

Focus on CLIL - Lithuania 2015

In mid-October I attended the conference, organised by Lithuanian teachers's of English association LAKMA.

Here are some of my notes and speakers's ideas:

The president of LAKMA Egle Petroniené opened the conference.



Phil Ball

CLIL in three dimensions

1. Why CLIL?
3. What IS content?
4. CLIL in 3 Dimensions (of content)
- 5 Language(s) = competences



1. Why CLIL?

Contact hours (3 hours/week) are insufficient for mastering the language, we need to spread English in more spheres (to be more in contact with the language)

Curricular content - do more in a target language

Using English „in order to do stg else“

English is no longer a (mere) language. It's a core skill.

2. BUILDING BRIDGES

2 types of CLIL

1. 'Hard' CLIL - (content-led) - subject teachers teaching through English
2. 'Soft' CLIL (language-led) - language syllabus incorporating more conceptual content

A useful distinction, but ultimately divisive. We need to bridge the divide.

In subject matter learning we overlook the role of language as a medium of learning, and in language learning we overlook the fact that content is being communicated

(Mohan, B Language and content, 1986)

Results of becoming more interdisciplinary?
Subject teachers become more 'language aware'

3. What IS content?

What are the objectives of each type of the teacher?

Language teachers work with textbooks whose objectives are purely linguistic.

Subject teachers work with objectives that are conceptual and procedural.

Language teaching objective: Learn the 2nd Conditional

Textbook topic: Global warming

- If I were a president of the world, I would...

- Assessment criteria are linguistic, not conceptual

- Who cares about saving the Earth, as long as I can produce the 2nd

Conditional?

Textbook topic: Global warming

- If I were a president of the world, I would...

- Assessment criteria are conceptual, not procedural. (Will our proposals save the Earth?)

- The 2nd **Conditional** is the vehicle for making these proposals (and saving the world!!).

All teachers are language teachers (Bullock, 1975 „A language for life“)

More sense of language:

Subject teachers become more aware of **language**.

Language teachers become more **content** aware

4. CLIL in 3Dimensions (of content)

- Real content triggers levels of communication in the classroom because there's more to talk about (**Linguistic**)
- Talking about things develops our cognition (thinking skills) (**Procedural**)
- The more we talk and develop, the more things we want to know! (**Conceptual**)

Comparison with PPP

In language teaching we used to think that we had to **Present** and **Practise**, before really **Producing**.

Example:

- The (regular) Past simple is formed by the addition of the suffix 'ed'
- Take the following 10 sentences and convert them into the Past simple.
Now read your sentences to your partner
Now let's write a story about when you were a child.....

CLIL = Production, Practice, Presentation

CLIL turns PPP on its head

CLIL is PPP in reverse

"Languages are not learned first and then used later; languages are acquired while they are being used" (J.M.Artigal)

How do we prioritise content but still work with language?

Think of CLIL in 3 dimensions.

