

Instituto de Literatura y Ciencias del Lenguaje



Content and Language Integrated Learning (CLIL): a tool to empower 5th year EFL elementary teachers.

An elective workshop for in- service EFL elementary teachers

TRABAJO DE TITULACIÓN

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ABSTRACT

Teaching English in Chilean elementary classrooms poses a difficult task for EFL teachers. This paper explores the advantages of using Content and Language Integrated Learning (CLIL) as a tool to empower EFL teachers in elementary education using CLIL Science extracurricular language-based modules in year 5. This work presents Science as an aid to teach English by developing the dialogic principle required by any successful FL setting. This proposal aims at training in-service elementary teachers to implement CLIL Science language-based projects using the 4Cs framework for language analysis and lesson planning, and the principles of active learning and the CLIL three operands for lesson delivery, which places EFL expertise at the centre stage for leading content-driven language instruction.

Key words: CLIL, Science, language analysis, 4Cs framework, CLIL operands, teacher training.

I. INTRODUCTION

Implementation of Content and Language Integrated Learning (CLIL) has become a target for many language teachers and researchers around the world. CLIL is a dual-focused learning and teaching approach in which a non-language subject is taught through a foreign language, with the dual focus being on acquiring subject knowledge and competences as well as skills and competences in the foreign language (Iaonnou-Georgiou, 2012).

Coyle, Hood, and Marsh (2010), Iaonnou-Georgiou (2012), and Ting (2011) agree that CLIL is the most advanced stage of the Communicative Language Teaching approach (CLT) since it provides students with communicative tasks in immediate contexts. It also incorporates characteristics of task-based learning since it involves students performing real content-learning tasks.

Both content and language are essential in the development of CLIL. Nonetheless, there are different types of CLIL modules that are adaptive to the characteristics of a particular context. In the late 90's, pioneer countries in CLIL such as Germany, Spain, and the UK focused on language-based modules in which teachers analysed the linguistic functions of the vehicular language necessary to succeed in content and language teaching and learning. The principles behind this language analysis are: language **of** learning, language **for** learning and language **through** learning. *Language of learning* involves an analysis of the basic concepts and skills related to the subject, *language for learning* is the type of language necessary to operate in a foreign language setting, and *language through learning* is based on the principle that learning cannot be conceived without progressive involvement of language and active thinking (Coyle et al., 2010:592-600). These principles make of EFL expertise a naturally positioned education arena to develop language-aware content education (Ting, 2011).

Despite international success, there is no evidence of CLIL modules ever been implemented in Chilean public or subsidized schools. This situation is surprising

considering the standards that Chile has set for the English curriculum, which call for an integrative approach that helps students develop communicative competence to cope with the demands of Globalization (King, 2007).

The Chilean Ministry of Education has established that the main goal for English as a foreign language instruction for the fifth year of elementary education is the development of the communicative competence (MINEDUC, 2012), for which, similar to CLIL proposals, teachers are expected to provide content for authentic, meaningful communication as well as offering opportunities for learners to engage in active learning (Coyle, 2012). However, English teachers in Chile tend to devote more time to grammar progression and the development of the receptive skills through the use of school English textbooks than focusing on aspects to develop communicative competence (King, 2007).

The implementation of CLIL modules in elementary education will potentially increase English language learners' opportunities to use English in real, immediate settings. Moreover, considering mainstream approaches such as task-based language instruction and content-based language instruction, they place students in an artificial setting where they might use English in the future. However, according to Universia (2012) only a 30% of Chilean students get to study abroad, and in the particular case of English, only an 11% of those students choose to pursue a degree in an English Speaking country, leaving the motivational factor aside when it comes to use English in real, immediate settings.

According to Coyle (2009) and Ting (2011) as cited in Iannou-Georgiou (2012), the path towards CLIL implementation starts with differentiating CLIL from immersion programmes. In particular, CLIL sessions are run in separate language modules that are developed through one of these two operands: (1) collaborative work among content and language teachers who work together to address both content topics and *language for learning*; (2) independent work of language teachers who are progressively trained to develop good content lessons and *language for learning* analysis in elementary education. On the other hand, immersion programs are linked to bilingual education, where schools set a foreign language as the official for instruction and communication

within the school community. CLIL thus implements language aware instruction that naturally leads to content-aware education (Ting, 2011).

Scholars also acknowledge that any discipline is adaptive to CLIL. However, considering that CLIL attends to how the learner acquires, uses and masters the foreign language through direct manipulation of content, Science, in particular, puts CLIL in a favourable position since it involves students in active learning through collaborative group, discussion of phenomena and reflection on immediate context (Appleton, 2002). Learning about science also involves ‘developing knowledge and understanding of: the material and physical world; the impact science makes on life and on the environment; scientific concepts; scientific enquiry’ (Cambridge ESOL in *Teaching Science through English- a CLIL approach*, 2012:3).

Even though CLIL projects have been successful around Europe, the questions arise when it comes to determine if CLIL is the ultimate approach to teaching languages or not, especially in Spain, due to economic reasons. Lasagabaster and Ruiz de Zarobe (2010) have noted that many European governments have sponsored CLIL projects in different cities with the intention of cancelling regular FL courses, but such projects are not self-sufficient to ensure language-learning success on their own. This is because CLIL modules require the development of grammar progression in regular foreign language courses so as to ensure a level of foreign language proficiency that can cope with the requirements of a CLIL module. Therefore, CLIL cannot fully replace mainstream foreign language courses.

This graduation project aims at training in-service EFL elementary teachers to implement extracurricular CLIL Science workshops. This graduation project addresses the needs of teachers of English to familiarize with current teaching methodologies and techniques that have never, to my knowledge, been implemented in Chilean public or subsidized schools before. This graduation project has two major sections. The first includes a literature review section where CLIL is defined as a tool to empower EFL expertise, CLIL principles and main tenets to develop successful science units including theoretical background, planning and lesson delivery for CLIL. The second section

contains a pedagogical proposal that applies the theory presented into a task-based syllabus that promotes CLIL as a tool to develop language learners' linguistics skills and content mastery

II. LITERATURE REVIEW

This literature review is based on Content and Language Integrated Learning (CLIL) main tenants and guidelines for CLIL projects implementation. The first section presents the definition of CLIL from different scholars' perspectives and an overview of the existent CLIL models, giving special emphasis to the role of language in CLIL. It also covers the language of Science and presents a set of guidelines for successful language analysis within this discipline. The second section is based on planning for CLIL, it introduces Coyle's et al.(2010) 4Cs framework and concentrates in the development of the second 'C' for communication. Finally, the second section covers Papaioannou's (2015) strategies to optimise teachers' roles in CLIL applications and foreign languages instruction. It also includes Ting's (2011) CLIL three operands for lesson delivery and successful integration of content and language by EFL teachers.

