



The University of
Nottingham

School of Education

CLIL

Planning Tools for Teachers

- ✓ **4Cs Curriculum Guidance**
- ✓ **3As Lesson Planning Tool**
 - ✓ **Matrix Audit Tool for
Tasks & Materials**

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Planning and Monitoring CLIL

Presenting 3 Tools for Teachers

Introduction

Successful Content and Language Integrated Learning requires teachers to engage in alternative ways of planning their teaching for effective learning. CLIL is not language teaching enhanced by a wider range of content. Neither is it content teaching translated in a different language (code) from the mother tongue. However, in adopting a CLIL approach, there will be elements of both language and subject teaching and learning which are specific to the CLIL classroom as well as emerging CLIL methodologies.

1. CLIL Models

CLIL is flexible and there are many different models depending on a range of contextual factors. These differences are best seen on a continuum where the learning focus and outcomes differ according to the model adopted. Some examples are as follows:

- Subject topic/syllabus adapted for teaching in the target language to explore the subject from a different perspective whilst improving foreign language skills ie teaching in the target language to explore the subject from different perspectives whilst developing specific foreign language skills. Example: Human Geography through the medium of French (study of Senegal);
- Cross curricular project which involves both language teachers and subject teachers planning together. An example might be a study on different aspects of eco-citizenship or the global village, fair trade or war & peace;
- Language teachers developing a more content type approach to a theme. This might include taking a typical topic such as house and home and carrying out a comparative study between house and home in an African country and in an English-speaking western culture;
- Where it is possible to re-conceptualise the curriculum in an integrated way, then CLIL might consist of say the study of 'water' in a foreign language which is investigated from different perspectives such as scientific, geographical, historical, current catastrophes, water shortages, water for leisure, poetry, art, drama and music, linking wherever possible language to space and place;
- A global project such as those organised by *Science Across the World*, where identical topics (eg global warming, renewable energy, what we eat, road safety) are studied by learners in different countries and in different languages and then the results compared.

There is no single model for CLIL. Different models all share the common founding principle that in some way the content and the language learning are integrated.

KEY ISSUES

In your own context, which model for CLIL do you use?

Who is involved in the teaching and the learning?

Who is involved in the planning?

What are the desired learning outcomes?

How can we as teachers account for the quality of the learning experience?

NOTES

2.0 CLIL Topic Planning

What is meant by integrating language and content? Does it mean that there are parallel teaching aims and that to satisfy both will involve some complex management between them or even some good luck?

2.1 Teaching aims/objectives and learning outcomes

Whatever kind of model, it is fundamental to CLIL that the content of the topic, project, theme, syllabus leads the way. This means that:

The content is the starting point of the planning process.

However in considering the content, it is useful to think of the project in two ways: the teaching aims/objectives and the learning outcomes.

Teaching aims and objectives are what the teacher intends to do - the knowledge, skills and understanding which are intended to be taught and developed.

The learning outcomes focus on what it is we want learners to be able to do and understand at the end of the teaching unit.

An example:

- The aim of this unit is to study specific aspects of water through the medium of English
- The teaching objectives are: to understand the water cycle, to raise awareness of the effects of climate and climate change on water supply, to explore ways of saving water
- The learning outcomes
 - By the end of this unit learners will be able to:
 - give a small-group power point presentation explaining the water cycle;
 - discuss the concept of drought in a range of countries and create a policy for reducing its effects;
 - design a water saving poster and questionnaire to work with data on how the class saves water;
 - discuss and evaluate how to improve saving.

KEY ISSUES

Define the teaching aim/s (general) and objectives (specific) of your topic.

What are the learning outcomes?

What processes did you have to go through to identify these?

How easy is this to do? What are the issues?

2.2 A CLIL topic or project planning framework: 4Cs curriculum

There are four guiding principles upon which a CLIL programme can be built.