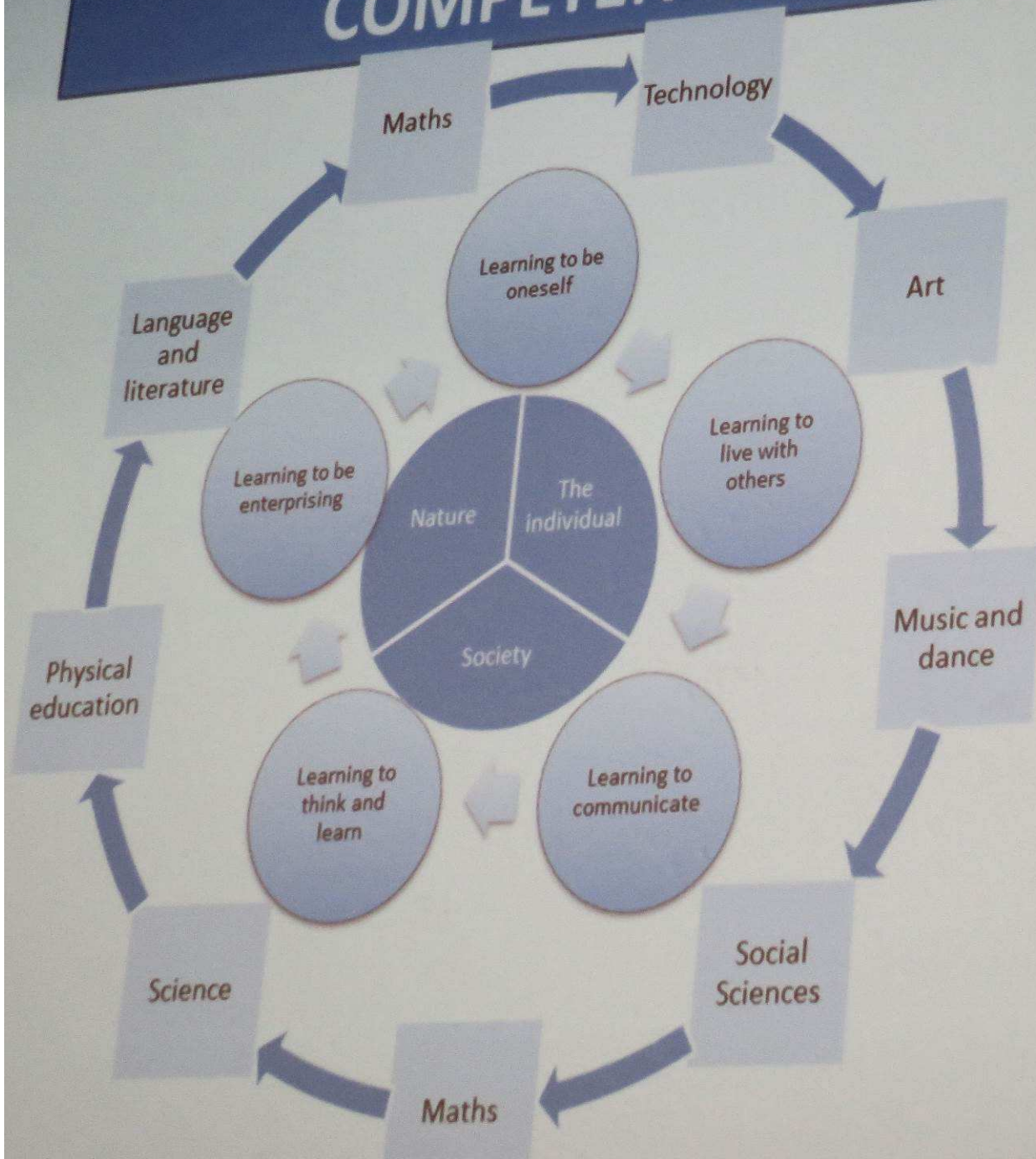
Example (the Universe)

Content to be acquired: To differentiate between the planets in the Solar system.

Specific language items needed: BY interpreting, transcribing and producing descriptions

Procedural skills used to work on the concept: USING derived adjectives, comparatives and superlatives.

COMPETENCES



Keith Kelly

CLIL for the Language Classroom

- Concepts, Procedures, Language (3D CLIL)
- Student focus
 - Curriculum-based
- Resources and activities
- Products and audiences
- Follow up – networks (factworld@yahoogroups.com)

CLIL in the Curriculum

Locate the curriculum guidelines for subjects you are interested in

UK National Curriculum:

Guidelines, resources, samples of work

Children need a rich environment

Example of a CLIL project: children working on their own GM person, using language of heredity

Naming parts of the face

Eyes, nose, ears, earlobes, eyebrows, hair, chin, cheeks

Describing facial features:

S/He has got

Her/His are/is (brown, grey, green, blue, blond, red, round, thin, fat, long, short, flat, curly, straight, spiky, wavy)

Describing inherited characteristics

He gets his --- from his

She gets her from her

He looks like his

She looks like her

He takes after his with his

She takes after her with his

He has inherited his mother's ...