1.What is CLIL (Content and Language Integrated Learning)?

CLIL is a dual-focused educational approach in which a foreign language (a vehicular language) is used for the learning and teaching of content and language, where both elements are interwoven. CLIL is content-driven, which explains why it extends the experience of learning a new language and why it is different from other language teaching approaches (Coyle et al., 2010). To my knowledge, the main difference among CLIL and its preceding approaches, task-based language instruction and content-based language instruction, is that CLIL places content as the main support of a communicative situation whereas the task based approach set different language functions for a future, hardly possible setting

Iaonnou-Georgiou (2012) presents CLIL as the most recent developmental stage of the communicative language teaching approach (CLT) since it provides a setting for authentic, meaningful communication and offers language learners more opportunities to both gain more exposure to the foreign language and to become engaged in active learning. CLIL also presents characteristics of task-based learning trough the development of real-content learning tasks.

Even though CLIL shares principles with the task-based approach to teaching languages, there is a substantial difference that relies on the type of task that the students perform (Iaonnou-Georgiou, 2012). The task-based approach creates a situation where students are to explore real world contexts by using a foreign language. Task-based activities involve multiple rehearsals for a possible opportunity to use the language in the future whereas CLIL sets tasks for students to use the language as they learn it by means of dialogic relationships with peers, resources, materials and teachers (Coyle et al., 2010; Iaonnou-Georgiou, 2012).

CLIL is content-driven, and thus can be confused with Content-Based Instruction (CBI) not only for the place given to content, but also for the active student involvement and the stimulation of higher-order thinking that CBI implies. However, the use of content in CBI aims at providing study and language skills for the range of academic tasks that the students will encounter in their careers, focusing on the use of content as a source of engagement for explicit language instruction (Stoller, 2002). Ting (2010) and Coyle (2012) (as cited in Davis & Taronna, 2012) have agreed that CLIL might experience a dangerous moment if there are no clear guidelines for CLIL programmes implementation (as cited in Iaonnou-Georgiou, 2012). This is because many CLIL teachers have been reported to give less importance to the content area and to use disciplinary content in an FL- oriented approach (Iaonnou-Georgiou, 2012), for which Coyle et al. (2010) developed a framework to ensure success in any CLIL programme that is presented later.

1.1 CLIL models: science and language in CLIL extracurricular modules

Though content and language are of equal importance in CLIL programmes, there are different models of CLIL that are adaptive to particular contexts in the way both content and language is approached. These models are: Model A for primary education, Model B for secondary education, and Model C for higher education, each of them with different subdivisions (Marsh, Maljiers & Hartiala, 2001 as cited in Coyle et al., 2010):

MODEL A for primary education	Model A1: Confidence building and introduction of key concepts.
	Model A2: Development of key concepts and learner autonomy.
	Model A3: Preparation for a long-term CLIL programme.
MODEL B for secondary education	Model B1: Dual-school education.
	Model B2: Bilingual education.
	Model B3: Interdisciplinary module approach.
	Model B4: Language-based projects.
	Model B5: Specific-domain vocational CLIL.
MODEL C for higher education	Model C1: Plurilingual education.
	Model C2: Adjunct CLIL.
	Model C3: Language-embedded content courses.

(Adapted from Coyle et al., 2010)

For the purpose of this graduation project, I will present a blending of Model A3 ‘Preparation for a long-term CLIL programme’ which consists of an ‘Interdisciplinary approach involving a set of subjects from the **natural sciences** where learners are prepares for in-depth education through the CLIL language’ (Coyle et al., 2010: 356), and Model B4 ‘Language-based projects’ in which it is the language teacher who takes primary responsibility for the CLIL module and it is an extension of both content-based and communicative language teaching where content assessment is formative and complementary to existing language assessment. In this module, learners see the CLIL module as an authentic way of use the language to learn non-language content (Coyle et.al,2010).

This blending of models A3 and B4 will be useful to ensure both grammar progression and content mastery in elementary settings since it maintains the communicative authenticity of CLIL and it requires language teachers to focus on language **of** learning, language **for** and language **through** learning (Coyle, 2009 as cited in Iannou-Georgiu, 2012).

1.2 The role of language in CLIL

The role of language in CLIL settings is fundamental for the development of the communicative competence. In this particular proposal, it is the duty of language teachers to enhance grammar progression and to determine the linguistics demands of the CLIL module using three interrelated perspectives: language **of** learning, language **for** learning and language **through** learning (Coyle et al., 2010).

- a) **Language of learning:** it is an analysis of the language needed for students to access basic concepts and minimal skills related to the content, theme or topic. In this perspective, FL teachers can use genre analysis in order to help students acquire specific subject or topic-related content (Coyle et al., 2010). Indeed, FL teachers should move from progression in grammatical difficulty towards functional levels of difficulty in relation to the content being covered (Coyle, 2012).

- b) **Language for learning:** this perspective focuses on the kind of language necessary to operate in a FL environment. Teachers are to provide students with strategies that enable them to use the vehicular language effectively. Those strategies should be noted on lesson plans and they require effective scaffolding to support the development of communicative skills in the vehicular language during pair or group work (Coyle et al., 2010). These skills are known as BICS (Basic Interpersonal Skills) and are described as the skills needed for social and conversational situations (Cummins, 2001 as cited in Bentley, 2010).

