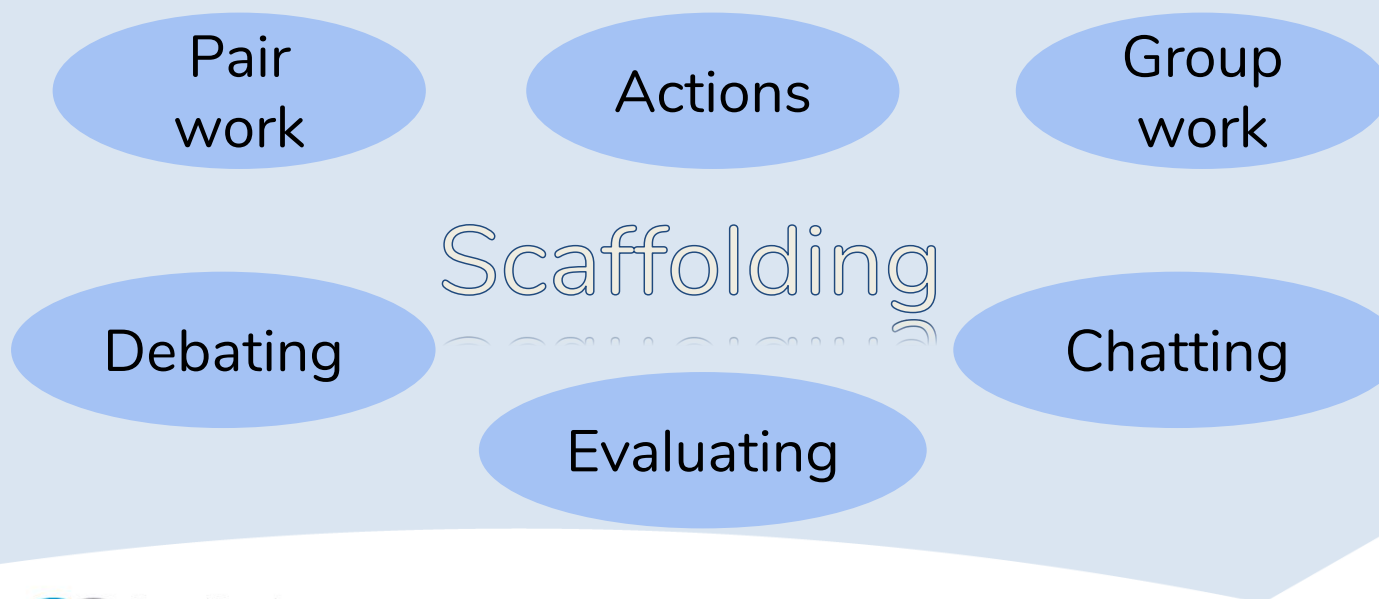
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Language *for* learning

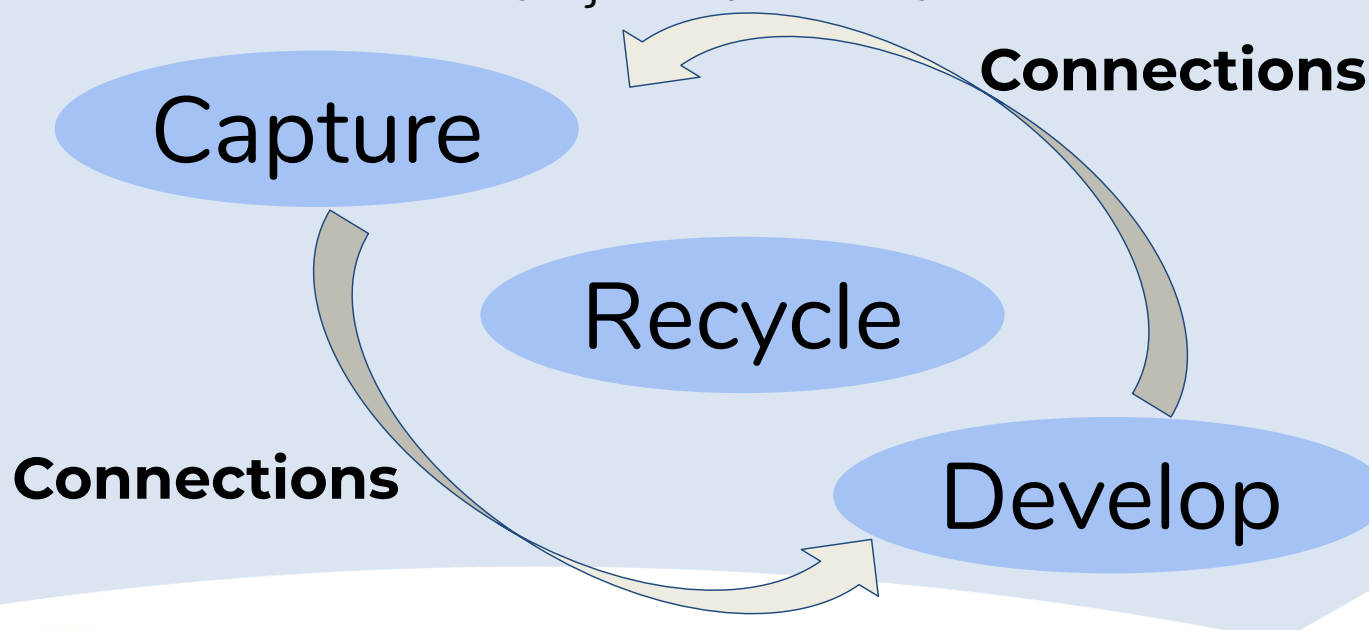
‘Developing a repertoire of speech acts...which relate to the content...and are explicit in the learning process’

(Coyle, Hood, Marsh, 2014: 51)

