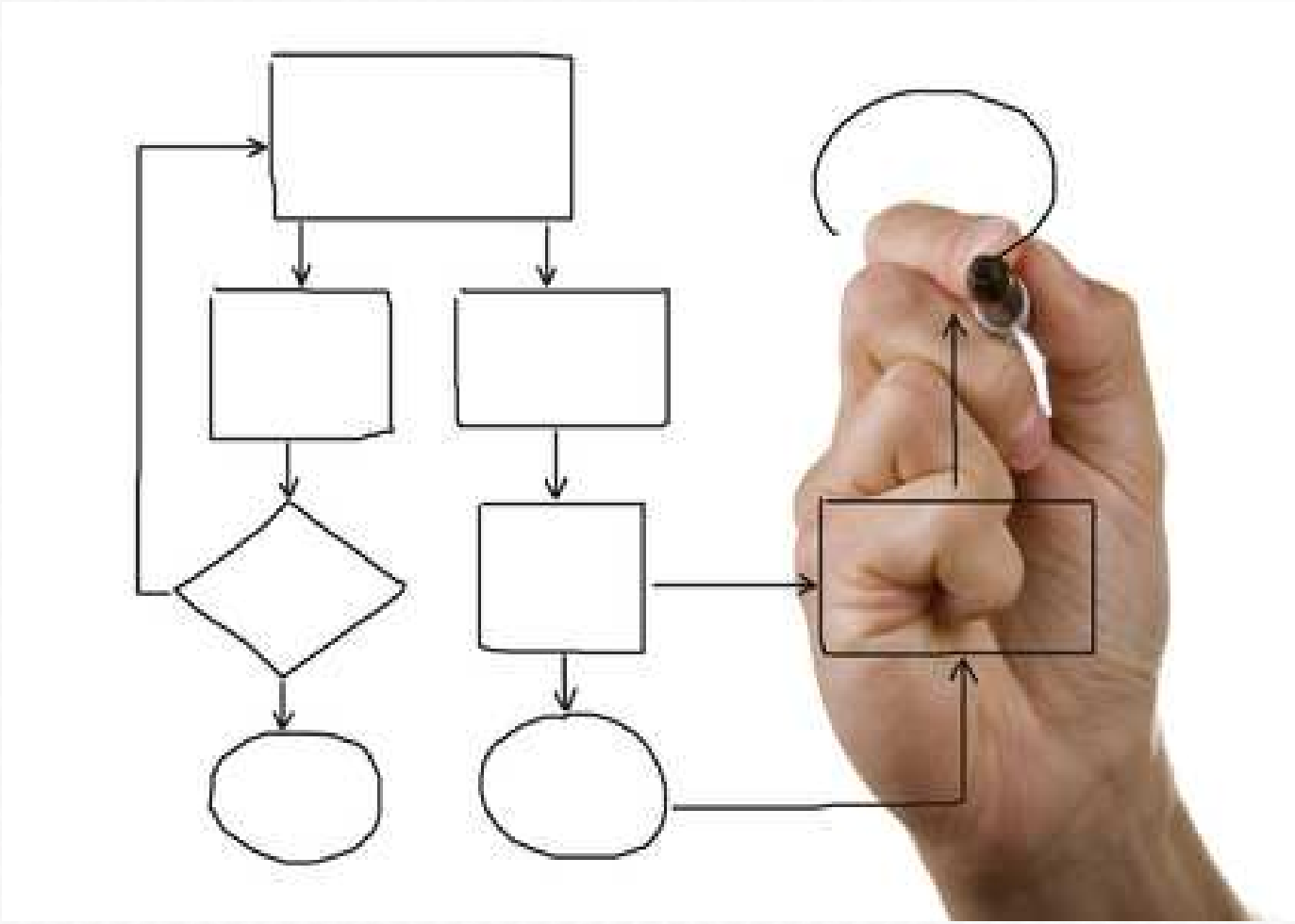
CLIL Cluster, Ministero dell' Istruzione dell Universita a della Ricerca
Uffocio Scolastico Regionale per l'Emilia Romagna,
Direzione Generale, Italy

CLIL CLUSTER
Phase 1
Mon-Wed 17-19 March 2014

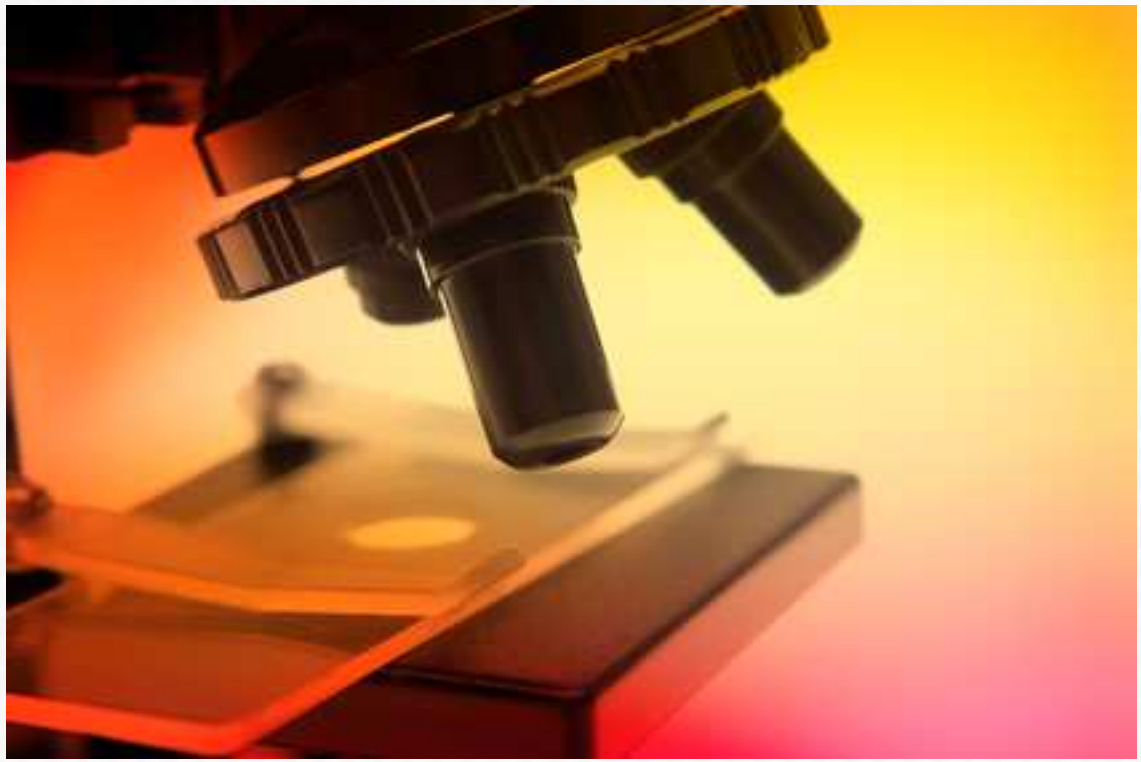
David Marsh (Finland)
María Jesús Frigols Martín
(Spain)