1. **Content-** At the heart of the learning process lie successful content or thematic learning and the acquisition of knowledge, skills and understanding. Content is the subject or the project theme.
2. **Communication-** Language is a conduit for communication and for learning. The formula *learning to use language and using language to learn* is applicable here. Communication goes beyond the grammar system. It involves learners in language using in a way which is different from language learning lessons (of course CLIL does involve learners in learning language too but in a different way).
3. **Cognition** For CLIL to be effective, it must challenge learners to think and review and engage in higher order thinking skills. CLIL is not about the transfer of knowledge from an expert to a novice. CLIL is about allowing individuals to construct their own understanding and be challenged – whatever their age or ability. A useful taxonomy to use as a guide for thinking skills is that of Bloom. He has created two categories of thinking skills: lower order and higher order. Take Bloom’s taxonomy for a well-defined range of thinking skills. It serves as an excellent checklist.
4. **Culture** For our pluricultural and plurilingual world to be celebrated and its potential realised, this demands tolerance and understanding. Studying through a foreign language is fundamental to fostering international understanding. ‘Otherness’ is a vital concept and holds the key for discovering self. Culture can have wide interpretation – eg through pluricultural citizenship.

The 4Cs framework seeks to assure quality in terms of guidance for:

Content	~	progression in knowledge, skills
Communication	~	interaction, language using to learn
Cognition	~	engagement: thinking & understanding
Culture	~	self and other awareness/citizenship

However it is content which determines the learning route. If it were language, imagine how limiting this would be eg where learners had not yet been introduced to the past tense. Try to have a conversation with someone using only the present tense in authentic settings- it is almost impossible. If the content requires use of the past tense and learners have not studied this, then CLIL lessons will enable learners to access the language needed in the defined context in different ways. This may initially be in the form of using key phrases in the past tense without

studying the whole tense formation at this stage. The emphasis is always on accessibility of language in order to learn.

To use the 4Cs planning guide:

- Start with **content**. Define it.
 - What will I teach?
 - What will they learn?
 - What are my teaching aims/objectives?
 - What are the learning outcomes?
- Now link content with **communication**.
 - What language do they need to work with the content?
 - Specialised vocabulary and phrases?
 - What kind of talk will they engage in?
 - Will I need to check out key grammatical coverage of a particular tense or feature eg comparatives and superlatives?
 - What about the language of tasks and classroom activities?
 - What about discussion and debate?
- Now explore the kind of **thinking skills** you can develop according to decisions made above.
 - What kind of questions must I ask in order to go beyond 'display' questions?
 - Which tasks will I develop to encourage higher order thinking- what are the language (communication) as well as the content implications?
 - Which thinking skills will we concentrate on which are appropriate for the content?
- **Culture** is not a *post script* but rather a thread which weaves it way throughout the topic. Think of it as a circle which envelops the topic. It is not enough to justify pluriculturalism by using another language **without** explicit reference via the other 3Cs to cultural opportunities which would not have existed in a mother tongue setting. Eg Using target language countries where there is drought so that case studies can be used to examine the project from an alternative perspective – interviews with children whose lives have been changed when *Water Aid* has provided them with a village well.
 - What are the cultural implications of the topic?
 - How does the CLIL context allow for 'value added'?
 - What about otherness and self?
 - How does this connect with the all Cs

KEY ISSUES

Download a copy of Bloom's Taxonomy

http://www.teach-nology.com/worksheets/time_savers/bloom/

<http://www.teachervision.com/lesson-plans/lesson-2172.html?wt1AC>

Read The Art of Teaching and Bloom's Taxonomy Verbs

Note

Create a grid/mind map/advanced organiser with 4 Cs for your topic. Fill in demonstrating how each of the Cs interconnect and relate to each other. Always check finally in the communications column that all the other columns are covered- without communication no learning take place

3.0 CLIL Lesson Planning: the 3As tool

Whilst the 4Cs curriculum provides a useful guide for the overall planning of a unit of work, the 3As tool can be used for more detailed lesson planning. Whilst there is clearly some overlap between the tools, their suggested use is significantly different. The 3As tool operates in 3 stages. The 3As are used with specific content.

