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# CLIL Content and Language Integrated Learning

- ***Cognition, Creativity and Content*** in language learning
- The Big Cs :
- ***Confidence***
- ***World Citizenship***

What do you think are the problems with implementing CLIL?



# Some problems in implementing CLIL

- Teachers lack of confidence
- Lack of published materials
- Increased preparation time
- Need to educate parents

# More problems...

- Reluctant colleagues
- Absence of appropriate assessment tools
- Absence of resources
- Role of language



# Even more problems...

- Absence of best practice orthodoxy
- Unpredictability of learners language needs
- Inbalance between accuracy and fluency
- ***These problems lead to a need for a theory of practice embedded in a set of principles***

# Changing focus of education

- “ Students in Korea are increasingly dissatisfied with their teachers because they can learn more information from the Web than they can from their teachers in the classrooms. Parents are asking for enquiries into teacher incompetence “
- Gulf Times March 31. 2006



# Food

- Creativity
- *What would happen if we didn't need to eat?*





- Cognition

- *How do we get our food?*

- Content
- Which food is good for you?
- Which food is not so good for you?



# Models of Education

- What are the features of each model?
- ***Share some ideas***
- 1 Transmission
- 2 Developmental
- 3 Interactive

# Transmission

- 1 Teachers passes on knowledge to the learners
- 2 Teachers are the only conduit and judge of knowledge acquisition
- 3 All children are assumed to be the same
- 4 There is a fixed, certain and finite pool of knowledge
- = 'WHAT?' based



# Developmental

- 1 learner learns when ready
- 2 learner learns through play and experimentation
- 3 learning is in the hands of the child
- = HOW based

# Interactive/inquiry model

- 1 teacher helps learners construct their own understanding
- 2 learning opportunities are challenging for every learner
- 3 teacher recognises individual learning styles



# Movement from knowledge to inquiry

- Transmission = knowledge
- Developmental= skills
- Interactive/inquiry = Understanding

# What do we want our children to be?

- C
- O
- N
- F
- I
- D
- E
- N
- T



- COMMUNICATORS
- COMPASSIONATE
- INQUIRERS
- REFLECTIVE
- RISKTAKERS
- OPENMINDED
- THINKERS
- PRINCIPLED
- TOLERANT

# How do we achieve this?

- Three main views:
- 1 CLIL is the domain solely of the language teacher
- 2 CLIL is the domain of the language teacher with occasional support from specialist colleagues
- 3 CLIL is a shared enterprise – language across the curriculum- with shared inputs from as many colleagues as possible in L1,L2 and L3
- ***What do you think are the advantages and disadvantages of each approach?***



# Features of successful CLIL activities

- Activities should
- 1 focus on communication
- 2 stimulate fluency rather than accuracy
- 3 be open tasks – leading to inclusivity
- 4 allow for age appropriate cognition
- 5 encourage creativity



- 6 Draw on other skills – drawing/IT/drama/music
- 7 foster links with the outside world
- 8 make links forward to or backwards from other curriculum subjects
- 9 allow for TPR
- 10 start from the child

# What does this mean?

- For:
- 1 the language syllabus?
- 2 Unit and lesson planning?
- 3 Assessment of learning?



# Language syllabus

- ***Now driven by topic/theme/inquiry/questioning not by traditional graded and staged grammatical syllabus***
- That is to say – vocabulary – lexical sets – semantic fields- come first
- “ Without grammar, little can be conveyed. Without vocabulary, nothing can be conveyed”  
*Lewis, M [1993] The Lexical Approach LTP Publications*
- The result is a greater confident fluency not necessarily grammatical accuracy



# Enquiry learning

- ***Stages of lesson/Unit of work***
- 1 Tuning in
- 2 Finding Out
- 3 Sorting Out
- 4 Reflecting

# Strategies used at each stage

- **1 *Tuning in***
  - A. Concept mapping
  - B. Brainstorming
  - C. Asking questions
  - D, Making diagrams/pictures
  - E Discussion





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- ***Stage 2 Finding out***

- A. Reading

- B Researching

- C Visiting speakers

- D outside visits

- E experiments

- ***Stage 3 Sorting Out***
- A classifying/grouping/sorting
- B visual representations – pictures/charts/graphs/models
- C writing
- D presenting – posters, talks





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- ***Stage 4 Reflection***

- A Self evaluation and self assessment

- B peer evaluation and peer assessment

- C learning journals

- D portfolio choices

- E location of display/publication of work

- F teacher assessment of learning



- Types of questions to assess understanding
- ***A to clarify concepts***
- 1 Why are you saying that?
- 2 What does this mean exactly?
- 3 Can you give me an example?
- 4 Are you saying X or Y?