Planning CLIL lessons in Higher Education

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Outline

1. Introduction: bilingual programmes.
2. Bilingualism and CLIL.
3. General pedagogical considerations.
5. Specific pedagogical considerations.
7. Production of CLIL Didactic Units.
Why this necessity in higher education?

- Supra-national policies and regulations.
- To attract national and international students, i.e. positioning of higher education institution within the national and international context.
- To enhance the institutional profile.
- To open new possibilities on the job market, i.e. enhance employability.
- To raise money, i.e. financial issues.
- To develop economic and cultural collaboration with other countries through Governmental Agreements.
- To promote future academic/research/professional networking.
- To develop international and intercultural expertise.
- Low cost programmes.
Types of bilingualism

- **Natural/balanced**: simultaneous acquisition of L1 and L2.
- **Subtractive**: use the dominant L2 and abandon the L1.
- **Additive**: adding a new language to the student’s mother tongue.
- **Transitional**: L1 allowed until Ss get the majority language.
- **Maintenance**: L1 develops along with the learning of the L2.
- **Enrichment**: involves teaching through a minority L2.
- **Recursive**: revitalization of an ancestral lost language.
- **Dynamic**: it changes along with the different uses, purposes, contexts and functions where the languages are needed.
Bilingual programmes vs. CLIL

- Overcome L1 asap.
- Monoliteracy.
- Native teachers.
- Institutionalised time-frames and resources.
- Elitist: special entrance requirements.

- Respect for L1 as an important learning tool, eg. crosslingual comparisons.
- Bi-literacy.
- Competent TL teachers.
- Flexible time-frames and resources.
- Non-elitist: CLIL for everybody.
How does L2 acquisition take place in CLIL?

- **Comprehensible Input**: when learners understand the message in the target language.
- **Message vs. Form**: when there is a focus on what is said, rather than on how it is said.
- **Meaningful Communication**: when language is used for communicating real ideas.
- **Low Affective Filter**: when the level of stress in the student’s environment/s is low.

Source: Stephen Krashen
A new teacher?

- Changing the role of the teacher: from “lecturer” to “coach”.
- From interaction *via* the teacher (teacher-fronted) to learner-centred interaction.
Bridging the proficiency gap

- Conceptually new/familiar and linguistically new/familiar.

- Necessary to maximize redundancy, in particular through good visual aids.

- Train learners to discover: tasks which promote noticing.
Pedagogical recommendations

- **Focus on fluency activities and on the oral aspect of the language.**

- **Develop strategies and techniques to help transmission of information.**
Pedagogical considerations (general)

- Change from lecturing to participative classes: it is not teaching “things” with another language but teaching to understand, manipulate and use.

- Metalinguistic and intellectual improvement: students are forced to use a greater variety of communication strategies (describe, summarize, compare, deduce, infer, reference, etc.).
The subject dictates the language demands, the learners may need language support.

In CLIL we have to include more strategies to support understanding and learning.

There is no reason to abandon the use of the mother tongue, a lot of code-switching and maybe translanguaging will take place and it is perfectly natural.
Pedagogical considerations *(general)*

- CLIL taps into preferred language learning styles for which there is often too little time available in formal language lessons: Cummins’ *basic interpersonal communication skills* (BICS) and *cognitive academic language processing* (CALP).


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**Cummins’ Model of Academic Language**

<table>
<thead>
<tr>
<th>Cognitively Undemanding</th>
<th>Cognitively Demanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong></td>
<td><strong>D.</strong></td>
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<tr>
<td>Art, music, P.E.</td>
<td>Reading a textbook</td>
</tr>
<tr>
<td>Following simple directions</td>
<td>Explanations of new, abstract concepts</td>
</tr>
<tr>
<td>Face-to-face conversations</td>
<td>Lecture with few illustrations</td>
</tr>
</tbody>
</table>

**Context Embedded**

- Demonstrations
- A-V assisted lesson
- Science experiments
- Social studies projects

**Context Reduced**

- Telephone conversations
- Note on refrigerator
- Written Directions
- Math concepts & application
Coexistence of L1 and L2

- The use of two languages is not a factor for failure in bilingual classes.
- Language strengths, not limitations, come from the combination of both languages under adequate pedagogic conditions.
- Unsatisfactory results are due to inappropriate use of teaching resources and methods.