0930-1030 Pooling Experience

Monday 17 March



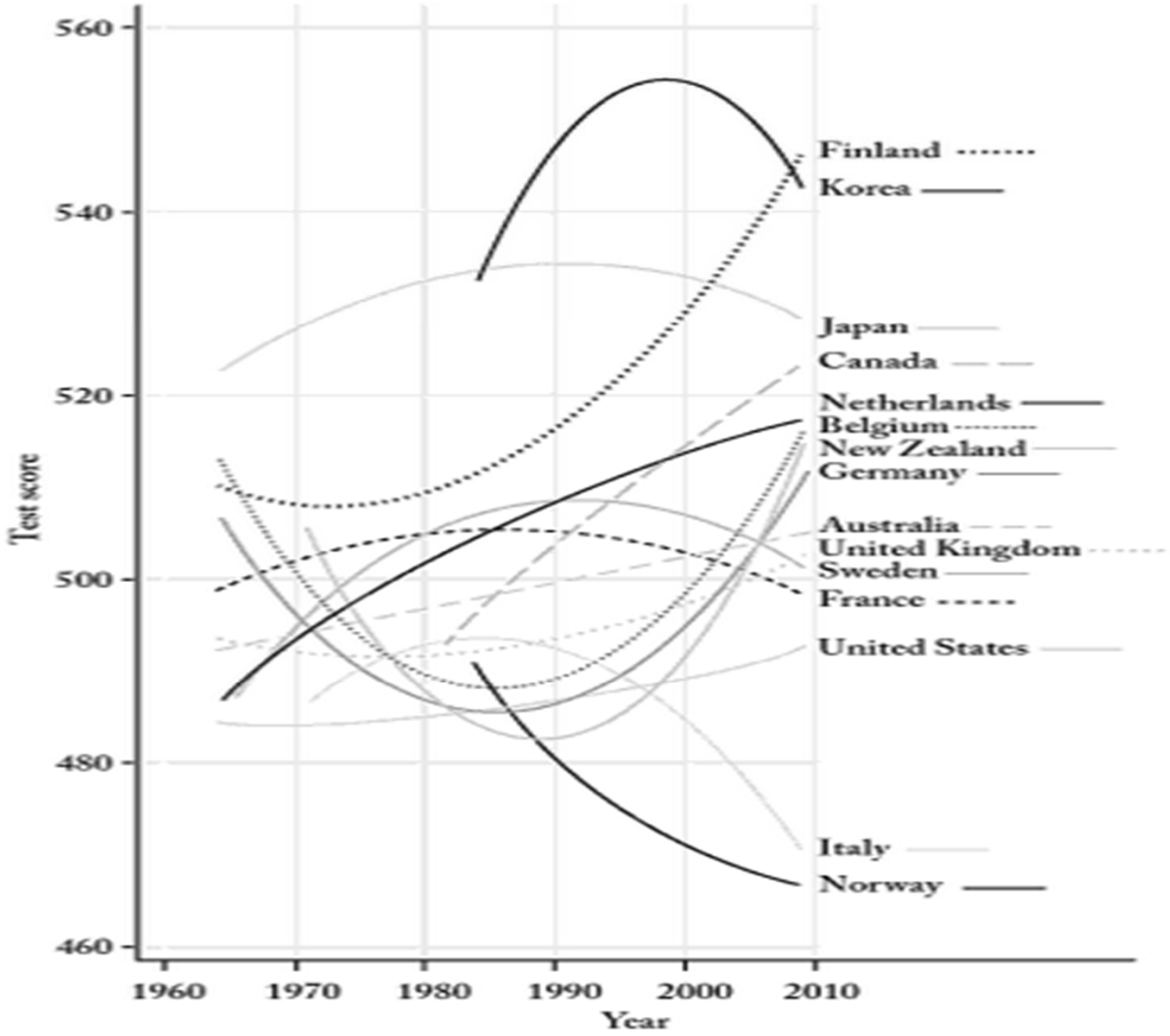
Macro to Micro



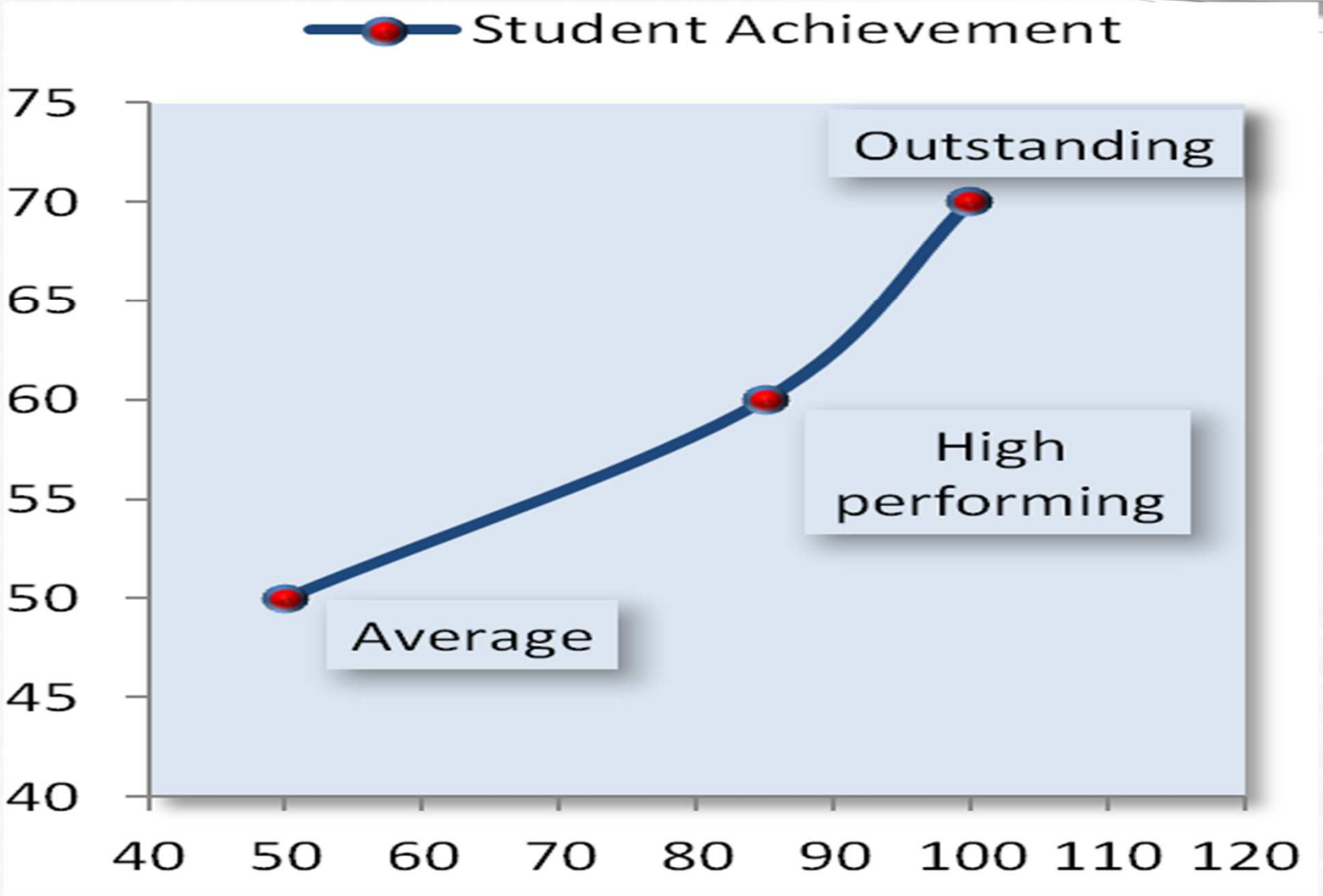
Task 1

- **Please form groups of 3-5 people**
- **Alpha - Describe a teacher you had as a a student who you really liked, appreciated, or otherwise respected very much**
- **Beta - Describe a teacher you had as a student who you really disliked**
- **All groups – please list the main 5 ’chracteristics’ of these liked and disliked teachers on the paper provided**
- **Choose one rapporteur**