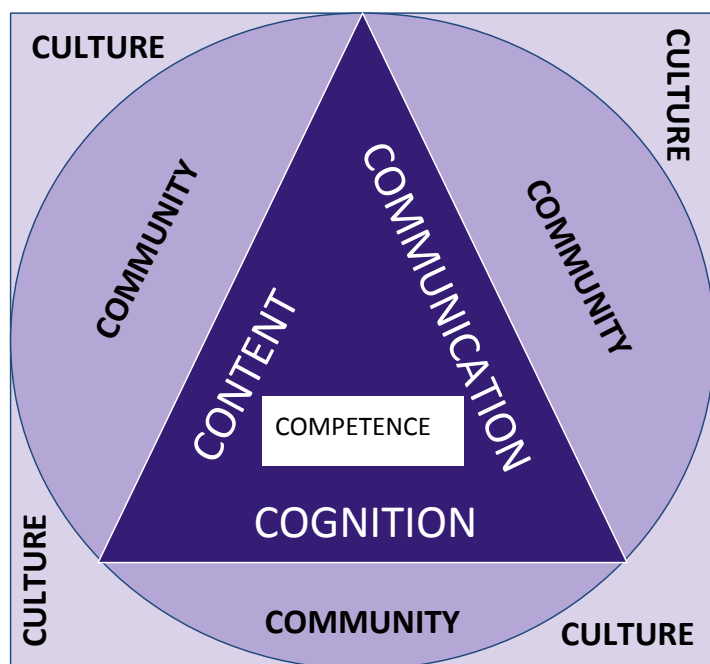


Language *through* learning

Dialogic learning creates deeper levels of understanding. It is the job of teachers to



The 5Cs+ Framework



This interplay leads to:

- 1) progress in knowledge, skills and understanding
(Content)
- 2) engagement **(cognition)**
- 3) interaction with text, peer and teacher
(communication)
- 4) development of language knowledge and skills
(Communication)
- 5) Acquisition of deepening intercultural awareness through positioning
(culture/community)

The Principles of CLIL

Content matter is not only about acquiring knowledge and skills, it is about the learner creating their own knowledge and understanding and developing skills (personalized learning).



The Principles of CLIL

Content is related to learning and thinking (cognition). To enable the learner to create their own interpretation of content, it must be analysed for its linguistic demands.



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The Principles of CLIL

Thinking processes (cognition) need to be analysed for their linguistic demands.



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The Principles of CLIL

Language needs to be learned which is related to the learning context, to learning through that language, to reconstructing the content, and to related cognitive processes. This language needs to be transparent and accessible.



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The Principles of CLIL

Interaction in the learning context is fundamental to learning. This has implications when the learning context operates through the medium of a foreign language.



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The Principles of CLIL

The relationship between cultures and languages is complex. Intercultural awareness is fundamental to CLIL.



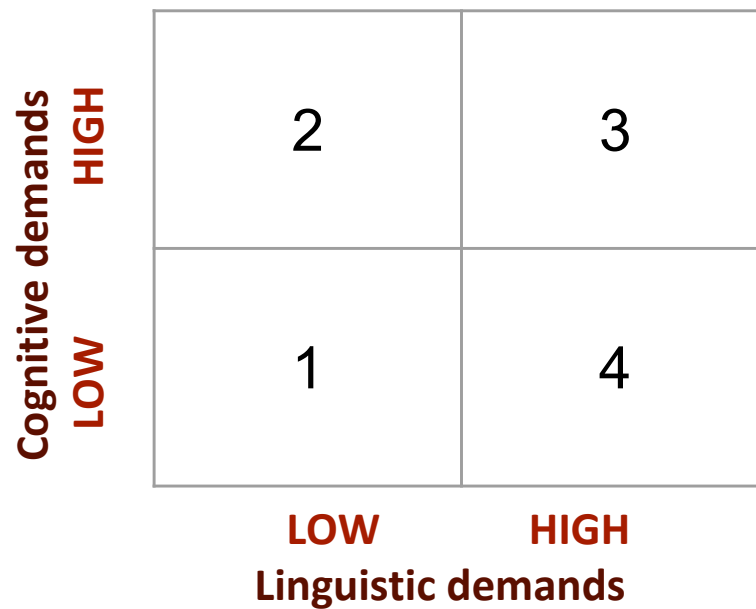
The Principles of CLIL

CLIL is embedded in the wider educational context in which it is developed and therefore must take account of contextual variables in order to be effectively realized.



The CLIL Matrix

(Cummins, 1984)

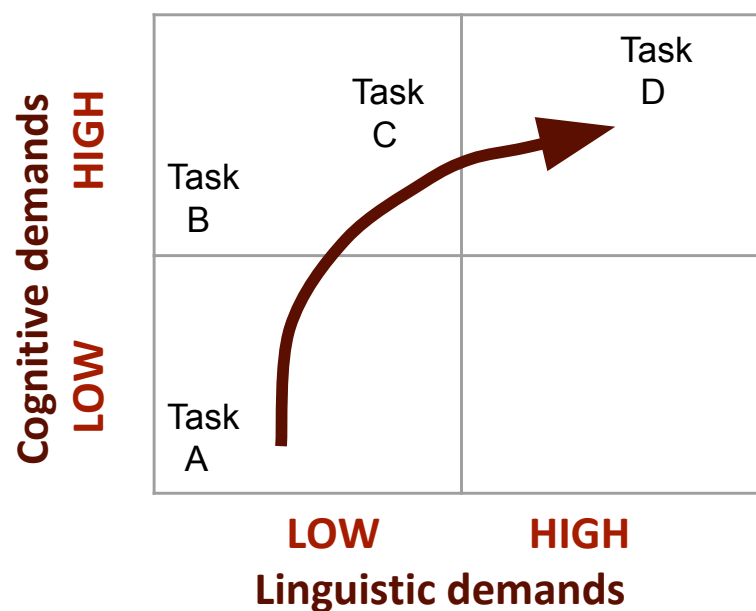


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The CLIL Matrix

(Cummins, 1984)