- c) **Language through learning:** this perspective is based on the principle that no learning takes place without active involvement of language and thinking. CLIL environments are characterized by the high level of talk, of interaction and dialogic activity with the aim of creating new areas of knowledge as students acquire new areas of meaning (van Naerssen, 1997 as cited in Coyle et al., 2010)

1.2.1 Teaching the language of Science: guidelines for language of learning analysis.

Cambridge ESOL in *Teaching Science through English- a CLIL Approach* (2012) states that

The language of science composes ‘specific academic language that learners need in order to communicate their knowledge of scientific concepts, processes, functions and purposes. They also need to ask scientific questions, to analyse scientific ideas, to evaluate experimental evidence and to make conclusions and justify them. In order to achieve competence in communicating ideas, teachers should help learners notice key grammatical patterns as well as key content vocabulary’ (p-05)

In relation to the language of learning analysis (Coyle et al., 2010) , EFL teachers and learners need knowledge of the language of Science. Specifically, learners need to know not only the content-obligatory language, which is composed by the vocabulary, grammatical structures and functional language of science to understand the subject and communicate ideas, but also the content-compatible language, which is less formal language that is used in the subject (Bentley, 2010). This is because for every academic topic, certain language is essential for understanding and talking about the material (Cambridge ESOL in *Teaching Science though English- a CLIL approach*, 2012)

CLIL environments help students develop their linguistics abilities in the vehicular language, and this includes vocabulary and grammar. Nonetheless, it is the content on what CLIL lessons focus, not on grammatical structures. CLIL language teachers are not to teach grammar in a CLIL lesson, because content and language are integrated. To integrate language, since vocabulary and grammar are interdependent, teachers should focus on them as chunks rather than on separate elements of a CLIL lesson (Bentley, 2010).

Language for learning in CLIL science modules development requires a large amount of subject specific vocabulary. Bentley (2010) in *The TKT Course: CLIL*

module, developed the two big components of language for learning described by Coyle et al. (2010) which are (1) Vocabulary and (2) Structures and meaning. For Vocabulary, Bentley proposes a grouping of the most important elements to establish the subject-specific language that will be developed below considering a biology elementary lesson on environment and living creatures from Cambridge ESOL's (2012) *Teaching Science through English- a CLIL approach* as an example:

Group 1 for content obligatory language for technical talking. In a biology lesson for fifth grade, this group would contain words like: vertebrate, invertebrate, bones, backbone, terrestrial, aquatic, etc.

Group 2 for content-compatible or general vocabulary used in science (biology). This group would contain words like: group, class head, body, tail, etc.

Group 3 for high and medium frequency words, the most often used vocabulary in general English and also used in curriculum subjects. Examples: many, across, about, close to, etc.

Group 4 for collocations used in specific combinations to present scientific conceptualizations such as: birds *lay eggs*, humans *catch fish*.

The second component of **structures and meaning** is developed considering what teachers need to do to support language learners in communicating and understanding subject-specific language. The teachers functions are therefore: looking for structures and their meaning, helping students notice relevant and problematic language structures and their meaning, providing more examples of relevant language structures, and correcting use of relevant and problematic forms (de Graff, Koopman & Westhoff, 2007 as cited in Bentley, 2010). Among the most relevant grammatical structures in a CLIL elementary science module, we may find the following:

Verb form	Example	Meaning
Present	<ul style="list-style-type: none"> ▪ The climate is getting warmer ▪ Warm air rises 	<ul style="list-style-type: none"> ▪ A changing situation ▪ A process
Future	<ul style="list-style-type: none"> ▪ This problem with the environment is going to get worse 	<ul style="list-style-type: none"> ▪ A prediction from evidence
Modal verbs	<ul style="list-style-type: none"> ▪ You must wear gloves in the lab 	<ul style="list-style-type: none"> ▪ Obligation

(Adapted from Bentley, 2010:167)

Language analysis is just a component for CLIL implementation, which is known as **Communication**. There are three other components for effective planning: Cognition, Content and Culture. These four components make a framework for effective planning in CLIL implementation (Coyle et al., 2010).

2. Planning for CLIL

In order to maintain the dialogic, interdisciplinary and student-oriented foundations of CLIL (Bentley, 2010), this approach demands teachers to reduce their TTT (teacher talking time) and to increase STT (student talking time), and to put in practice different methodologies to make content and language integration happen. However, some authors such as Ting (2010) and Coyle (2009) (as cited in Iannou-Georgiou, 2012) have agreed that CLIL might experience a dangerous moment if there are no clear guidelines for CLIL programmes implementation since many teachers have been leading CLIL lessons with no difference to their FL lessons, using content merely as a source of engagement because they do not seem to know how to integrate content and language. Coyle et al. (2010) developed a framework to help teachers plan CLIL lessons, establishing the link between content and language in communication and the underlying components that remain from a FL lesson and that participate of any learning process.

2.1 The 4Cs framework

Coyle et al. (2010) has elaborated four contextualized building blocks for the implementation of CLIL: The 4Cs framework. The 4Cs stand for: Content (the subject matter), Communication (language learning and using), Cognition (Active learning and thinking processes), and Culture (Intercultural competence for a globalized world) that are specified below:

1. **Content** is the subject matter of the CLIL module: Science
2. **Communication** refers to language use in both oral and written forms, encouraging learners to actively participate in meaningful interaction.
3. **Cognition** implies that CLIL promote challenging thinking skills so students can become competent in subjects from the curriculum. These skills might include: reasoning, creative thinking and evaluating.

When relating cognition and communication, CLIL does not aim at developing grammar progression; rather it enhances grammar progression through the gradual development of **CALP** (Cognitive Academic Language Proficiency), which is the level required for academic school study (Bentley, 2010).

4. **Culture** for which CLIL gives the opportunity to embrace the otherness, to understand a topic from different perspectives using language as a means of inquiry. This component supposes the development of partnerships with other school; however, in Chile, it is the fact of teaching subjects in another language what edifies the culture component in CLIL.

2.2 Developing the C for Communication in Science CLIL Elementary Modules

To develop the communicative competence in Science CLIL elementary modules, learners need to be exposed to communicative functions, purposes for speaking or writing, so as to become capable of both acquiring and communicating content.

In this sense, teachers should provide examples and have students working on

(Bentley, 2010):

- expressing agreement or disagreement
- clarifying what has been said
- describing cause and effect
- expressing ideas and opinions
- giving approximate numbers
- interpreting data
- predicting
- presenting solutions
- suggesting

Considering Bentley (2010) and Coyle et al. (2010) proposals, such communicative functions should be included in different strategies of the lesson. For example, Bentley (2010) mentions *brainstorming* as a great strategy to start or to finish a topic. Also, to develop meaningful communication throughout one lesson, she suggests that teachers use open questions since they encourage learners to cooperate during tasks discussions. Coyle (2010) mentions the importance of trying different patterns of interaction so as to allow students to become critical friends, share their knowledge, participate of role-plays and debates, etc.

2.3 Optimising teaching competences in CLIL application and foreign language instruction.

The role of the teacher is essential to ensure CLIL lessons' success. In order to maintain the dialogic principle of CLIL, Papaioannou (2015) has set a series of strategies to help EFL CLIL teachers promote active learning when it comes to lesson delivery and lesson planning.