National Performance over 50 years (Ripley 2013)



Leadership & Student Performance



Fast Developing Systems

Recognize that education faces biggest change since setting up of education systems over 100 years ago

Identify key success factors such as equity and competence-based education involving problem-solving skills and pattern recognition

Adopt a holistic view of education which shifts towards learner-centricity

Moujaes et al. 2012
Canada, New Zealand, Korea

Fast Developing Systems

Leverage quality through focus on creativity, critical thinking, communication and collaboration

Change curricula from emphasis on what to learn towards how to learn, and activating this in rich learning environments

Recognise the relevance of the newly emerging literacies & communication with respect to the impact of technology on the lives of young people

Moujaes et al. 2012
Singapore, Finland, Australia

1030-1330 Teaching Complex Content

Definitions

A dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language

(EuroCLIC1994)

A general term to designate different types of bilingual and immersion education

(Eurydice 2012)

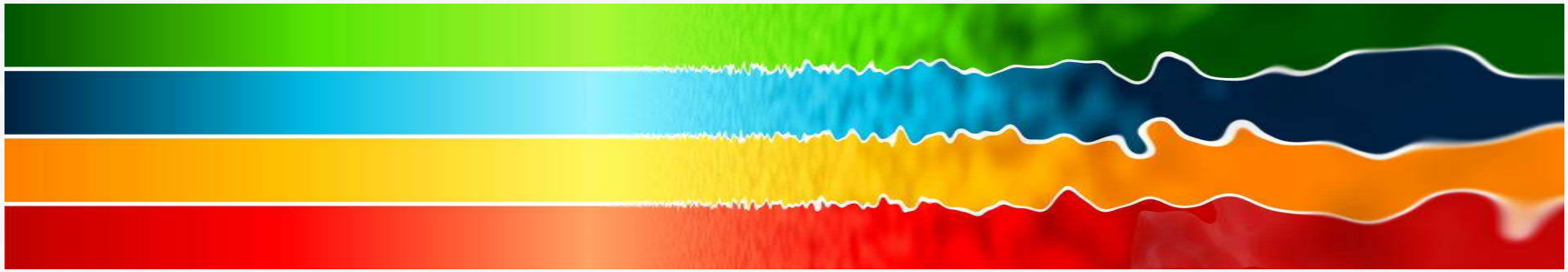
CLIL/EMILE

Total Immersion
Partial Immersion
Double Immersion
Bilingual Education
Two-way Immersion
Dual language Immersion
Foreign language Immersion
Heritage Language Immersion

Sheltered Instruction Observation Protocol
Cognitive Academic Language Learning
Cross-curricular Language Teaching
Content-based Language Teaching
Task-based Language Instruction
English as medium of Instruction
English for Specific Purposes
Content-based Instruction

Content and Language Integrated Learning

CLIL



The CLIL Umbrella

Scaffolding: Just-in-Time Temporary Frameworks

WORD LEVEL

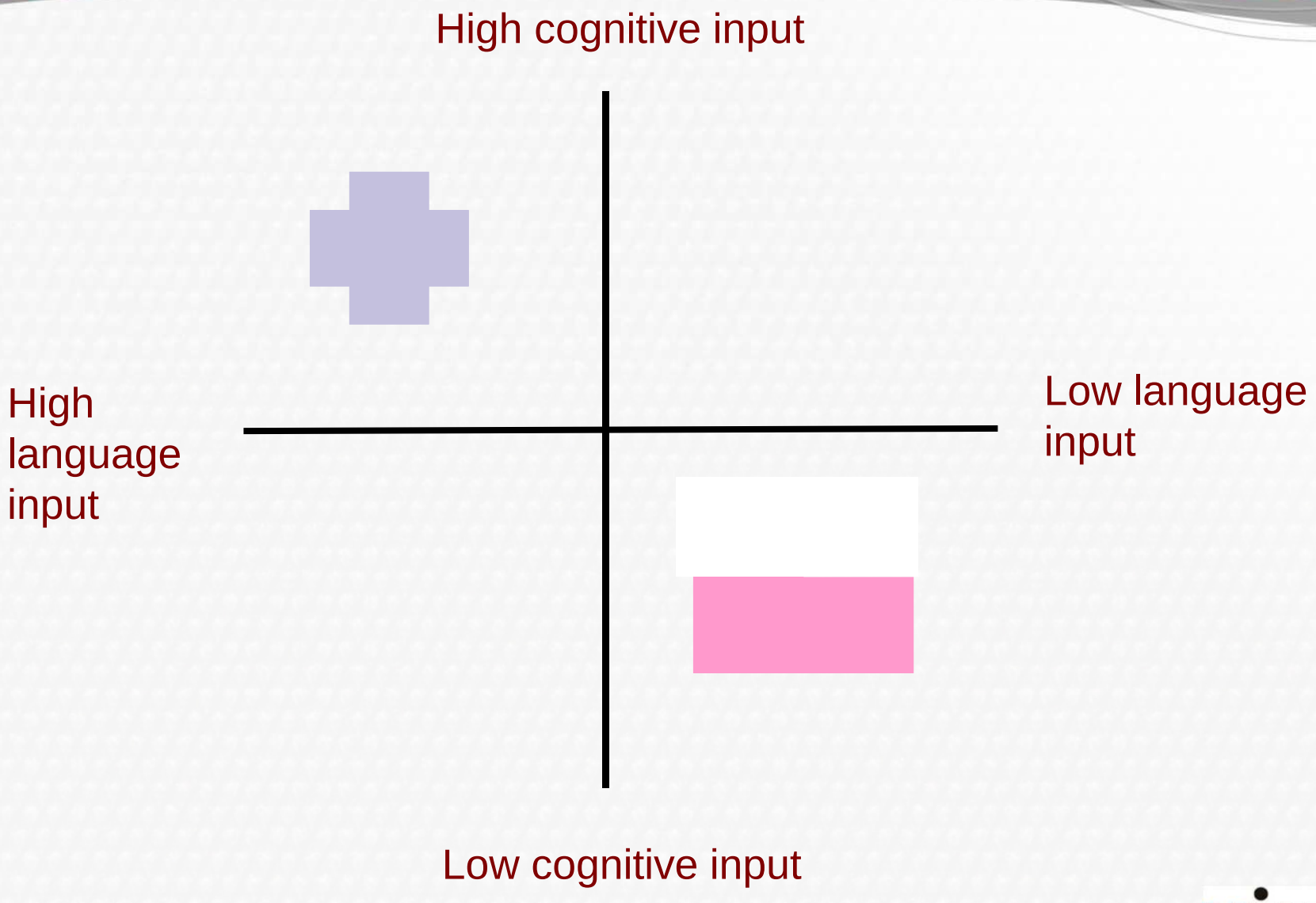
- apple

PHRASE LEVEL

- Apple trees do not grow easily in the North because….