Stage 1:	Analyse content for the language of learning
Stage 2:	Add to content language for learning
Stage 3:	Apply to content language through learning

3.1 ANALYSE

The content focus for a period of teaching- eg a lesson or a short series of lessons, needs to be defined. Once defined, then the content can be analysed for the language needed in order for conceptual learning to take place. This is systematic content analysis to identify key words (including specialised contextualised vocabulary) phrases, grammatical functions for concept formation and comprehension. This is **NOT translation**. This is the language **of** learning and this is stage 1.

3.2 ADD

Stage 2 puts the focus on the learner. Language experiences are added to the lesson plan for specific attention which enable the learner to operate effectively in a CLIL setting (eg strategies for reading and understanding a difficult text). This includes meta-cognitive or learner strategies, classroom talk, discussion, task demands. It also involves the teacher in considering ways in which the learning will be scaffolded eg through the use of language frames to help and support. This is the language **for learning**. This is a crucial stage if the content and the language are to be truly integrated and if the learners are to fully realise the potential of CLIL.

3.3 APPLY/ASSURE

The application stage (3) is one where the language which emerges through the learning context is built on to assure that there is cognitive and cultural capital. It is at this stage that tasks and opportunities which enable learners to extend their cognitive skills and cultural awareness are made transparent to learners. This will involve exploring how thinking skills have been incorporated into the lesson plan in order to advance learning. This puts task types and learning activities at the core. It uses emergent knowledge and skills to apply thinking skills and high level questioning. It demands cultural awareness. Since language and thinking are explicitly related, this stage is also necessary to assure that a translated transmission model of learning will not evolve. This is language **through** learning. Attention to this process assures learner progression.

The 3As tool uses a pragmatic rather than a linguistic approach to language using and development. It is not built on a progressive grammatical model where there is chronology according to the perceived difficulty of acquiring grammatical concepts. Instead the language is related to the perceived progression of conceptual understanding. This approach to language is likely to be unfamiliar for both language and content teachers. However, there may be times when specific grammar is needed and teachers here will make decisions as to the range of options open.

KEY ISSUES

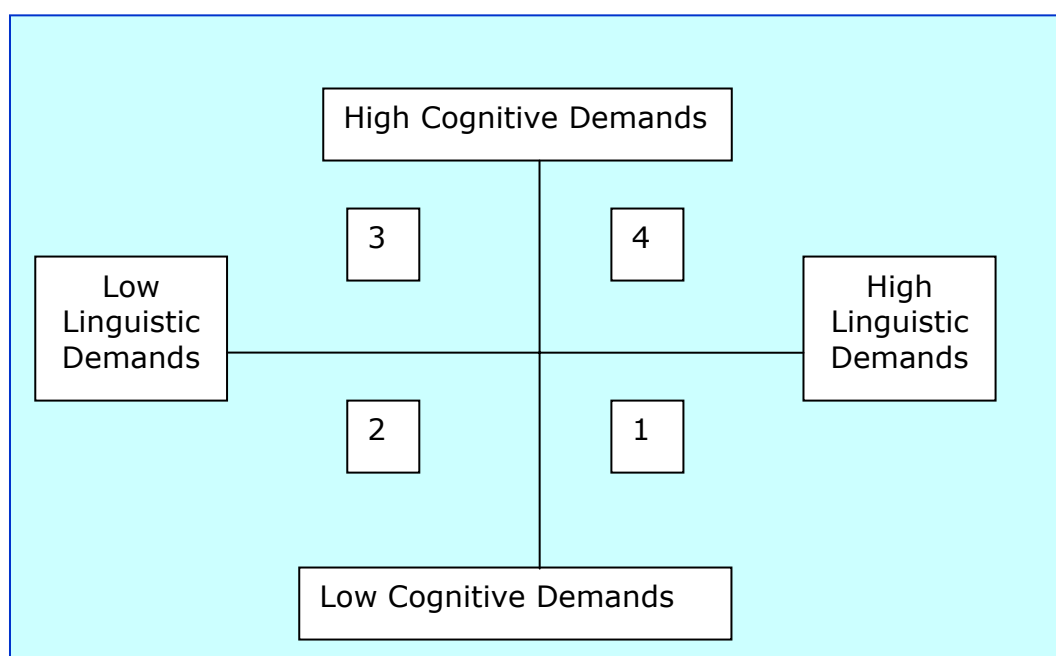
- ✓ Take a content text and analyse it for the language of learning – how do you prioritise language needs? What tasks will you design to learn and remember the new language? (Stage 1)
- ✓ Now add the language for learning- consider classroom language and tasks associated with the text eg if you want the students to discuss issues or engage in group work, how can they do this well in a different language?
- ✓ Try to apply Bloom's Taxonomy to the tasks. Which skills are appropriate to develop given the context and the content? What about cultural awareness?
- ✓ Reflect on how differently you might have used the text in either a language lesson or a mother tongue subject lesson.