According to Papaioannou (2015), EFL teachers are expected to support students' confidence development through the use of a series of strategies to encourage students to use English. These strategies are:

- a) **Anchoring and classroom arrangement:** anchoring refers to the position of the

teacher in the classroom. This should be at the centre of a semicircle, preferably on a chair where the teacher can see everybody's faces. This motivating seat arrangement also places the instructor at the same height of the students, which encourages students to speak since the teacher is no longer seen at a higher level than they are.

- b) **Monitoring:** The teacher should monitor consistently and effectively. This means that the teacher is to provide permanent support to everybody in the classroom, helping lower achievers meet lessons aims, and encouraging gifted students to help others or get into further tasks. It also makes student conscious of the teacher's presence and makes them part of a team whose leader is the teacher.
- c) **Language grading:** This has a direct relation to Coyle's et al (2010) language in learning analysis. The teacher is not supposed to address grammar progression, but to enhance it through the use of a target structure that is comprehensible for the class and that helps students reach lessons' objectives.
- d) **Interaction patterns:** Since CLIL is a student-centred approach, a variety of interaction patterns among students should be considered. These are : student to student (SS, in couples), group of students (SSS), and open class feedback (SSS-Teacher), among others.

According to Papaioannou (2015), there are seven stages that should be included in lesson plans so as to ensure active learning in CLIL. These are:

1. **Warm-up:** this stage can be based on a speaking practice aided by visuals, including new vocabulary.
2. **Presentation:** in this stage, more visuals can be used to generate discussion on the topic.
3. **Elicitation:** this has to do with the consolidation of new vocabulary through reading tasks, pair work and activities that call for getting meaning from context.
4. **Reinforcement:** this section includes vocabulary that students were not able to explain. Teachers are to exemplify and accommodate new tasks to help students understand concepts.
5. **Comprehension:** this should be an oral practice with the new vocabulary. It can be a discussion of the topic after students share answers to a task.

6. **Writing the new material:** students are asked to complete a writing task to demonstrate their knowledge of the content.
7. **Free stage on given tasks:** this section includes a follow-up. An activity that requires students to focus on the core topic of the lesson and consolidate their learning in the application of the content in a challenging task. Productive skills are developed at this stage.

In conclusion, EFL CLIL teachers should be able to plan to activate prior knowledge, include collaborative tasks, support students and regulate input and output through the design of different tasks in terms of language skills and cognitive demand.

2.4 Troubleshooting: integration of content and language.

It is clear that CLIL is a new approach that develops language-aware and content-aware instruction, in which the language-aware component is mediated through a carefully designed language analysis. However, content integration is a bit weak when it comes to planning, especially for language teachers, since they need to achieve certain degrees of confidence to explain subject content to language learners with limited linguistic resources on the discipline.

In order to confirm content and language integration for English as a foreign language teachers, Ting (2011) developed three operands that help EFL teachers determine the quality of their CLIL lessons. These operands should be considered as a follow up of Coyle's et al. 4Cs framework (2010) after teaching in CLIL settings since each operand provides specific guidelines for CLIL success.

Ting's (2011) three operands are: (1) do the learners understand the language that I, the teacher is using?, (2) can learners use language effectively to 'obtain information', 'negotiate understanding', 'discuss hypothesis' and 'convey knowledge'?, and (3) is the content presented in chewable and digestible aliquots'? (p.315)

These operands proposed by Ting position EFL expertise at a central stage of CLIL implementation in developing not only student-centred lessons but also in developing content-driven and literacy-directed lessons.

III. PEDAGOGICAL PROPOSAL

1. Syllabus design

This pedagogical proposal was developed from the theoretical framework presented in previous sections. This proposal aims at training in-service EFL elementary teachers to implement CLIL science language-based extracurricular workshops for year 5 elementary students.

This 38-hour elective course is structured in two modules following a task-based syllabus (Rahimpour, 2010) considering that each module contains several units that concentrate in the immediate application of the corresponding content in CLIL classroom settings.

Prior to the design of this syllabus, a Needs Analysis (See appendix II) conducted on in-service EFL elementary teachers from across the country informed three key points that prompted the development of this course:

1. Teachers across the country require workshops on ELT methodology.
2. Science modules can be beneficial for language instruction
3. Teaching techniques that call for a student-centred teaching approach

2. Course description

As mentioned before, this syllabus was designed on a module basis. One of the modules focuses on theory instruction while the other focuses on teaching practice, planning and CLIL classroom techniques. Module 1 contains 2 Units. Unit 1 focuses on the theoretical basis behind two mainstream language-teaching approaches and their implications in FL classrooms (Content-based language instruction and task-based language instruction). This unit also introduces CLIL and its foundations for effective language instruction through the integration of content and language following a language-based CLIL teaching approach. Unit 2 focuses exclusively on CLIL programme implementation and planning. It presents and prompts analysis to Coyle's 4Cs framework (2009) by giving

special attention to the development of each of the framework's components and by providing useful guidelines for the integration of the 4Cs with a strong theoretical basis for language analysis and adequacy of cognitive demands in CLIL settings.

Module 2 was designed on a workshop basis. There are 3 units that focus on key aspects for successful CLIL implementation. Unit 1 refers to Ting's (2011) CLIL 3 operands for EFL teachers: troubleshooting for CLIL implementation. Unit 2 presents a series of workshops for lesson planning. In unit 3, trainees are expected to have an 8-hour practicum (4 lessons of 90 minutes each) in which they plan for CLIL science, deliver CLIL science lessons, and self evaluate their performance using Ting's Three Operands for CLIL implementation (2011). Each practicum session includes tutor's supervision.