IMAGE LEVEL

Cognitive vs. language input



VALENCIAN INTERNATIONAL UNIVERSITY

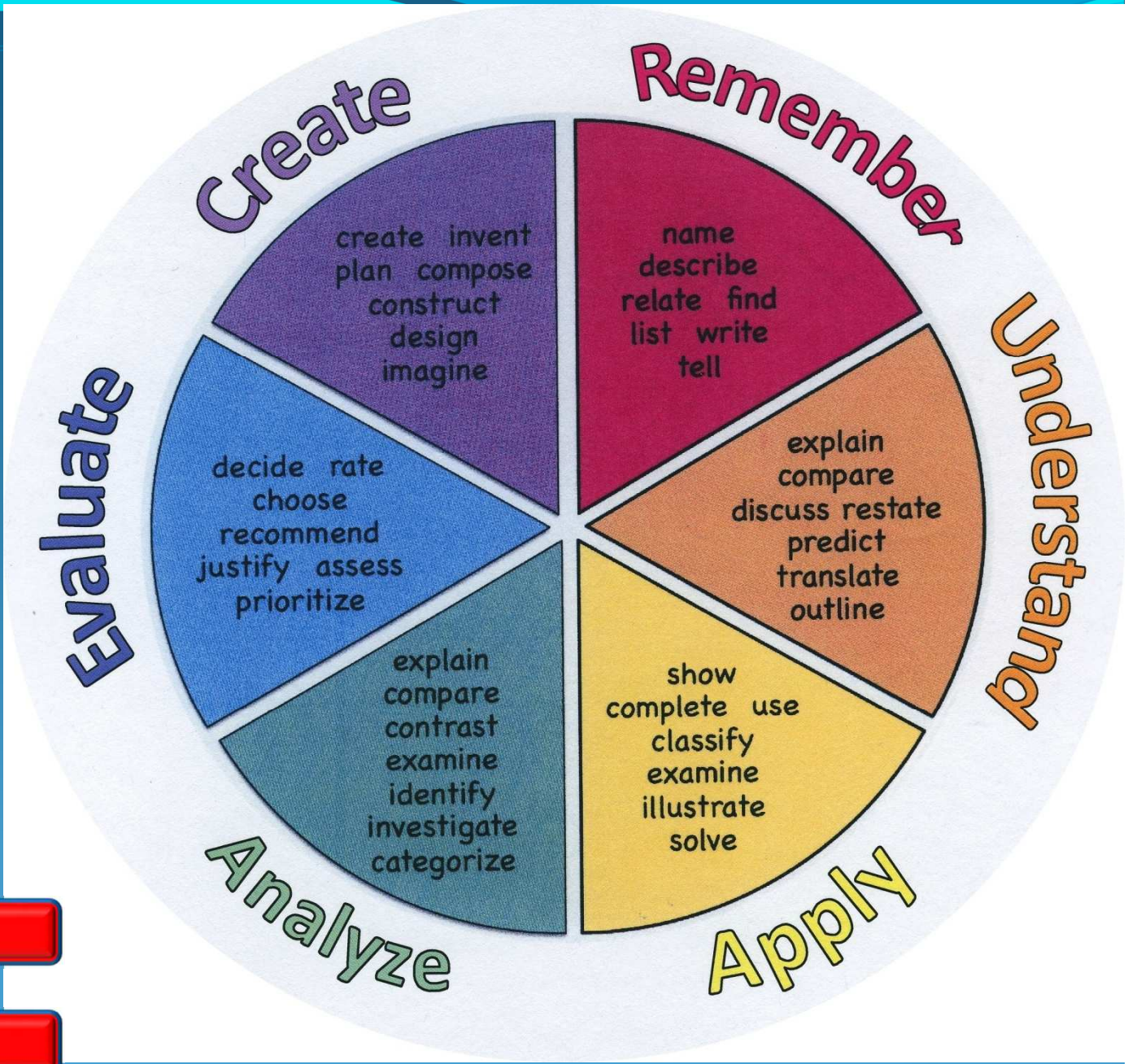
Scaffolding strategies

Verbal Scaffolding (Lang Development-focused)	Procedural Scaffolding (Grouping Techniques & Activity Structures)	Scaffolded Learning Tools
• Paraphrasing • Using "think-alouds" • Reinforcing contextual definitions • Developing Qs using Bloom's Taxonomy • Writing prompts • Following oral text with written text • Elaboration & expansion of student response • Use of cognates • Using synonyms & antonyms • Effective use of wait time • Teaching familiar chunks: "May I go to the bathroom?", "Excuse me" etc • Clear enunciation and articulation by T, slow when appropriate • Corrective Feedback techniques, especially elicitation, clarification, metalinguistic clues • Songs, jazz chants, rhythm & rhyme • Language Task for graphic organiser	• Using an instructional framework that includes explicit teaching: T-modelling, T-practising & St-applying • 1-1 teaching, coaching, modeling • Pairing/grouping Sts so that less experienced/knowledgeable Sts work with more experienced/knowledgeable ones • Activating prior knowledge • Think-Pair-Share • Personalisation (relating to Sts' lives) • Jigsaw Reading • Dictogloss • Co-operative Group Techniques • Joint writing project • Process writing • TPR • Roleplays & Simulations	• Graphic Organisers • Using Visuals & Imagery • Word Wall • Making a variety of resources available in class, eg dictionary, thesaurus, etc • Labelled visuals • Pictographs as a success supporting strategy for dictogloss • Videoclips • Online dictionaries like Multidict, in combination with Wordlink • Multimedia

Adapted from ideas presented in Echevarria, Vogt & Short , 2004 by Fortune, T (Mar 2004) with input from immersion teachers