NOTES

4.0 CLIL Task and Materials Evaluation: the Matrix

The relationship between language and cognition (thinking and understanding) is complex. However what we do know is that effective learning involves cognitive challenge and feedback (assessment for learning). In CLIL settings it is essential to ensure that the language does not get in the way of understanding whilst at the same time it can itself be cognitively demanding. Cummins developed a matrix for exploring the relationship between cognition and language. This has been adapted for CLIL settings. The matrix is a useful tool to audit teaching materials. Cognitively undemanding materials are difficult to justify. Cognitively demanding materials are fundamental to learning. The greatest challenge for CLIL teachers is to develop materials and tasks which are linguistically accessible whilst being cognitively demanding. Over a period of time the CLIL journey may be from quadrant 3 to 4.

The Matrix



KEY ISSUES

What does cognitively demanding really mean?

What does linguistically accessible mean?

How can we make materials linguistically accessible especially when the concepts are difficult?

Use the matrix to plot a set of work sheets- how can these be improved?

Which quadrants are desirable and which are not?

5. Summary of the 3 CLIL tools

These tools are meant as a guide to planning and monitoring processes in CLIL. They are not meant to be formula that are rigidly applied. Instead they are meant to be used, explored, adapted and reformulated according to different contexts. The tools are for guidance and support they are not inspection measures. Using the tools will hopefully encourage professional debate and reflection in longer term thematic/curricular planning, lesson planning and materials or task auditing.

NOTES

6. Professional Development: LOCIT

To develop as CLIL teachers we need to belong to a learning community where everyone considers themselves as learners. One of the most highly recommended ways of achieving this is through LOCIT. The LOCIT processes involve you working closely with a colleague, a critical friend, or another CLIL teacher in the project. It is important that your LOCIT 'buddy' is someone whom you trust.

The LOCIT process involves lesson observation (LO) followed by the critical incident technique (CIT) for reflection and collegial support. What does this mean?

- Lesson Observations are essential if experienced teachers are to continue to reflect upon their practice. Therefore the teacher decides which particular lesson will be targeted. You might wish for your observer to be present and take notes. Recording either through video or audio is essential however (following the usual protocols). This is for personal use only between the two paired colleagues but analysis is crucial to LOCIT.
- The focus for the observation is always negotiated and the use of a lesson observation schedule is agreed beforehand (either as a group or as a pair).
- The lesson is observed according to the focus using a form as a memory aid. There is immediate feedback orally.
- The next process is that the recorded lesson is then replayed separately. Each person selects a series of critical incidents. A critical incident usually lasts for up to 3 minutes and related to the focus. CI can be positive and exemplars of good practice or they can be problem areas- this will depend on the pre-observation negotiation.
- Each person selects no more than 5 or 6 CIs and these are edited.
- At a following meeting each person plays their CIs to the other ie the teacher and the observer.
- The discussion that follows can then be used in many different ways.
- This is professional and non-public although the results can be shared as agreed.
- A follow up is then agreed.
- This is LOCIT

NB You will need to design your own lesson observation schedule.