3. Assessment

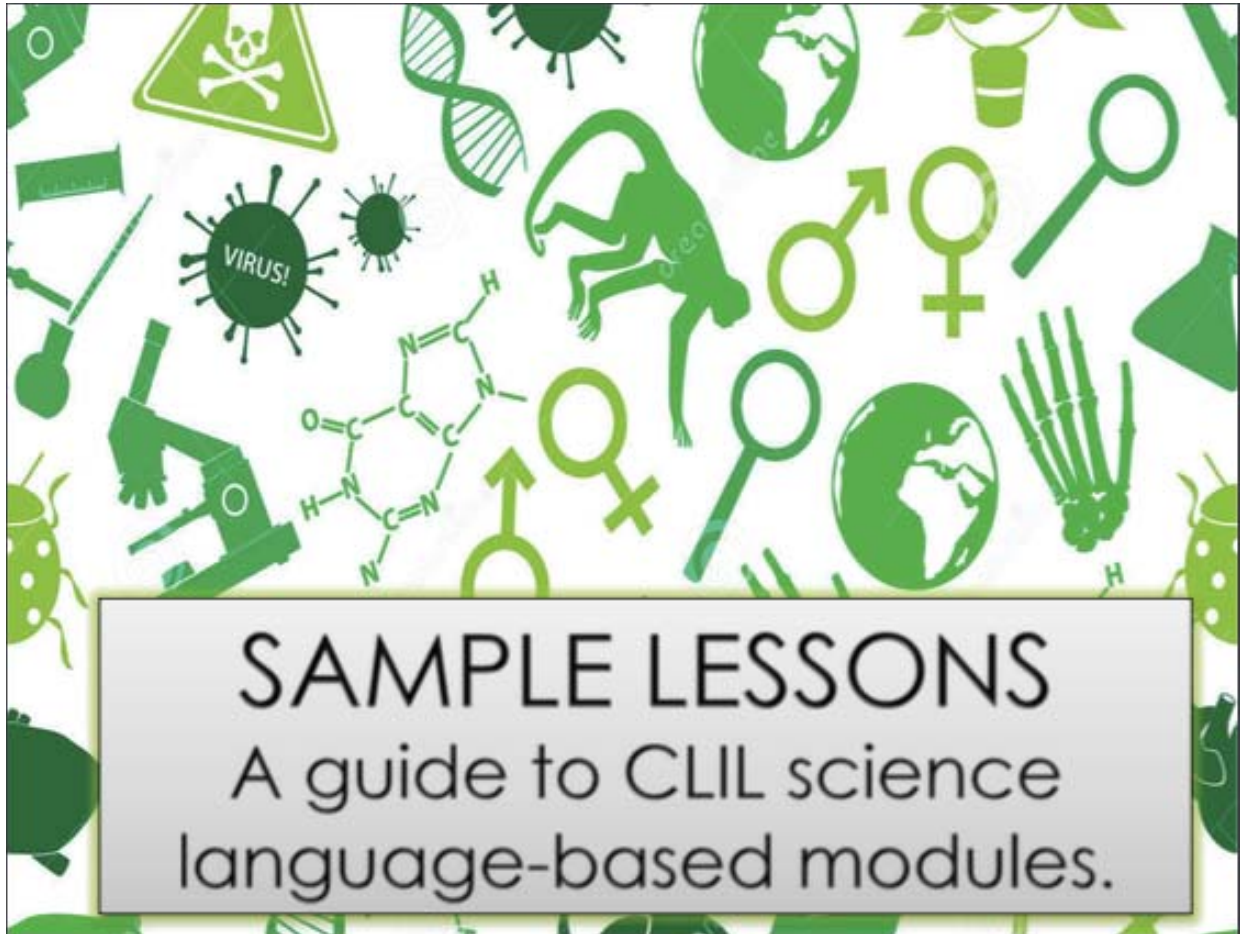
<p>Module 1 Theory</p>	<p>40%</p>	<p>Reflective essay (20%)</p> <p>This essay covers Unit 1 and aims at helping students define their teaching philosophy developing the following topic ‘My teaching Philosophy for the XXI century: is the integration of content and language possible?’</p> <hr/> <p>Language analysis assignment (50%)</p> <p>This assignment covers Unit 2’s ‘C’ for communication. This is an extensive assignment where students have to provide a complete language analysis for a determined Science elementary Unit aim considering language of learning (BICS) and language for learning (Linguistic groups) principles.</p> <hr/> <p>Integration of 4Cs framework (30%)</p> <p>This is a follow up of assignment 2. Trainees are to develop the 3 remaining Cs for the Science Unit implementation.</p>	
<p>Module 2 Teaching Practice</p>	<p>60%</p>	<p>Portfolio</p> <p>This portfolio should contain all the material developed and self-assessment sheets completed by the trainees, alongside with tutor’s comment.</p>	<p>Lesson plans (40 %)</p> <p>The lesson plans from the teaching practice. Do they develop the 4Cs framework properly? See Appendix for assessment grid</p> <hr/> <p>Lesson delivery (45%)</p> <p>Assessment based on tutor’s observations. Are the trainees developing student-centred, content driven lessons?</p> <hr/> <p>Self-assessment (15 %)</p> <p>This section considers the trainees’ self assessment in relation to Ting’s operands for CLIL implementation. A self-assessment sheet is provided after each trainee’s lesson.</p>

4. Course syllabus

- **Name of the course:** Content and Language Integrated Learning: a tool to empower Chilean EFL teachers through Science language-based modules
- **Outcome:** At the end of the course, students will be able to implement CLIL Science language-based extracurricular workshops for 5th graders
- **Type:** Elective course
- **Target audience:** In-service primary school EFL teachers of 5th grade (12).
- **Duration:** 20 sessions, 90 minute per session (30 hours) plus 8 hours of teaching practice.
- **Teacher:** Sebastián Olivares Lizana

MODULE I: THEORY		
NAME OF THE UNIT	TOPICS	OBJECTIVES By the end of this unit, students will be able to...
Unit 1 <i>“An update on ELT approaches”</i>	<ul style="list-style-type: none"> ▪ Task-based language instruction (TBLI) ▪ Content-based language instruction (CBLI) ▪ Content and language integrated learning (CLIL) 	<ul style="list-style-type: none"> • Reflect on current practices of language instruction. • Discuss on the boundaries among TBLI, CBLI and CLIL. • Define the 4Cs framework for CLIL. • Determine CLIL principles for learning Science through English.
Unit 2 <i>“CLIL: The 4Cs framework”</i>	<ul style="list-style-type: none"> ▪ First ‘C’ for Content. 	<ul style="list-style-type: none"> • Identify patterns of Science Pedagogical Content Knowledge (SPCK). • Identify unit aims from year five elementary Science curriculums.
	<ul style="list-style-type: none"> ▪ Second ‘C’ for Communication. 	<ul style="list-style-type: none"> • Analyse language for learning through the basic interpersonal communication skills (BICS) principles. • Define a corpus for linguistics groups for language of learning. • Identify the component of structures and meaning.
	<ul style="list-style-type: none"> ▪ Third ‘C’ for Cognition. 	<ul style="list-style-type: none"> • Adequate cognitive demand through Cognitive Academic Language Proficiency (CALP) analysis • Analyse Bloom’s taxonomy to implement low and higher-order thinking activities.
	<ul style="list-style-type: none"> ▪ Fourth ‘C’ for Culture. 	<ul style="list-style-type: none"> • Recognise cultural implications for foreign language settings • Setting goals to promote intercultural competence in CLIL settings.
	<ul style="list-style-type: none"> ▪ Demo lesson: CLIL Science biology 	<ul style="list-style-type: none"> • Recognise the 4Cs framework in a demo lesson.