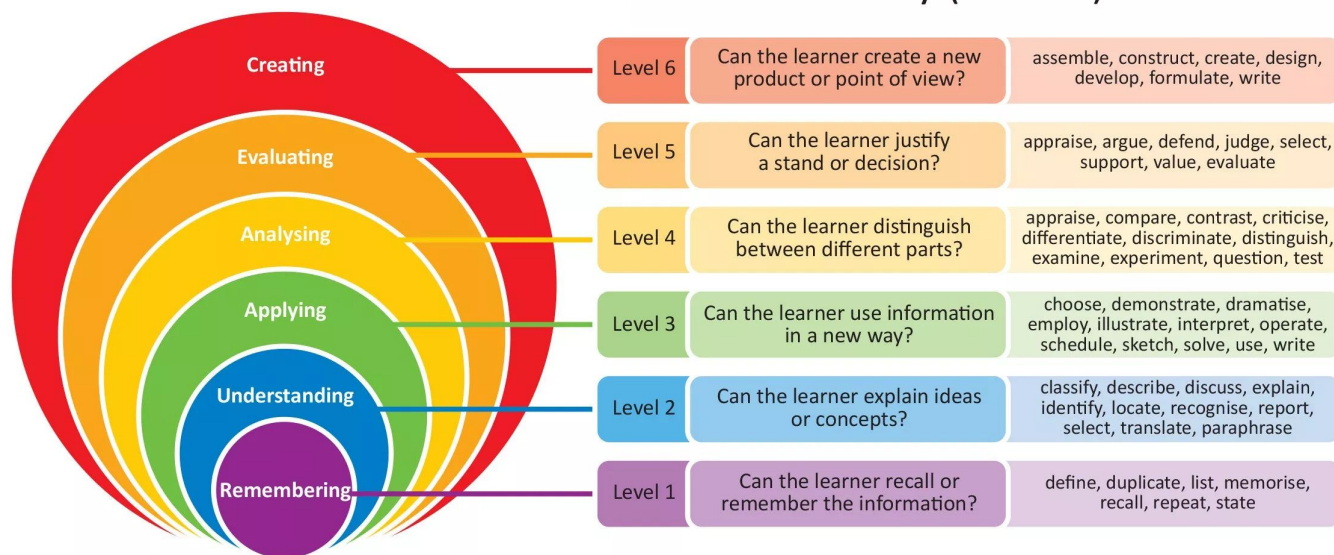
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Bloom's Taxonomy

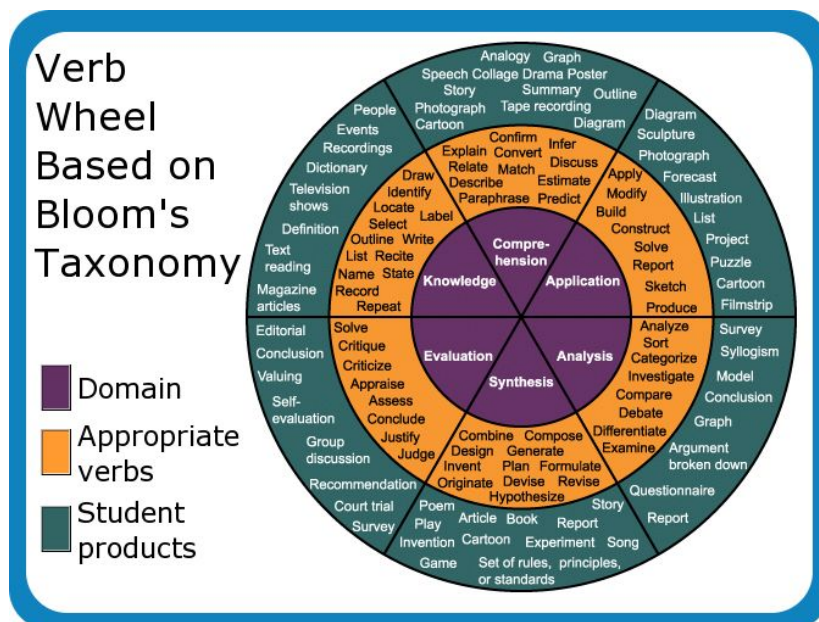
Cognitive Demands

Bloom's taxonomy (revised)



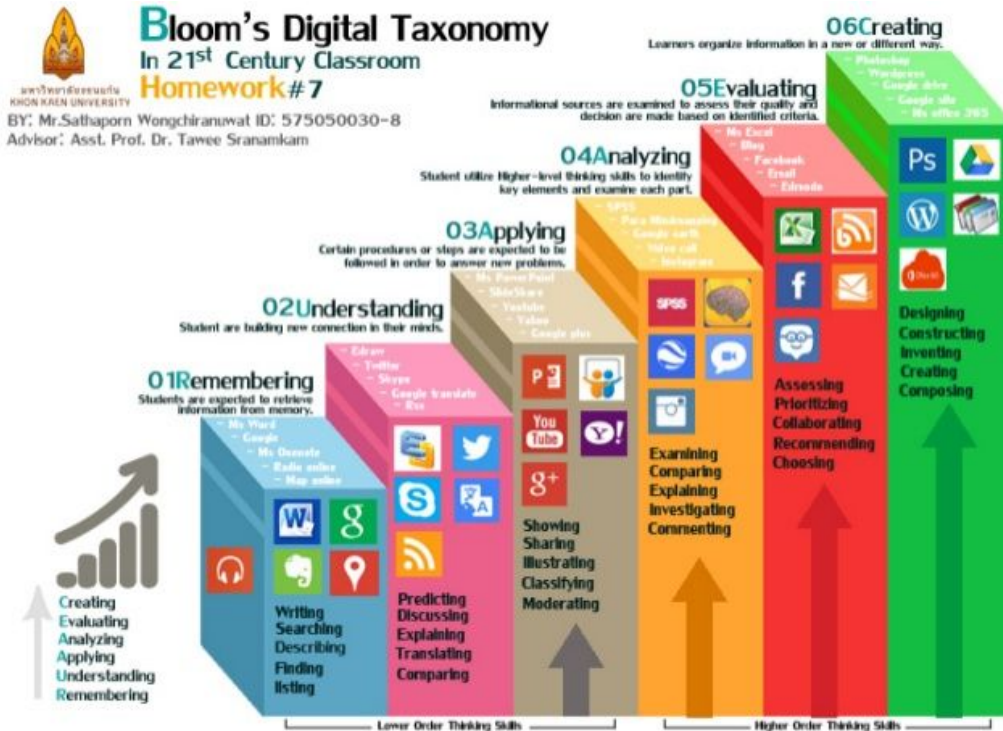
Bloom's Taxonomy

Cognitive Demands

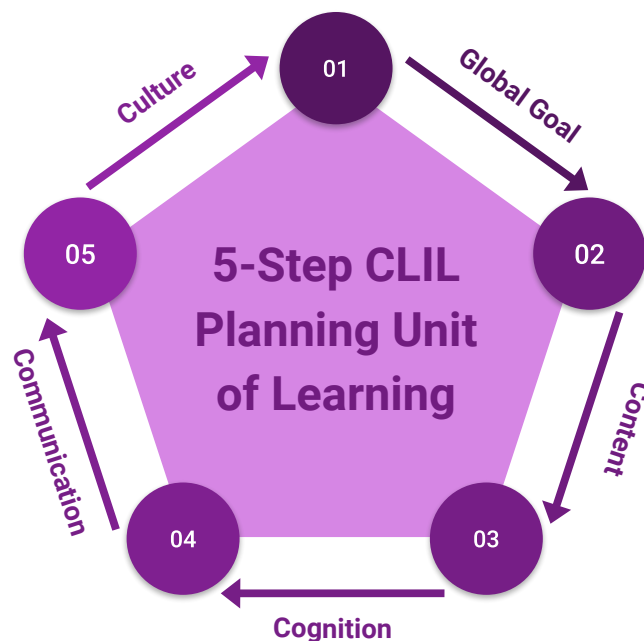


Bloom's Taxonomy

Cognitive Demands



Stage 3: Planning a unit of learning



Global Goal and Unit Title

Part
1

Global Goal:

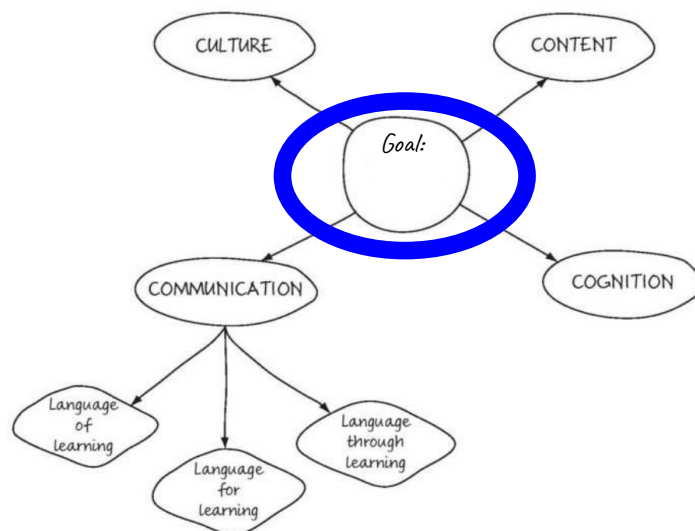
What do you want students to be able to do at the end of the unit?

Your goal is driven by the 4Cs:

- Content *to explain the tenets of Fair Trade*
- Cognition *to evaluate the importance of Fair Trade*
- Communication *to speak more spontaneously*
- Culture *to have a greater awareness of the importance to Fair Trade in Latin America*

Global Goal and Unit Title

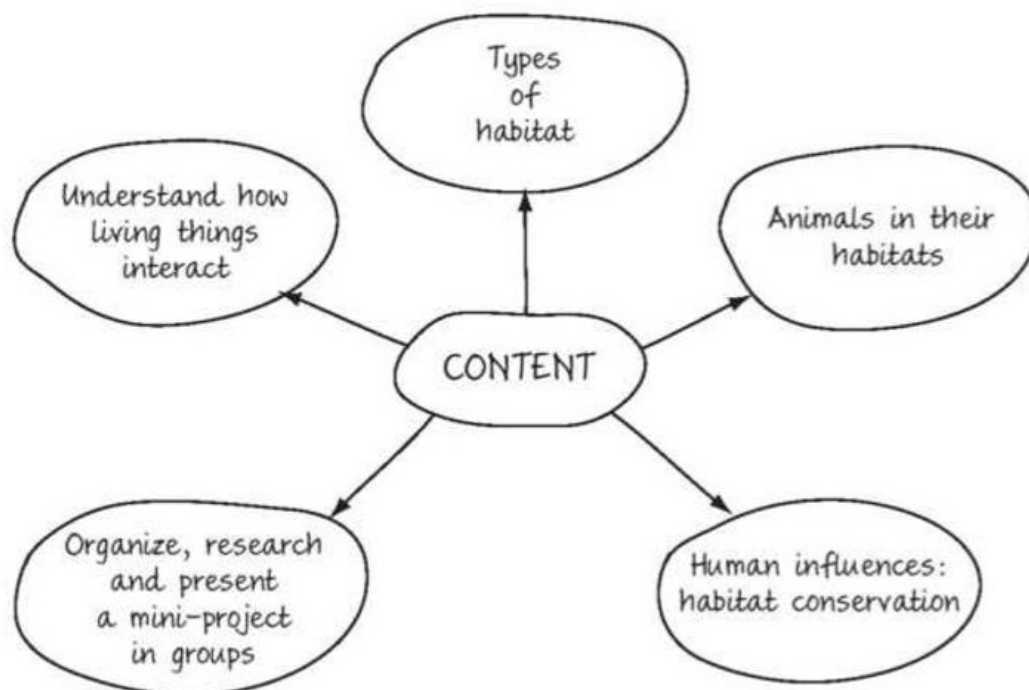
Theme:



Points to consider:

- *Curricular or non-curricular content?*
- *Which knowledge and skills should be prioritised?*
- *What are student outcomes?*
- *How does the content develop our global goal?*

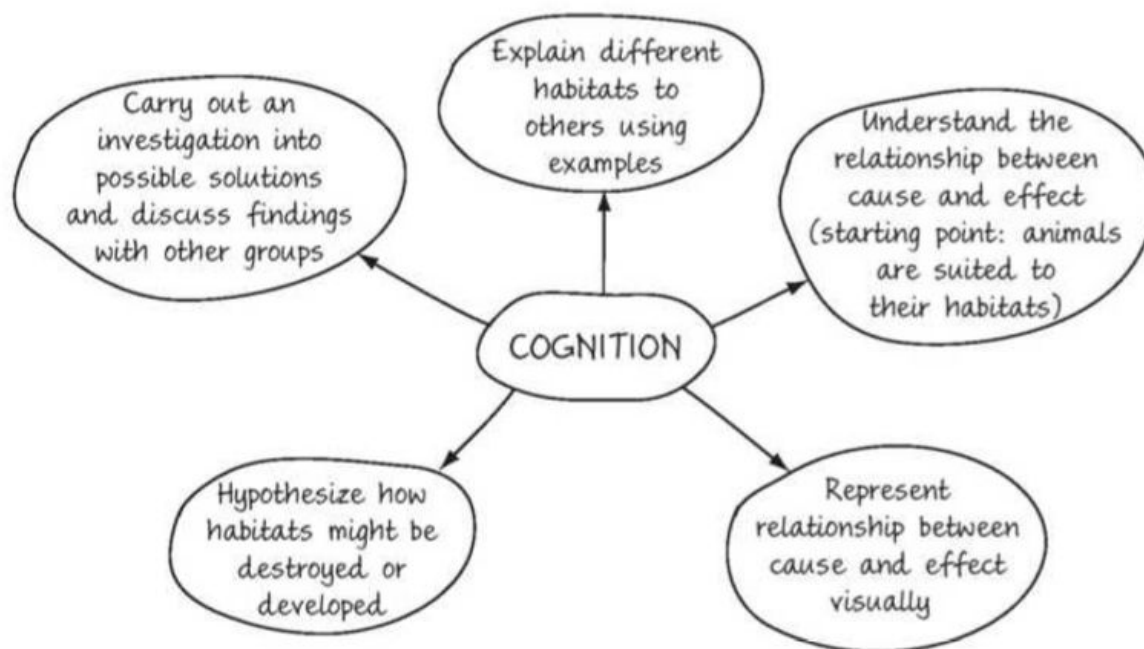
Content



Points to consider:

- *Using a taxonomy of thinking skills, which cognitive skills seem to be most appropriate for development in terms of content.*
- *Do we have a range of higher order and lower order thinking skills? Which tasks encourage these skills?*
- *What opportunities are we giving students to discuss new knowledge and understanding?*
- *Formative assessment to know what they've learnt?*

Connecting Content and Cognition

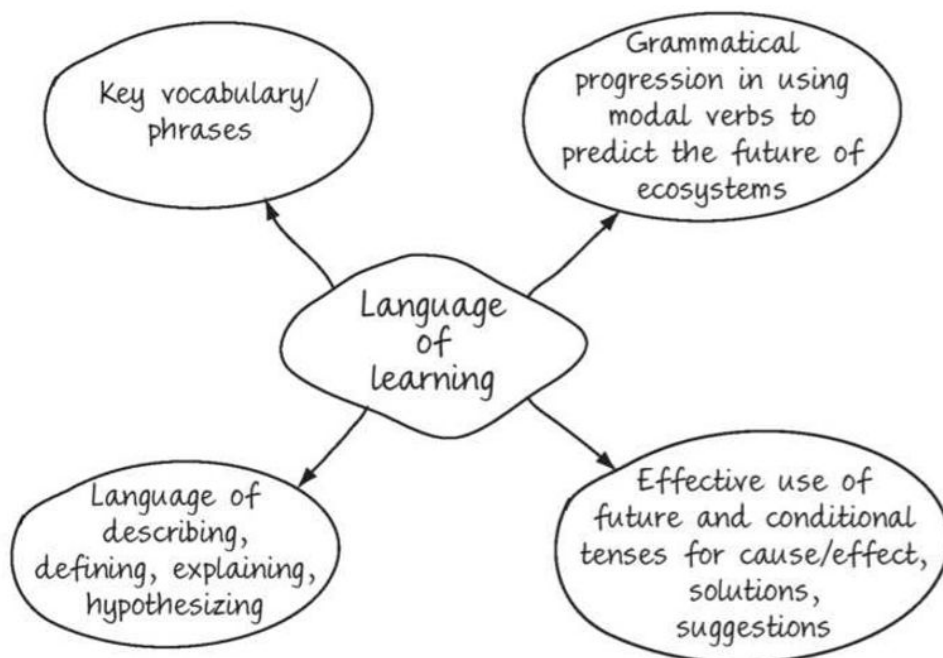


Points to consider:

- *What are the key vocabulary and phrases?*
- *What is the grammatical progression?*
- *What is the language of describing, defining, explaining and hypothesising?*
- *What do they know already?*

How do we teach all these things?

Communication: Language of learning

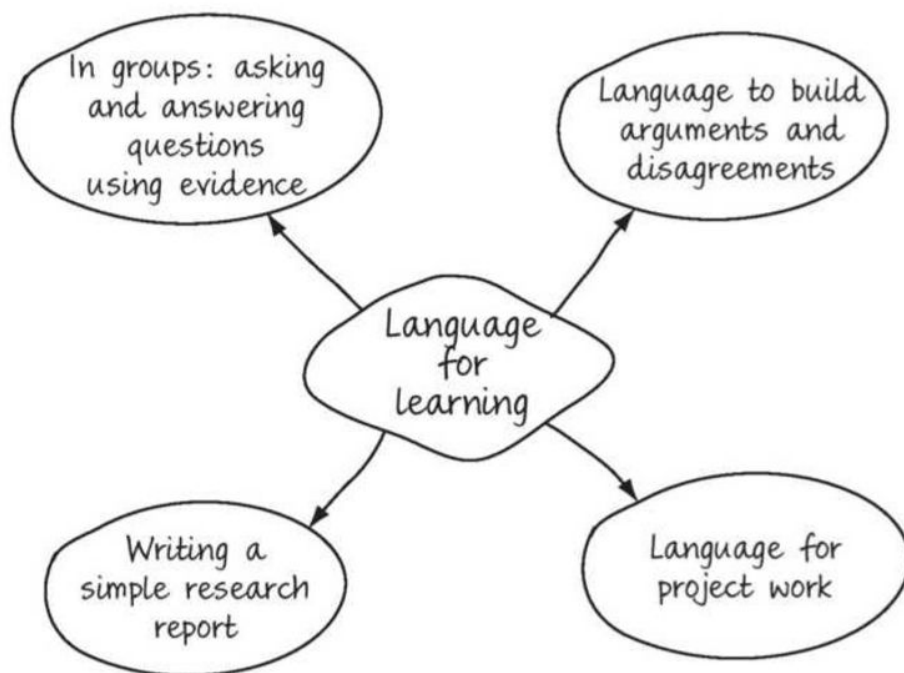


Points to consider:

- *What kind of language do learners need to operate?*
- *Which language skills need development e.g. discussion skills*
- *How do students practise their new language and recycle familiar language?*
- *Is assessment language accessible to learners?*

How do we teach all these things?