This tool is highly effective in contributing to promoting confidence in CLIL teachers and CLIL practice.

KEY ISSUES

- Discuss how LOCIT might work in your school
- Design an observation schedule for CLIL
- Agree on the format as a group whilst ensuring that there is flexibility for individual and paired use
- Plan a LOCIT programme with a colleague

Appendices

Planning the CLIL curriculum	
<p>Stage One:</p> <p>Guiding principles</p> <p>Looking at Learning</p> <p>Ethos</p>	<ul style="list-style-type: none"> • Decide what YOU mean by CLIL in your own context/school/class • Discuss these with other colleagues in your own department and in other departments • Discuss guiding principles for learning, e.g. implications for group work, independent learning, whole class teaching • Define aims and objectives of CLIL teaching programme as well as learning outcomes as they fit in with the whole school vision
<p>Stage Two:</p> <p>Analysing the Teaching Curriculum</p> <p>Overview planning for the topic/theme/Module</p>	<p>Starting to use the 4Cs Planning Tool for the Topic/Module</p> <ul style="list-style-type: none"> • Carry out curriculum subject audit, i.e. identify the content knowledge, skills and understanding to be taught in the topic/theme/module • Carry out a thinking skills or cognitive processing analysis, i.e. relate the content defined in 1 to thinking skills • Consider the culture/citizenship implications • Identify the linguistic elements to carry out 1, 2 and 3 • Create a schema or wall chart (with 4 columns – content; cognition-thinking skills; citizenship – leave the final column blank at the moment) showing interrelationship and interconnectedness of 1, 2, and 3 • Now fill in the final column. Identify the communication (language) needed to carry out the above by the learners • You can use this 4Cs document as self evaluation
<p>Stage Three:</p> <p>Preparing the Learning Context</p>	<p>Using CLIL tools: 3As for detailed lessons planning. The Matrix for task and materials design</p> <ul style="list-style-type: none"> • Use schema above to define tasks • Identify appropriate related teaching strategies – how to support learners • Identify appropriate related learning strategies – how learners can learn to support their own learning • Ensure teaching objectives and learning outcomes are clear and achievable AND that tasks are sequenced to build in progression. Such as: 'By the end of the year/term/week/series of lessons I want my learners to ...' • Prepare appropriate materials – with special attention to those incorporating learning strategies and pedagogical scaffolding • Use matrix or similar to analyse the teaching materials and/or tasks

<p>Stage Four:</p> <p>Monitoring Progress</p>	<p>Monitoring the programme: LOCIT</p> <ul style="list-style-type: none"> • Collaboration with other teachers, e.g. observing each others' lessons and analysing according to negotiated criteria, e.g. record and transcribe sections of lessons to compare what is going on with what has been planned • Collaboration with learners, e.g. make learning aims explicit, explore use of learner talk, learner diaries • Use of <u>assessment for learning</u> procedures which relate to process rather than outcome • Check sequencing of tasks
<p>Stage Five:</p> <p>Evaluating</p>	<p>Evaluation of teaching and learning process</p> <ul style="list-style-type: none"> • Decide how you will evaluate the CLIL work you have done before you start – parents' evening? Other teachers to observe? Presentation by pupils to other pupils? • Revisit your 4Cs overview topic to evaluate how successful you have been (self-evaluation) • Always relate this to schema and involve learners: relate to explicit learning aims, revise or adjust the schema and set new targets • Publish your results