MODULE II: TEACHING PRACTICE		
NAME OF THE UNIT	TOPICS	OBJECTIVES by the end of the unit, students will be able to...
Unit 1: <i>'Troubleshooting for CLIL lessons delivery'</i>	<ul style="list-style-type: none"> • Ting's 3 CLIL operands. 	<ul style="list-style-type: none"> • Identify the role of the students in CLIL lessons. • Recognise Ting's CLIL 3 operands • Promote dialogue in CLIL environments. • Implement strategies to scaffold CLIL students.
Unit 2: <i>'Lesson planning workshops'</i>	<ul style="list-style-type: none"> • Integrative from previous units. • Papaioannou's (2015) strategies for CLIL implementation. 	<ul style="list-style-type: none"> • Set objectives for CLIL units and lessons. • Integrate the 4Cs framework for CLIL units and lessons. • Determine teacher's role in CLIL lessons.
Unit 3 <i>'Lesson delivery: teaching practice'</i>	<ul style="list-style-type: none"> • Integrative from previous units. • Papaioannou's (2015) strategies for CLIL implementation. 	<ul style="list-style-type: none"> • Provide feedback on partners' and demos CLIL teaching performance. • Self assess performance according to CLIL 3 operands. • Reflect on teaching performance.



SAMPLE LESSONS

A guide to CLIL science language-based modules.



Objectives: By the end of the lesson, trainees will be able to...

- ✓ Reflect on current practices of language instruction.
- ✓ Discuss on the boundaries among TBLI, CBLI, and CLIL.

This is a 25-minute lecture.

After reading each slide, answer the following questions with a partner:

1. Have you ever heard about this approach? What do you know about it?
2. Have you ever implemented such approach? If yes, how? If not, what would you like to do with it?

Share with the class, and note down on tutor and classmates' comments.

It's Lecture Time!



ELT current approaches
By Mr. Sebastian Oliveira Lima

Current Approaches

I. Task-based Language Instruction

- Content and Language functions are connected to meaningful contexts
- Use of language in the future
- Examples : "at a restaurant" "at the airport" "writing a complaint letter"

Current Approaches

II. Content- based language Instruction (CBLI)

- Content used to engage learners to a language topic.
- Use of language if specifically necessary (learners/future careers)

Current Approaches

III. Content and Language Integrated Learning (CLIL)

- CLIL has the potential to significantly renovate both content education and language instruction.
- CLIL attends how the learner –not the teacher– is acquiring, using, and mastering the foreign language (Ting, 2011)

How does CLIL meets its objectives?

50% content + 50% Foreign Language (Vehicular) = Incidental Learning.
Meaningful, contextualized tasks that enhance learners' cognitive development through the use of another language.

Where does CLIL come from?

Where does CLIL come from?
Task- based approach to FLT

- With a focus on the task rather than the language.

Communicative Language Teaching

- Focus on communication rather than language accuracy.

Teaching English through content
Inclusion of content to teach a foreign language.
(Ioannou- Georgiou, 2012)

Hands-on (65-minute section)

1



The quote below reflects on CLIL in the EFL arena. You have 5 minutes to read and answer the questions. Share with a partner.

'CLIL is synonym for mobility and globalization. EFL expertise, probably more than any other arena of education, is naturally positioned for developing language-aware content education (Ting, 2011)'

Answer the following question:

1. Is it easier to learn how to teach content for language teachers than it might be to learn how to teach language for content teachers?
2. As a language teacher, what do you think is the best way to integrate content in a language lesson? What would be three of the most important considerations?

2



You have 2 minutes to read the activities' descriptions below.



In trios, you have 8 minutes to decide which approach they represent:

- **TBLI** (task-based language instruction) : the teacher provides specific language points to perform a function.
- **CNLI** (content-based language instruction): the teacher uses content to engage students with the language focus.
- **CLIL** (content and language integrated learning): the teacher presents content as the driven force of the lesson, where language plays a fundamental role for communication within the classroom.

1. _____ The students watch a video on medical advancements to complete a handout on collocations afterwards.
2. _____ Students attend a science fair from the British Council and write a science report in English on the topic that called their attention the most.
3. _____ Students are asked to perform a role-play: a waiter and a customer.
4. _____ Students watch ' The history of English in five minutes' and create a timeline to place on the classroom's whiteboard and cover the simple past.
5. _____ A teacher presents a text of biology and asks the student to underline the words they don't know and the modal verbs.
6. _____ Primary students are asked to create a map of their school and present it to exchange students.
7. _____ Eight graders are asked to create a dialogue on sales.
8. _____ Fifth grades do a poster on vertebrates and invertebrates to present to their classmates.

3



In trios, you have to look at the sample activities from three different course books. You have 5 minutes to decide what extract represents CLIL, TBI or CBLI approach to teaching.

a)

Crime

Talking about criminals

Note the collocations in these news clips.

The Judge, Mr Newell, said that Hickey was a **hardened criminal**¹ who had **committed 12 serious offences**. He ordered that Hickey should **serve a sentence of** at least 15 years in prison.

The lawyer for the prosecution, Mr Arthur Larchwood, stated that Henry Banks was already a **convicted criminal**² when he was appointed chairman of the company but that nobody knew this fact. He had a **conviction for robbery** dating back to 1986.

The Justice Minister said that the men were not **political prisoners** but were **common criminals**³ who had committed **acts of terrorism**.

The judge said it was vital that anyone with a **criminal record**⁴ should not be able to get a job where large sums of money were placed in their care. Charles Amworth, 26, had served two years in a prison for **young offenders** ten years ago before working for the bank.