Communication: Language for Learning



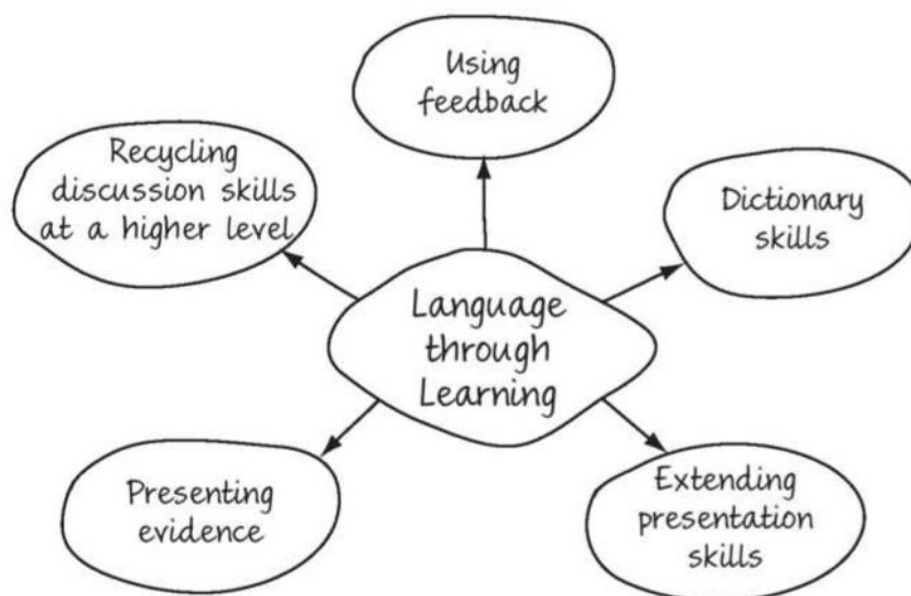
Communication: Language through Learning

Part
4b

Points to consider:

- *What strategies can our learners use to access new language for themselves?*
- *When new language emerges, how shall we capture and select language for further development?*
- *What do students know already?*

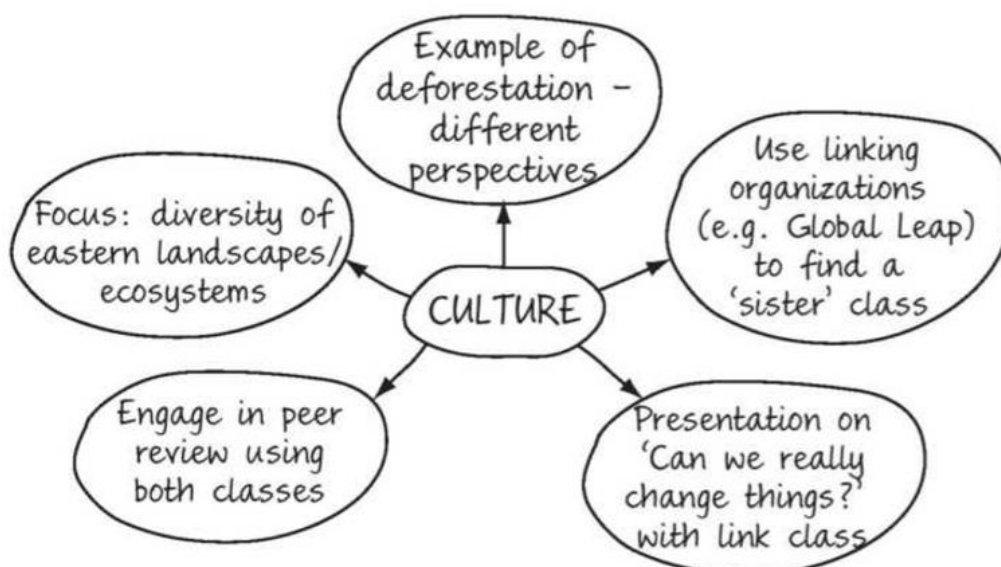
Communication: Language through Learning

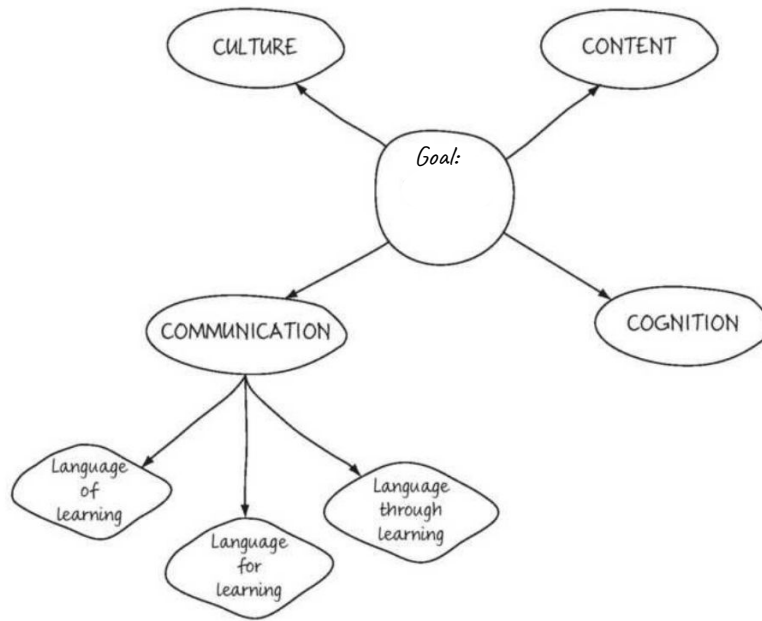


Points to consider:

- *Is the cultural agenda salient in the topic?*
- *What types of curriculum links are there regionally, nationally and globally?*
- *Where is the added value of studying this topic through the medium of another language? What opportunities arise?*