Harmonized Lesson Structures

Bloom's Wheel



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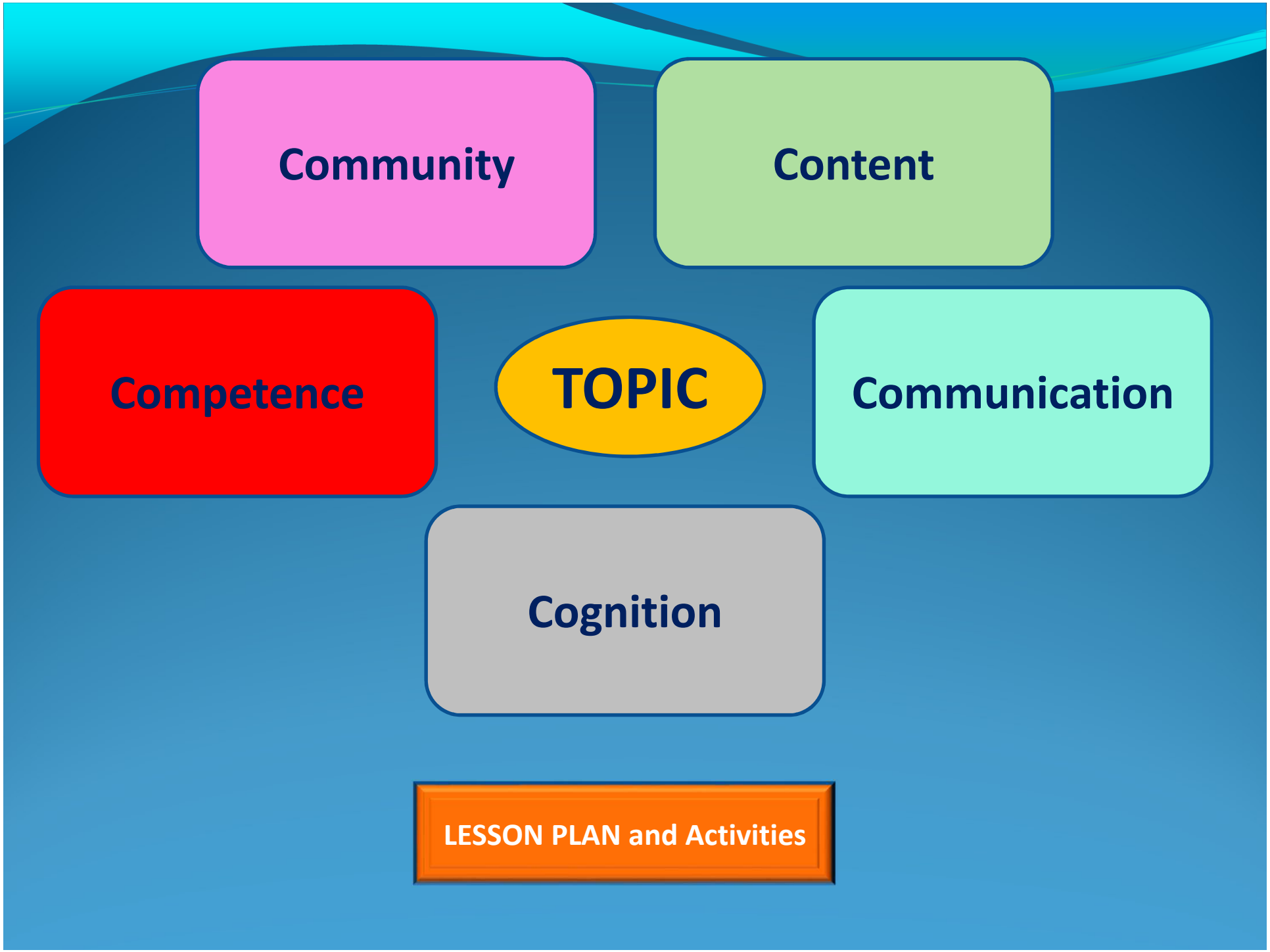
Domotics
A CLIL Lesson

ENTER

The Clil4U project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.


Community
Content
Competence
TOPIC
Communication
Cognition
LESSON PLAN and Activities

TOPIC

The Domotics (House Automation Systems) Module is part of the vocational training of electricians, but it is also of value to other disciplines

eg health care Learners and social workers.

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CONTENT

During the lessons the Learners will learn how to make use of online tools for language learning.

The Learners will design functions for an “intelligent” home, which is suitable for disabled and/or elderly persons

(This can be used for Learners from several vocational areas).

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Communication

- The Learners will be listening to a presentation of Domotics, followed by reading authentic documents and written (online) instructions.
- The Learners will need to know the language structure of instructions.
- As part of the tasks, the Learners will prepare proposals for Domotics functions in a purpose-built house for disabled and/or elderly people.
- The Learners will be introduced to the rules of semi-formal letters and will write letters with proposals for a Domotics solution.
- The online texts to be used by the Learners will be accessed through Clilstore:
  http://multidict.net/clilstore/
  where all words are linked to dictionaries.
- There will be some work on grammar, based on “the Dirty Dozen” errors extracted from the language spoken and written during the task.
- Other Scaffolding Techniques to help Learners.
- See Scaffolding for more information.

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COGNITION

The Learners will use and acquire several Cognitive Skills:
They will:

- Justify decision-making for utilities to include in Domotics homes - with reasons
- Analyze suitability of system designs
- Evaluate possible future improvements.
- Memorize key vocabulary and
- Apply it in different ways as part of instructions and descriptions.
- Prepare creative solutions that may still be beyond the current possibilities based on the presented facilities .

The resulting activities will elicit both higher order and lower order thinking: **Bloom's Wheel**

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COMPETENCE

Can Dos:

- Understand the suitability of and demands for different installation systems and their functions for disabled and elderly people.

- Be able to select and propose different utilities to cater for different types of Domotics home inhabitants.

- Present a proposal and the rationale behind it, making use of PowerPoint slides so the combined experience will ensure the competences needed for proposing plans for different kinds of Domotics installations.

The class will be divided into four groups where each group has a different task: catering for special needs, safety (burglary, smoke and fire detectors), energy conservation (eg heat control), and creativity (design the funniest ultimate Domotics home).

Each student will be able to write a letter with a proposal (demonstrating the use of the passive voice) for a Domotics home suitable for different needs.

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COMMUNITY/CULTURE

The Learners will understand different demands for facilitating disabled or elderly people in their own homes, and also different traditions with regards to choice between own home & care-givers, or nursing home.

As part of the language lessons the Learners will learn about international differences in subsidies for adapting private homes to new needs.

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Bloom's Revised Taxonomy of Learning Behaviours

Lower Order Thinking Skills - LOTS

Higher Order Thinking Skills - HOTS

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Learning Behaviours

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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 **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.**