She has inherited her mother's ...

She Has got He	a	(adjective) long brown	face nose hair
His Her	ears eyes nose mouth	is are	blue green curly
He gets his She gets her	hair colour	from his from her	mother father grandmother grandfather

Drawing attention: do you know what it is?



Speaking about taste buds in a tongue, how many, what for, which tastes they are able to distinguish, which flavours

Conceptual skills in Biology – genetic heredity



www.factworld.info

A question emerging from the previous dialogue:

Do you like ice cream? ice cream? What is your favourite flavour? How much ice cream do you eat and when?

Where in Europe do you think people eat most ice cream? Why do you think so?

Common guesses are Italy, Spain, Greece

According to the survey (Science around the World): Sweden (14.9 l/per person/year), Denmark (9.1), UK (8.4), Italy, Spain and Greece being at the bottom of the chart with 5.2, 4.1 and 3.8 litres per person per year. Can you think about any reason why?

Resources from Science across the World - www.scienceacross.org

a) a bank of resources for general Science projects

b) a database of contacts for carrying out a curriculum exchange project with a school in another country

c) an internet-based and ICT focus to learning

Procedural skills:

- research work
- dealing with data (gathering, presenting)
- presentation work

Getting started...

- 1) Explore the content curriculum: - Concepts - Procedures (skills) - Language - Resources
- 2) Identify an appealing aspect of this context for you and students
 - a skill - PPTs
 - a grammar area - passive voice
 - general academic language for the content curriculum - economy
- 3) Offer a focus in your language lesson (large or small).
- 4) Join www.factworld.info to find partners and create exchanges

Katarzyna PAPAJA

Focus on a CLIL teacher: A few remarks on the importance of reflection in a CLIL teacher's professional life

Research

The aim of the research, conducted in February to June, was to find out what kind of teachers the CLIL teachers are and what kind of teachers they would like to be. 50 CLIL teachers were asked those two questions. Their teaching experience was among 1 - 8 years, 28 taught at secondary schools, 22 in junior high schools, their subjects taught in English were geography and history, 47 of them were women and 3 men.

In an interview, they answered 15 questions. Their responses were interesting, sometimes quite surprising. The sentences are quoted literally.

1. What do you consider to be success in your CLIL teaching experience?
 - speaking in English - I was so afraid that I would not be able to tell my learners what I wanted
 - it has always been my dream to become a CLIL teacher
 - I'm very well organised in teaching and I'm always well prepared even though in everyday life I tend to be lazy
 - my learners win language competitions - that's great!
 - etc.

2. What do you consider to be a failure in your CLIL teaching experience?
 - at the very beginning I had problems with discipline
 - I was exhausted after the lessons - I had to concentrate a lot on the content of the lesson and I made a lot of mistakes in English
 - Some of the learners were testing my knowledge of specialised vocabulary - once I couldn't answer their question and felt so ashamed. They started laughing
 - at the beginning I was reading everything from the book - I just didn't etc.
3. Do you like teaching content subjects in English? Why? Why not?
 - Yes, I do but it's always very stressful because of the language
 - Yes, I do but I don't like the idea that I have to prepare the learners to mother tongue final secondary examination
 - No, I don't but I cannot say 'no' because I will lose my job
 - It's very rewarding especially when my learners win the competitions etc.
4. What kind of learners do you ignore?
 - Learners who don't want to learn and do everything to make my life difficult
 - I don't ignore any learners
 - I ignore learners who are aggressive, lazy and vulgar
5. What kind of learners do you pay more attention to?
 - I pay attention to all my learners
 - I pay more attention to weaker learners
 - I pay more attention to learners who want to participate in some competitions - I organise additional meetings
6. What do you do when you have „worse day“?
 - I always have good days at school 😊
 - I try to touch upon more cultural lessons - they are much easier
 - I prepare a documentary and we watch the film the whole lesson
 - I'm always very well prepared so even when I have a difficult day I know what to do
 - I give learners more work to do e.g. they work in groups / pairs more
7. Do you cooperate with other CLIL teachers? How?
 - I share my knowledge and all the teaching materials I have
 - I just talk to other CLIL teachers when I have a problem
 - I don't like sharing my materials because I spend a night on preparing them
 - We plan different kinds of events e.g. competitions, trips etc.