Developing Cultural awareness and opportunities

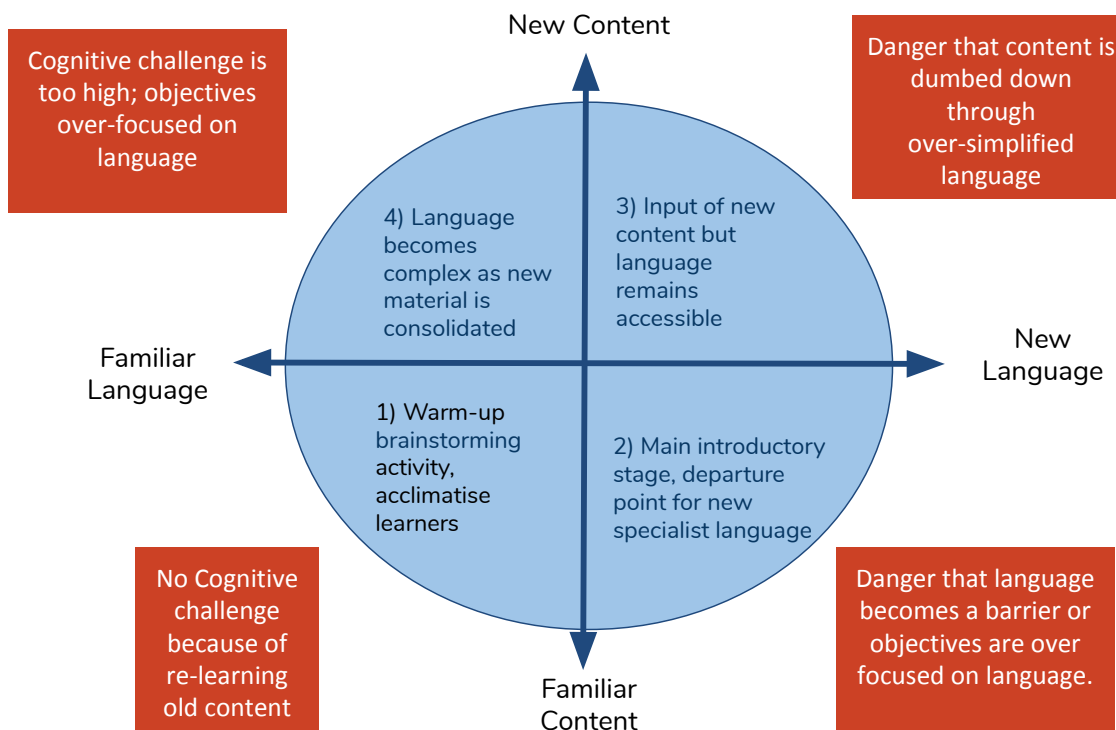




Part 4: Evaluating, Assembling and modifying

Stay true to your instincts as a content teacher in terms of having a guiding methodology which is appropriate for your subject.

A) The Planning Cycle



B) Starting with a text (INPUT)

TASK 1
Brainstorm as many text types as you can.

Free Language Use - greater requirement for 'free', spontaneous, unstructured language use

Structured Language Use - very specific lexical field presented to students

TASK 2
Order these texts from 'free language use' to 'structured language use'

B) Types of text (INPUT)

Artefacts/Visuals

Tables/Diagrams
/Flow Charts

Bullet-point
text

Continuous
Text inc. audio
and video

Questions to ask when choosing a text?

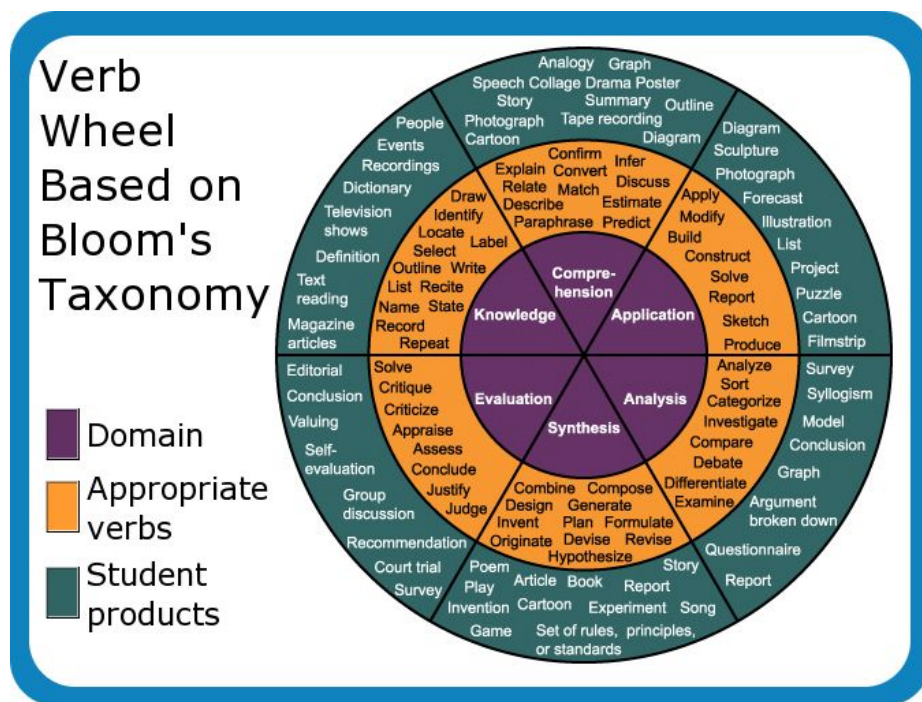
- ☐ *Is the message of the text in line with the content you want?*
- ☐ *Is the message delivered clearly?*
- ☐ *Is the presentation of the text varied e.g. continuous prose or broken up with diagrams etc?*
- ☐ *Is the level of subject-specific, specialist vocabulary appropriate?*
- ☐ *Is the level of general vocabulary appropriate?*
- ☐ *Is the level of grammatical/syntactical complexity appropriate?*
- ☐ *Is the thesis of the text linear, clear and overt OR mixed, inferred and covert?*

C) Task Types: (Guiding Input)

7 Principles for
CLIL Material Design

1	Primacy of 'task' in task-text relationship
2	3 dimensions of content: concept, procedure & language
3	Making Key Language Salient
4	Guiding input and supporting output
5	Scaffolding and embedding
6	The concept of difficulty in didactic materials
7	Thinking in sequences.

C) Task Types: (Guiding Input)



C) Task Types: (Guiding Input)

Directed Activities Related to Texts



refers to an approach where learners are guided to help learners deal actively with the texts that they are being asked to read.

(Davies & Greene, 1984)

word > phrase > text

C) Task Types: (Supporting Output)



Speaking



Writing



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D) Creating Task Example



(Photograph by Emmeliza 'Miles' Labella)

- 1) How many people can you see?
- 2) Who are these people?
- 3) Are they in a swimming pool?
- 4) How do you know this?
- 5) When was the photograph taken?
winter/summer/daytime/weekend)?
- 6) What are the children doing?
- 7) How do the children feel?

Cognition



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D) Creating Task Example



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Cognition

FRAME FOR QUESTION 5

Give vocabulary headers to be expanded by the pairs/groups before they decide on a response to this question:

Weather: Sunlight, temperature, cloud . . .

Light: Dawn, midday sunlight, evening twilight . . .

Clothing: Swimming costumes, shoes, shorts, T-shirts . . .

Landscapes: Warm water, cold water, trees with leaves, trees without leaves . . .