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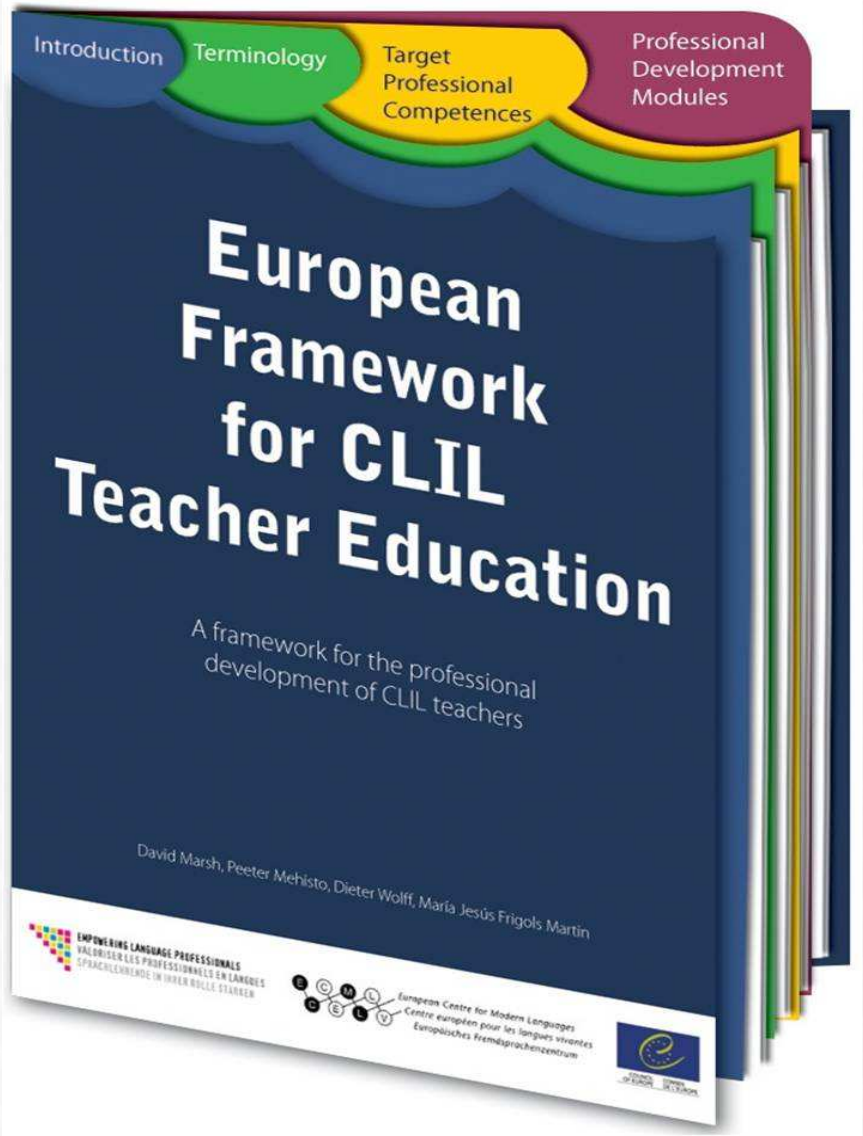
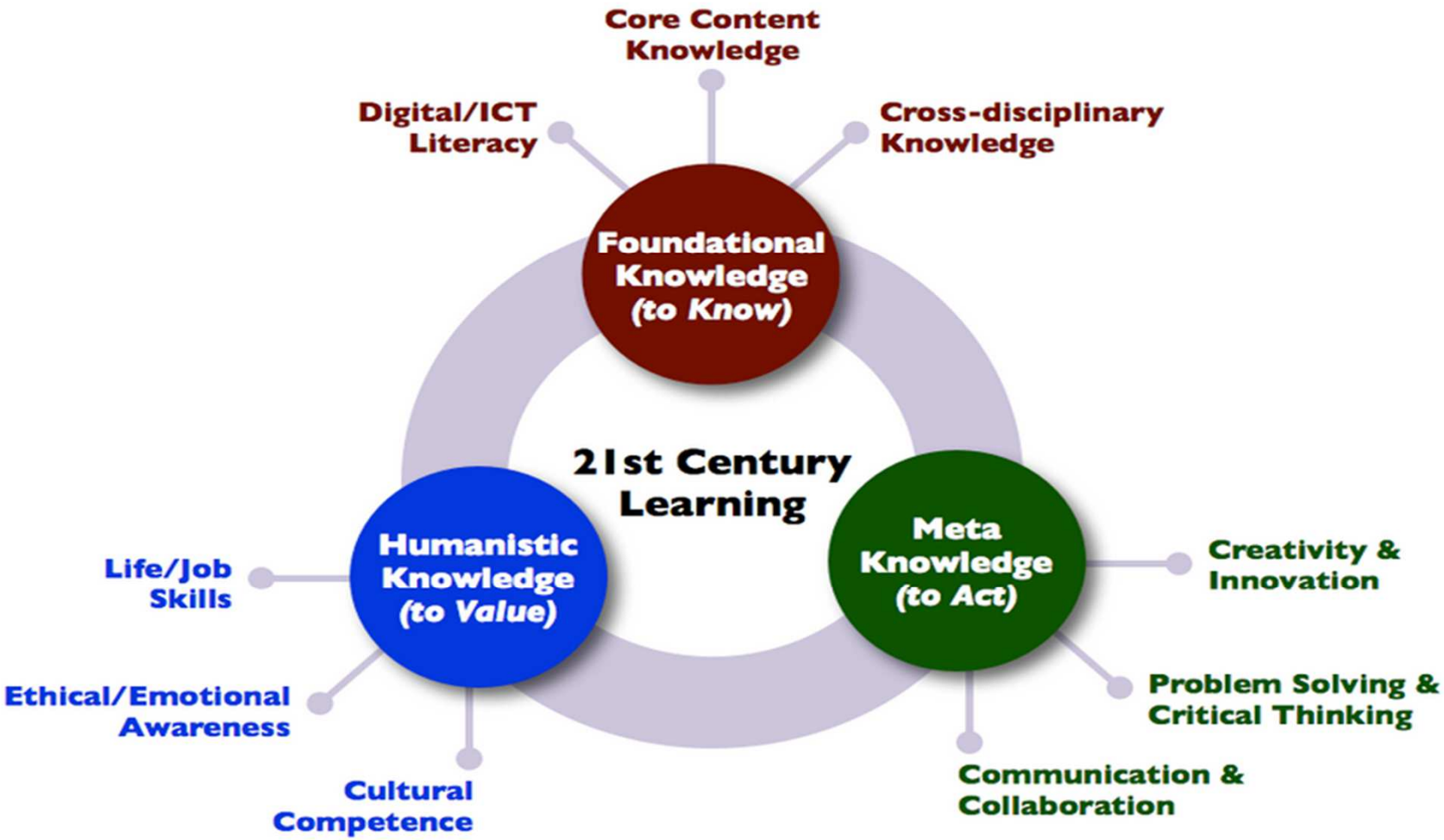
1430-1700 CLIL in Action A