4Cs Planning Grid			
School:		Topic:	
Content (1)	Cognition (3)	Culture (4) →	Communication (2)
<ul style="list-style-type: none"> • Teaching aims: • Learning Outcomes: • List content to be taught: 	<ul style="list-style-type: none"> • Thinking skills (content determined): • Other thinking skills: • Learning skills: • Questioning: • Class activities:(eg G work) • Scaffolding 	<ul style="list-style-type: none"> • Connect to topic: • Other cultural elements: 	<ul style="list-style-type: none"> • Content language: (key words, phrases etc) • Thinking/learning to learn language: • Scaffolding • Organisational language: • Other:

Planning a CLIL Project: A Paper Chase

Aim: To show the relationship between paper consumption and deforestation. Discover the negative consequences and discuss conservation and recycling methods.

Teaching objectives:

Content:

paper production
deforestation
recycling
environmental protection

Communication:

explain processes (how paper is made, how the forest is cut down, how this harms the environment)
make suggestions (ideas for recycling, protecting the environment, taking action at school and in daily life)
discuss ideas
present and defend an argument / plan (students make posters about the issue and their proposals and present them to the headmaster to convince him to implement their plan)

Cognition:

understanding of the relationship between paper consumption and its negative effects on the environment
problem solving (how can these negative effects be alleviated)
the logic of making an argument

Culture: civility and environmental sensitivity and sense of responsibility

Outcomes: At the end of the lesson (which spans over several classes), students will be able to:

Understand the relationship between paper consumption and deforestation, and appreciate the negatives consequences on the environment.

Know how to recycle and take measures to protect the environment.

Suggest a plan of action for saving paper to be carried out at their school and present their argument to their headmaster in an attempt to convince him to implement the plan.

Tasks planned: We would like to make our students conscious about the implication of their own paper waste. We know that assuming this idea implies a huge cognitive domain because it's necessary to connect a long chain of causes and consequences. For this reason we have planned some different tasks to guide our students to the final aim. We think these tasks could be helpful to understand properly well the paper process and also to prepare our students to make cognitive relations between different facts and analysis these relations.

Warm-up: Some significant images will be shown to our students. We want to promote thinking through these pictures, just wake up some ideas about the subject.

Tasks given will be:

Step 1: We have focused our attention into four stages of paper making process: logging, paper industry, paper waste and consequences on the environment. Each step will be described through four pictures which are connected like a sequence of facts. Students working in groups of 4 or 5 persons will be asked to explain what is happening in these drawings. They will be helped with a frame (see materials) to learn how to organize into the speech different stages of a process.

Step 2: Groups should explain to the class what happened to the matter they have been working on. The objective of this step is to let our students to have a general view of the whole process through their peers' work.

Step 3: Now groups should think about causes and consequences. We will give out some frames (see materials) to organize the big amount of facts that will have appeared on Step 2. They should reflect on their schedules what the most significant facts are, what are their causes and their consequences.

Step 4: We hope that these activities bring to make a clear idea of what is paper making process, what implies to the environment and how each student's waste means something (take responsibility of their actions). Now it's time to put these ideas into the practice. We want to design a plan of action into the school for saving paper. Students should try to convince headmaster to change school paper policy using the arguments we have dealt with during the task. We want to create a real situation to make sense to the whole activity.

Matrix: We think this activity implies a high cognitive domain but a medium linguistic domain. We are really worried to create a sense of responsibility of our students' actions.

Scaffolding:

As we have seen on task explanation, scaffolding will be provided by language boxes and mind frames (as well as teacher support).

Talk: Students will have the opportunity to talk when they discuss each other's posters and proposals. The scene is also set for talking during their evaluation and reflection on how their presentation to the head teacher went.

Assessment: The task of designing and making a poster about paper consumption, its negative effects on the environment and what can be done in response is a demonstration of what the students have learned. Students are asked to assess each other's posters and presentations.