¹ someone who has committed a lot of crimes

² someone declared officially in a court of law to be guilty of a crime

³ low class criminal, negative term

⁴ list kept by the police of someone's previous crimes

b)

3 Vocabulary

Do an Internet search for **water cycle** and match the words with their definitions. You can visit these websites to help you:

www.windows2universe.org/earth/Water/water_cycle.html
www.urbanivers.org/water_cycle.html
www2010.atmos.uiuc.edu

1 evaporation	a water that falls from the sky onto the land, e.g. rain or snow
2 transpiration	b when water changes from a gas to a liquid, usually when it gets cooler
3 condensation	c when plants return water to the atmosphere through their leaves
4 precipitation	d when water changes from a liquid to gas, usually when it gets hotter

4 Vocabulary

Label this diagram of the water cycle with words from exercise 3.

1. evaporation

2. _____

3. _____

4. _____

5 Reading

Do an Internet search for **floods**. Then circle the correct words to complete the sentences. You can visit these websites to help you:

environment.nationalgeographic.com/environment/natural-disasters/floods-profile
www.bbc.co.uk/schools/gcsebitesize/geography/liverswater/flooding_mmgmentrev1.shtml

1 Floods happen when water ...
 a goes onto land that is normally dry. b doesn't fill lakes and reservoirs. c falls as rain.

2 ... can cause flooding.
 a Heavy rain or wind b Melting ice or snow c Both

c)

2 Language study Giving opinions

Look at the ways in which the people interviewed gave their opinions:

- ▶ *I think most of the big hotels are so impersonal.*
- ▶ *For me, the ideal hotel has big rooms with comfortable beds ...*
- ▶ *If you ask me, a hotel that doesn't make you feel really special ...*
- ▶ *It should also be as near the centre of town as possible ...*

Can you think of other ways in which people give their opinions?
 Now make similar sentences to express your opinion on:

- a the hotel industry in your country.
- b the President of the USA.
- c airline cuisine.
- d classical music.
- e computers.
- f people who drive under the influence of alcohol.

4



Considering the pictures of the previous activities, and the notes from the lecture, you have 10 complete the chart below with a partner.

Questions	TBLI (task-based)	CBLI (content-based)	CLIL (Content and Language Integrated Learning)
What's the aim of the activity (ies)?			
How is the language used/presented?			

5



In trios, you will be given one approach to draft a 30-minute lesson plan using the activities from the pictures.

You have 30 minutes to develop a lesson that must include:

- ✓ The level you are addressing
- ✓ An interesting lead in.
- ✓ An engaging second core activity.
- ✓ Lesson aim and stage aims.
- ✓ Language and/or content focus.
- ✓ Time for each activity.
- ✓ Student and teacher's roles.
- ✓ Interaction patterns.

You can ask as many questions as you wish



Next class, three groups, one for each approach will be selected randomly to present their lesson plans and receive feedback and comments from tutor and other trainees.

By the end of this lesson, trainees will be able to:

- ✓ Determine language for learning through BICS principles
- ✓ Define a corpus for linguistic groups in language of learning.

'C' FOR COMMUNICATION

Remember !

(15 minutes of quiet reading)

- Language for learning refers to the **specific vocabulary** that students need to operate successfully in a CLIL environment.
- Language for learning supports the development of communicative skills in the vehicular language during pair or group work. These skills are known as BICS (Basic Interpersonal Skills) and are described as the skills needed for social and conversational situations e.g. What do you have in...? I have...What did you write for...? I wrote... (to share answers with partners)

Language for learning

Language of learning

Language in learning is the analysis of the language needed for students to access basic concepts and minimal skills related to the content, theme or topic covered in the leading discipline.

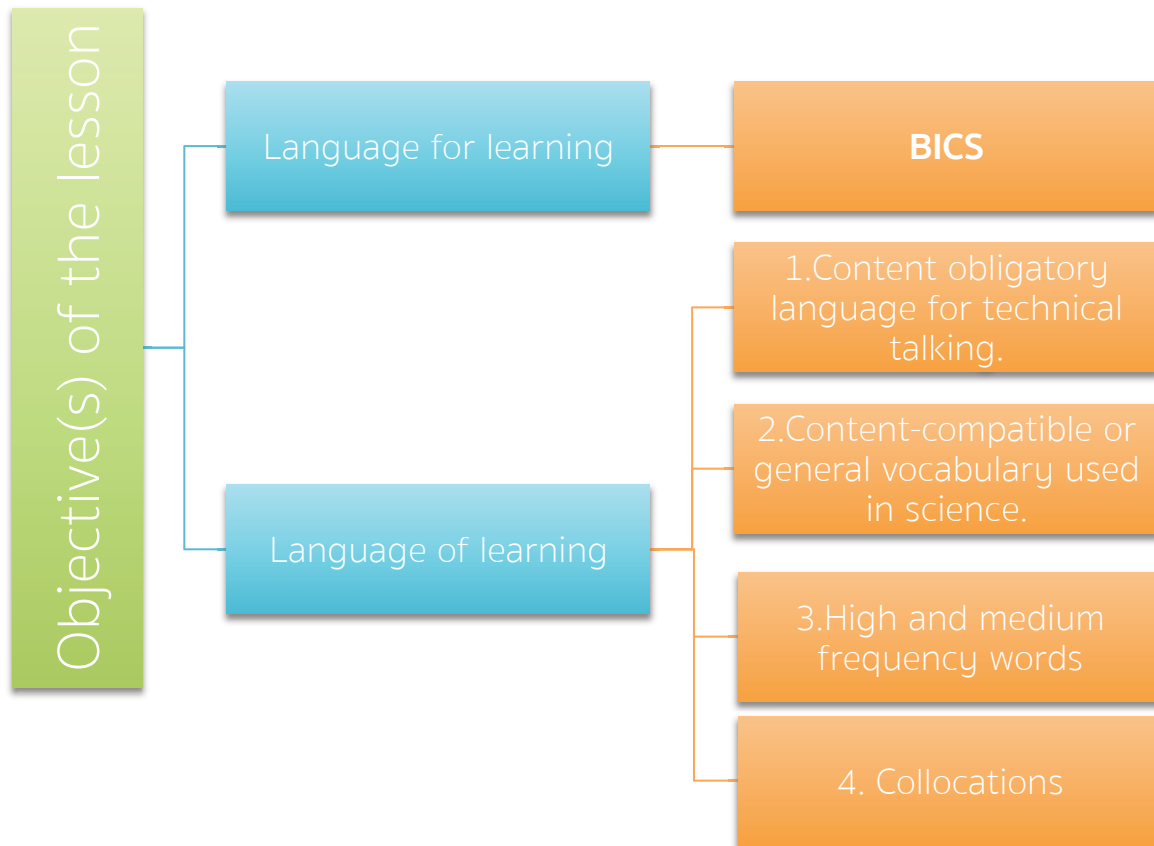
Language in learning is developed in four groups:

Group 1 Content obligatory language for technical talking.	In a biology lesson for fifth grade, this group would contain words like: vertebrate, invertebrate, bones, backbone, terrestrial, aquatic, etc.
Group 2 Content-compatible or general vocabulary used in science.	This group would contain words like: group, class head, body, tail, etc. Words that do not address the topic directly but might be useful to support students' ideas.
Group 3 High and medium frequency words	The most often used vocabulary in general English and also used in curriculum subjects. Examples: many, across, about, close to, etc. (Generally prepositions and adverbs).
Group 4 Collocations	Words used in specific combinations to present scientific conceptualizations such as: birds lay eggs, humans catch fish.