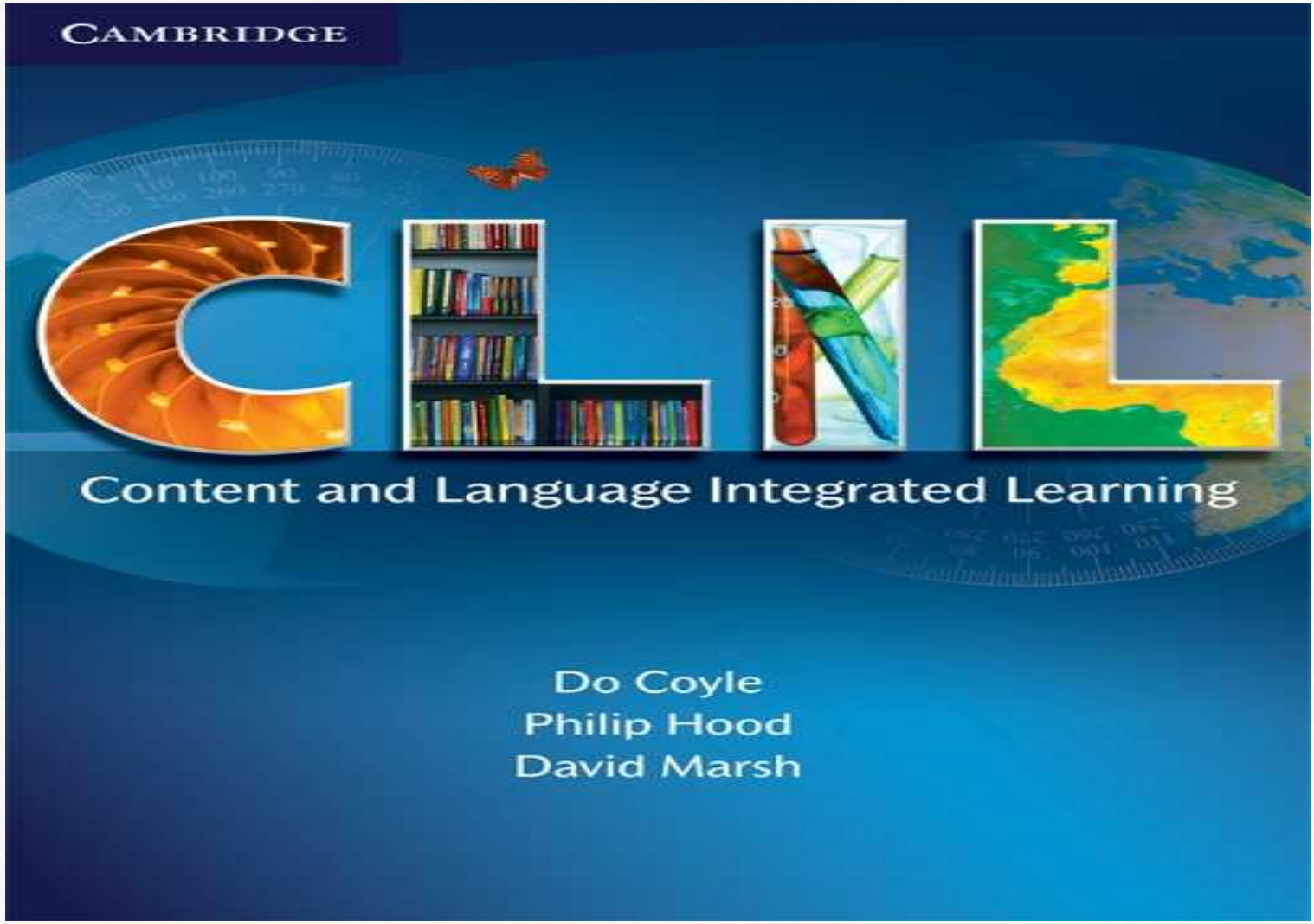
Teacher Professional Development

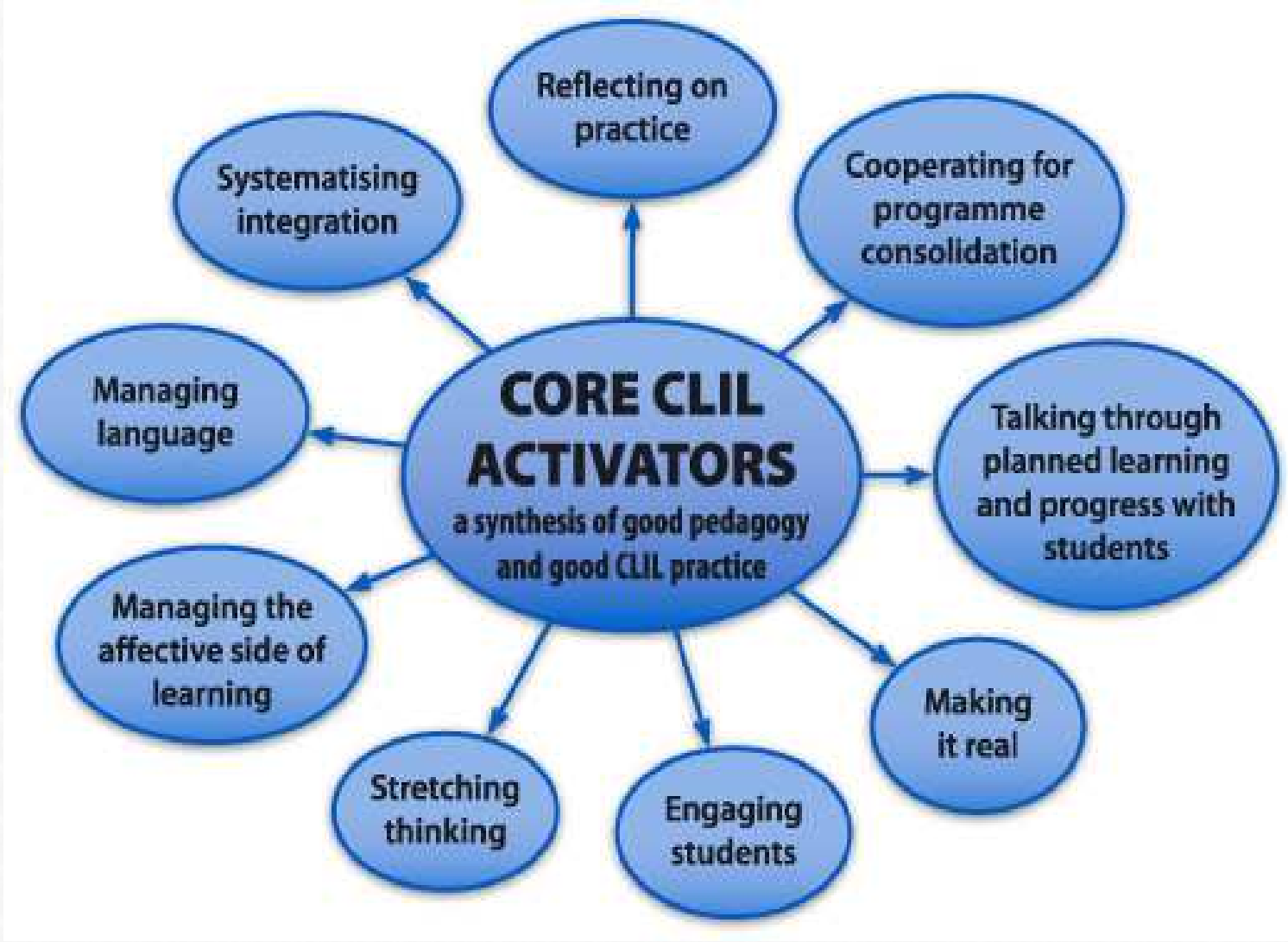


21st Century Generation Curriculum



What is not CLIL?




Reflecting on practice
Systematising integration
Cooperating for programme consolidation
Managing language
CORE CLIL ACTIVATORS
a synthesis of good pedagogy and good CLIL practice
Talking through planned learning and progress with students
Managing the affective side of learning
Making it real
Stretching thinking
Engaging students

Reflecting on practice

Action	Examples
Teachers reflect on their own practice, articulate this with colleagues and others, and make changes so that their teaching is constantly adapted to students' needs. Students' learning benefits from the application of new ideas from training courses, and literature.	Using the CLILCOM VLE tool (http://clilcom.stadia.fi/), teachers analyse their own practice in CLIL and follow instructions to design their own CLIL professional development action plan. Three to five teachers read an article about effective group work strategies. They try to implement some of these and meet later to discuss whether students' learning improved. Reviewing a lesson for one thing that worked well and one thing to improve.

Cooperating for programme consolidation

Action	Examples
Teachers contribute to identifying and approaching those who can affect or be affected by the programme. Teachers contribute to planning ways of working with programme stakeholders to improve students' learning.	Teachers and school managers brainstorm who are the school's internal and external stakeholders. They analyse: 1. what each stakeholder group wants or expects from CLIL 2. how stakeholders would like to work with the school 3. how stakeholders measure the school's performance and how they think the school is doing 4. what the school needs from stakeholders.