8. Is there anything that you ignore in your teaching profession?
 - sometimes some stupid regulations. I do all my best to be a professional CLIL teacher
 - Nothing - everything is important
 - People's opinions - when they say that teaching subjects in English doesn't make any sense
9. What do you do to involve parents in the learning process?
 - I'm in touch with them and inform them about the progress of their child
 - I invite them to some competitions / events... They love watching their children
 - I ask them for opinions / suggestions when I want to take the learners to some museums / performances
10. What are your relations with your headmaster?
 - all CLIL teachers answered "good" or "very good"

**Teacher at the beginning
of the school year**



**Teacher at the end
of the school year**



11. What do you find stressful when teaching content subject in English?
 - lack of teaching materials - I need to prepare everything myself
 - sleepless nights because preparation for the classes - it takes me hours
 - that I might make some some language mistakes - I studied history not English (-)
12. What had been your expectations before you started teaching content subject in English?
 - I thought I wouldn't have to spend so much time preparing the classes
 - the language - it's so difficult
 - It's too demanding for me, I'm so stressed because of the language

- I thought I would be provided with teaching materials, go to professional trainings... in fact, I have to do everything on my own.
13. What are your teaching aims for the next school year?
- I want to prepare my learners for the final secondary school examination (Matura)
 - I want to be a professional CLIL teacher - I need to take part in some trainings and learn more, especially English
 - I need to be confident with my English
 - I want to use more audio-visual materials - I'm still a bit afraid of computers
14. What kind of changes would you like to introduce into your teaching?
- I want to use more audio-visual materials
 - I need to work on some quizzes and games in order to make the lessons more interesting
 - I should use more documentaries
 - I need to introduce more project work - learners love it
 - I need to use interactive board more often even though I don't like it
15. What can you do to be more active in your professional life?
- I WOULD LIKE TO SPEAK English more e.g. I would like to go to the UK for a language course
 - I need to take part in some professional trainings
 - I need to read more in English
 - I need to work more on my pronunciation
 - I want to take part in a prestigious conference

Conclusions:

- The CLIL teachers are aware of what kind of teachers they are and what kind of teachers they want to be in the future
- The CLIL teachers of the 21st century need to be open to future teacher development - both content and language development
- The CLIL teacher should be open to all challenges in her/his profession and be able to deal with all the difficulties

The CLIL teacher should be able to modify his/her teaching process through **reflexion**

Due to reflexion, the CLIL teachers were able to realise how much happiness their profession gives them;

Due to reflexion, the CLIL teachers were able to realise what kind of problems they have and how to solve them;

Due to reflexion, the CLIL teachers were able to think about their future aims and changes that should be introduced in order to make their teaching more effective, motivating and interesting;

Due to reflexion, the CLIL teachers realised how important cooperation with learners, other CLIL teachers, parents and headmasters is.

Due to reflexion, the CLIL teachers become competent practitioners who usually know more than they are aware of.

The ideas from the conference provided a rich platform for thoughts.

The conference with a strong topic seems to be useful and efficient for teachers as they can focus on the theme intensively and immerse into the problematics and see the aspects from all angles.

Applying CLIL in school curricula proves to be a step in the right direction; however, there's a lot to be done in organisational and legislative sphere. Also the teachers should be provided with a quality language training that would contribute their professional development.

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