- The ‘dual iceberg’ hypothesis: knowledge transfers across languages, what has been learnt in one language does not need to be learnt again, Ss just need to find the words that best label this common knowledge.

Types of co-teaching

- One teach, one drift: one teacher keeps responsibility and the other provides unobtrusive assistance.
- Parallel teaching: teaching simultaneously to a larger and a smaller group divided on purpose.
- Team teaching: both teachers delivering instruction at the same time.
Pedagogical recommendations *(specific)*

- Overview at the beginning of lessons.
- ‘Soften’ new vocabulary: glossaries.
- Visual materials: podcasts, blogs, wikis, docs.
Pedagogical recommendations *(specific)*

- Graphic organizers / mind maps.
- Encouraging questions /guessing exercises.
- Scaffolding activities:
  a) answering the “grand” question
  b) summary in easy, accessible English
  c) language inventory
Pedagogical recommendations *(specific)*

- Reference books in L2.
- L2 in practice and lab work.
- Initially, select short, informative texts (oral and written).
Pedagogical recommendations *(specific)*

- There needs to be a lot of repetition and consolidation.
- Students do homework pre-class.
- Rate of speech.
Structuring lessons

- Working with texts/organization of activities in:
  
  A. Pre-activities
  
  B. While-activities
  
  C. Post-activities
Working with texts: *pre-activities*

1. Brief introduction of topic/experiment.
2. Discuss the advantages or disadvantages of…
4. Put the steps (*eg.*, of the experiment) in the order you might do them.
5. Match words with definitions.
6. Find synonyms or definitions.
Working with texts: while-activities

1. Outline, define, account for, critically evaluate, analyse, assess, compare.
2. Make notes about the main points mentioned.
3. Compare your notes with those of a partner.
4. Match the paragraphs with key concepts/ideas.
5. Underline link words or phrases which: add something, give an example, make a contrast, show cause and effect, indicate result.
7. Order paragraphs.
8. Remove sentences and ask Ss to choose the ones which fit each gap.
9. Read/listen to the text and mark statements true or false.
Working with texts: post-activities

1. Write a problem-solution essay using the format found in text.
2. Open discussion: *What do you think…?*
3. Assess solutions and implications.
4. Summing up.
5. Concluding/adding personal comments.
7. Comparing.
Production of CLIL Didactic Units

ELEMENTS

- Title.
- Name of College, Departament(s), Studies and teachers.
- Grade and linguistic level of students (CEFRL).
- Cross-curricular topics: specific and common topics to be tackled in different subjects.
- Specific objectives: may be content like, cognitive (abilities), a mixture of both, and linguistic implicit, not explicit.
- Contents: favouring visual and practical ones; a focus must be held on exposition to the language, and on creating the opportunities to access knowledge.
Production of CLIL Didactic Units

- **Presentation of activities**: naming activities and timing of sessions; activities must be designed to promote effective use of the language (written and oral) in discursive and academic contexts.

- **Evaluation**: assessment/evaluation criteria and instruments: oral, written, tests, individual and group observation, etc.

- **Web pages**: favouring interactive use over mere presentations (use of browsing, blogs, forums, social networks, etc.).

- **Bibliography**: texts and materials referenced by teachers.

- **Materials**: reference books, specific publications, newspapers, multimedia resources, own materials, etc., together with any other type of extracurricular activities (seminars, visits,...).
Resources and materials

- iTunes
- Google advanced search
- You tube
- Teacher tube: http://www.teachertube.com/
- Teachers TV: http://www.teachers.tv/
- Learning English (BBC): http://www.bbc.co.uk/worldservice/learningenglish/
- English central: http://www.englishcentral.com/watch
- Voxy: http://voxy.com/
- Yappr: http://es.englishyappr.com/welcome/VideoList.action
- Ted subtitles: http://www.ted.com/translate/languages/spa
- Scoop.it: http://www.scoop.it/clil%20resources
Plurilingual programme

Training course

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