Talking through planned learning and progress with students

Action	Examples
Teachers articulate on a daily basis content, language and learning skills outcomes in cooperation with students.	Prior to the end of a class teachers and students analyse the extent to which they have achieved previously stated learning outcomes.
Teachers guide students in analysing achievement of learning outcomes independently, with other students and with teachers, and work to set new outcomes.	Students select three pieces of work per month that represent their best effort and analyse progress being made from month to month. They also indentify what they wish to improve over the next month and establish a plan for meeting that/those goal(s).
Teachers organise formative assessment of content, language and learning skills, aimed at improving learning and learner autonomy.	
Teachers prepare students for summative assessment, including in high-stakes situations.	

Making it real

Action	Examples
Teachers fuse learning with students' interests and the world beyond the classroom walls.	- travelling to a community of the CLIL language speakers, and organising a scavenger hunt that requires students to interact with community members.
Teachers help students to apply learning in the here and now.	- exchanges, intercultural projects co-funded by LLP (http://eacea.ec.europa eu/llp/index_en.htm), and work placements
Teachers create opportunities for meaningful contact and communication with speakers of the CLIL language.	- creating students' own personal and work life plans
	- role-playing a parliamentary debate about a critical moment in history

Engaging students

Action	Examples
Teachers work with students to jointly create constructive, enjoyable, challenging and useful learning environments and experiences. Teachers actively seek to identify what is relevant for students and fuse this with learning activities. Teachers direct learning in a manner that constantly activates students' involvement.	- surveying student interests in writing, possibly organised as a student project - asking students how something that is being learned could affect their lives - planning with students how local history could be accessed, for example, by interviewing the elderly, and comparing the results to a textbook account of the same period - organising pair work that is followed by two sets of pairs presenting their work to one another, and then creating a synthesised product that is shared with the class

Stretching thinking

Action	Examples
Teachers support students in identifying their current knowledge, skills and attitudes. Classroom activities are mostly focused on applying, analysing, evaluating, and using new knowledge and skills to create something new, which, at the same time, links to previous experience (http://www.uwsp.edu/education/lwilson/curric/newtaxonomy.htm).	- a warm-up activity such as roleplaying to recall events from WWI, or a tableau (freeze-frame) exercise to depict the life-cycle of a butterfly - filling in a chart that requires students to articulate similarities, differences, dangers, benefits, and/or links to their own experience (this instead of just asking them to recall facts) - breaking out of the one-question-one-answer pattern, by having students explain and analyse their reasoning.

Managing the affective side of learning

Action	Examples
Teachers are committed to every student and believe in their capacities.	Teachers and students agree on classroom rules and return to these systematically.
Teachers together with students create a climate where all students actively participate without the fear of making mistakes.	Teachers work to develop a can-do mindset in students by reinforcing effort, planning and progress, as opposed to intelligence.
Teachers help students develop skills to manage emotions and social interaction.	Teachers and students think about a difficulty they are having or an error they are having trouble fixing. These are shared and the class works to help find a solution.
Teachers foster a climate of respect.	Teachers and students use benchmarks to measure individual and group progress.
	Teacher reinforces students for taking intellectual risks.

Managing language

Action	Examples
Teachers make input comprehensible by using a wide variety of strategies.	- graphic organisers for content - graphic organisers for language - drawing attention to similarities and differences between the L1 and the L2 - providing books, magazines, recordings, access to relevant Internet sites, dictionaries, thesauri, access to speakers of the CLIL language, etc. - maintaining high expectations ("Yes, that is clear. Still, how would a scientist say the same thing?")
Teachers have a wide range of strategies to help students learn and manipulate higher-order content with limited language knowledge.	
Teachers create a rich language learning environment.	
Teachers attend to students' growth and improvement in accuracy of language.	

Systematising integration

Action	Examples
Content and language teachers meet on a regular basis to plan the integration of content, language and learning skills.	CLIL teachers meet once a week: a) to plan content integration b) to plan joint language goals c) to evaluate progress, and identify and celebrate success.
Teachers agree amongst themselves on ways of building learner transversal competencies including learning skills, higher order thinking skills and interculturality.	CLIL and non-CLIL teachers meet to plan a cross-curricular project. Teachers returning from training sessions share learning and materials with non-CLIL teachers.
Teachers contribute to integrating CLIL into existing programming, and their own practice.	Teachers suggest ways of including CLIL in school planning documents, and make proposals to school managers about CLIL programme development.

Task 2

- **Please form 4 groups of c.25 people per group**
- **These groups will be called Bill, Jill, Skill and Thrill**
- **Each person in each group describes how they actively develop the CLIL Core Activators (The work done in preparation for today) – Time per person is around 5-6 mins maximum including discussion**

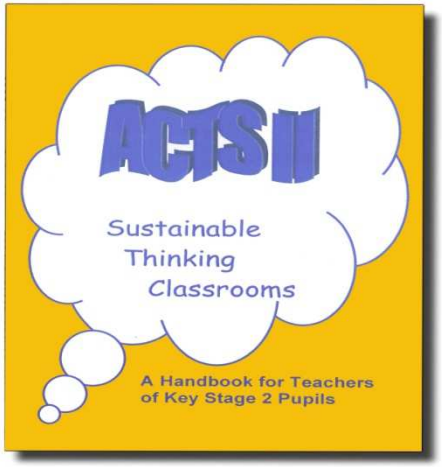
What Kinds of Thinking?

Searching for meaning

Sequencing, ordering, ranking Sorting, grouping, classifying Analysing, identifying parts & wholes. Noting similarities & differences. Finding patterns & relationships. Comparing & contrasting.

Critical thinking

Making predictions & formulating hypotheses. Drawing conclusions, giving reasons. Distinguishing fact from opinion. Determining bias, reliability of evidence. Relating causes & effects, designing a fair test.



Creative thinking

Generating ideas & possibilities. Building & combining ideas. Formulating own points of view. Taking multiple perspectives & seeing other points of view.

Decision making

Identifying why a decision is necessary. Generating options. Predicting the likely consequences. Weighing up the pros and cons. Deciding on a course of action. Reviewing the consequences.

Problem solving

Identifying & clarifying situations Generating alternative solutions Selecting & implementing a solution strategy. Evaluating & checking how well a solution solves problem.

Copyright ACTS II Sustainable Thinking Classrooms

THE GIRAFFE TEST

1. How do you put a giraffe into a refrigerator?

The correct answer is:

Open the refrigerator,

put in the giraffe, and close the door.

2 How do you put an

elephant into a refrigerator?

Did you say, Open the refrigerator,
put in the elephant,
and close the refrigerator?

Wrong Answer.

Correct Answer:
Open the refrigerator, take out the giraffe,
put in the elephant and close the door.

3. The Lion King is hosting an animal conference.

All the animals attend.... except one.

Which animal does not attend?

Correct Answer:

The Elephant.

The elephant is in the refrigerator.

4. There is a river you must cross

but it is used by crocodiles, and

you do not have a boat.

How do you manage it?

Correct Answer:

You jump into the river and swim across.

Have you not been listening?

All the crocodiles are attending the Animal Meeting.

Thank you!

ThaT

Grazie!