D) Creating Task Example



(Photograph by Emmeliza 'Miles' Labella)

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Cognition

FRAME FOR QUESTION 6

Offer sentence starters - sometimes a response is limited not by language constraints, but by the lack of ideas. Again, groups can agree on a range of responses to this question.

They are sitting ...

They are lying ...

They are playing .. .

They are telling stories about ...

D) Creating Task Example



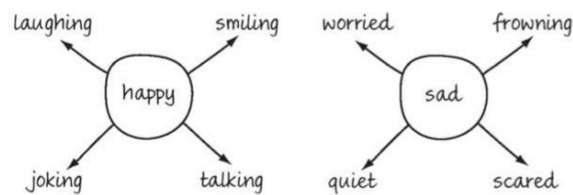
(Photograph by Emmeliza 'Miles' Labella)

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Cognition

FRAME FOR QUESTION 7

Offer spider diagrams to enable more specific and exact language to be used in simple sentence formats, for example: They are ... / They are not ... This enables further dictionary work to get a richer response to the question.



D) Creating Task Example



(Photograph by Emmeliza 'Miles' Labella)

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Cognition

language to help expression. There should always be some correct and some incorrect combinations of words from a content perspective. This means students think and make decisions as they use the frame:

I think that	they are	happy	because they are	frowning	and they look as if they are	enjoying themselves
	some of the children are	not happy		thinking		having fun
	the boys are			smiling		embarrassed
	the girls are			laughing		scared
		worried		splashing		cold

D) Task Example

Justify your choice:

- Why? Identify the opportunities.
- How? Explain the process necessary to make your product or to offer your service.
- Where? Describe the location of your business.
- Target market: describe the customers your product or service is targeting.

Use the following writing frame:

The product or service	Our product/service is ... with these features ... It is ...
How?	The process of manufacturing has the following stages: First: ... Second: ...
Where?	We are going to sell through the Internet or through a location, or both. It is located in a (central, peripheral), and well/badly connected, main/side street.
Target market	Our product or service is designed for people (customers, consumers) who are: (age, income, sex, studies, hobbies ...).

Part 5: Assessment in CLIL Classroom

Clear learning objectives (4cs) form basis of assessment but we can't assess everything	Mixture of formal and informal assessment that is task-based, assignment based, under timed conditions, portfolio	Familiarise students with success criteria in a student-friendly format	Content knowledge assessed using simplest forms of language (not looking for complexity)
Language is assessed for a real purpose in a real context e.g. form/accuracy or communication/ fluency	Thinking time, particularly in oral work, should not be a factor that determines successful outcome	Providing scaffolding is not cheating . You need to assess them with the support before you assess without	Self- and peer-assessment need to be part of the formative assessment process.

Part 5: Assessment in CLIL Classroom

PowerPoint	Beginning 1	Developing 2	Accomplished 3	Excellent 4
General aspects of slides	Disorganized and difficult to follow	Organized but difficult to follow	Disorganized but easy to follow	Organized and easy to follow
Pictures and graphics	Small and impossible to understand	Big but difficult to understand	Small but easy to understand	Big and easy to understand
Texts	Small and impossible to understand	Big but difficult to understand	Small but easy to understand	Big and easy to understand
Content	Does not cover all appropriate topics	Covers some of the appropriate topics	Covers most of the appropriate topics	All topics covered. Also interesting facts
Speech	Beginning 1	Developing 2	Accomplished 3	Excellent 4
Matching between speech and images	Speech has nothing to do with slides	Speech is substantially different from slides	Only a few items of the speech are not reflected in the slides	Speech and slides match perfectly
Language	Many pronunciation and grammatical errors	A few errors	Only one or two errors	Pronunciation and grammar are perfect
Communication	The speech is read all the time	The speech is read most of the time	The speech is read sometimes	The speech is not read
Timing between team members	Only one member speaks	One member speaks most of the time	One member speaks more than the other	The two members share speech equally

(Adapted from Alberich, 2007)

What type of an assessment task is this?

How would you describe the cognitive load?

What would be the nature of the assessment task?

Part 5: Assessment in CLIL Classroom

The horizontal axis is called . . .	. . . positive x and positive y coordinates.
The point $(-2, -3)$ is . . .	. . . 2 units to the left, 3 units up.
The first quadrant contains all the points with . . .	. . . the x-axis.
The fourth quadrant contains all the points with . . .	. . . 2 units to the right, and 3 units up.
The vertical axis is called . . .	. . . the y-axis.
The point $(2, 3)$ is . . .	. . . negative x and positive y coordinates.
The point $(2, -3)$ is . . .	. . . 2 units to the left, 3 units down.
The point $(-2, 3)$ is . . .	. . . on the x-axis.
The second quadrant contains all the points with . . .	. . . negative x and negative y coordinates.
The point $(2, 0)$ is . . .	. . . 2 units to the left, 3 units down.
The point $(0, 2)$ is . . .	. . . on the y-axis.

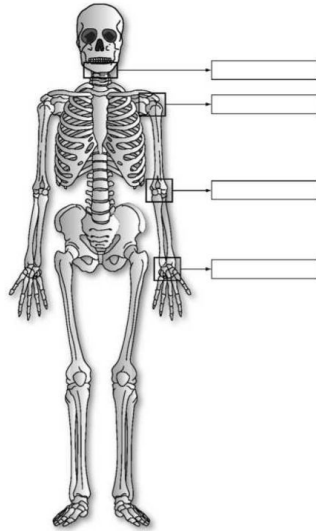
Source: M. Luz Esteve (2007)

What type of an assessment task is this?

How would you describe the cognitive load?

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Part 5: Assessment in CLIL Classroom



Link to similar worksheets [Accessed 27 April 09]:
http://www.xtec.cat/cirel/pla_le/nottingham/france/sc_niella/worksheets.pdf

What type of an assessment task is this?

How would you describe the cognitive load?

What would be the nature of the assessment task?

Part 5: Assessment in CLIL Classroom

Watch the video and list the sources of CO₂ emissions that appear in it.

Whilst listening, read the transcription of the video and complete the gaps:

“Energy-dependence [is a part of our modern] way of life. Most of the energy they use comes [from burning gas, coal and fossil fuels], which emit Carbon Dioxide, into the atmosphere [affecting the planet’s climate.]”

What type of an assessment task is this?

How would you describe the cognitive load?

What would be the nature of the assessment task?

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Diversifying, enhancing and expanding the teaching and learning of foreign languages



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http://tplusm.net/CLIL_Competences_Grid_31.12.09.pdf



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