Putting it all together...

This is a mind-map of the information presented above. A template for language analysis for your future CLIL lessons.



Hands on! (30 minutes of classwork)



- I. In trios, you are to do the language analysis of a 5th grade Science biology lesson.
- II. You will be given the lesson aims and the material (text) to perform your analysis.
- III. Use the template presented in next page)

Lesson aims	<ul style="list-style-type: none"> ✓ "Define an ecosystem" ✓ "Recognise basic needs of living things" ✓ "Define the importance of each basic need" ✓ "Reflect on possible threats or limitation factors for an ecosystem"
Material	<ul style="list-style-type: none"> ✓ Text : the basic needs of living things.

YOUR TEXT!

THE BASIC NEEDS OF LIVING THINGS

adapted from <http://eschooltoday.com/science/needs-of-living-organisms/five-things-living-things-need-to-survive.html>

Every organism needs things to survive. The amount, way and form of these needs vary from organism to organism.

For example, water is a basic need for survival. The amount of water a frog needs to survive is not the same as the amount of water a desert cactus needs to survive. They all need water, but because they are different living organisms, their water needs will be

different, even though they both need water to live. There are five basic needs that all living things have. They are:



Sunlight: This is probably the most important need for all living organisms, because it is the source of all energy. It also provides heat for plants and animals.

Water: Water is the medium

in which living cells and tissue work. Water is also a living environment for many plants and animals.

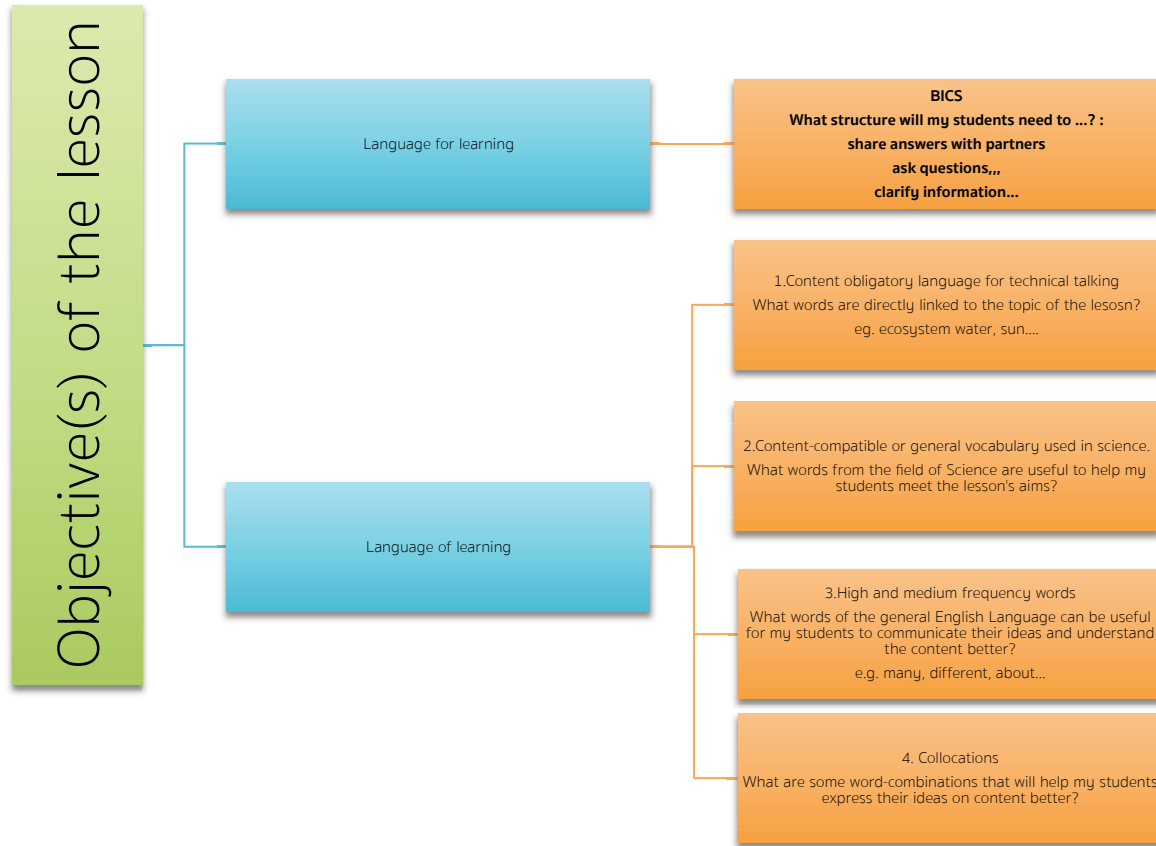
Air: Air is made up of several gases, but the two most important gases are Oxygen and Carbon dioxide. Without oxygen, animals will die, and without carbon dioxide, plants cannot survive.

Food (nutrients): Living things need energy for function. Energy is needed to grow, reproduce, move, and to work. Think of what will happen if you stayed for three days without food...

A habitat with the right temperature. Every living organism needs the ideal temperature to survive either on land or in water.

Certain factors in a living organism's environment can prevent it from surviving there. Those factors are called '**limiting factors**'. They include soils, temperature, water, sunlight and physical barriers. Physical barriers may include landforms and water bodies. They often prevent a living organism from moving to another place when conditions get bad in their regular habitat.

This is your template. Find help from the questions in each box.



After finishing your language analysis, you have 15 minutes for a jigsaw activity. Your teacher will split groups so that you can share answers, give and receive feedback

Module 1

Unit 2

Lesson 5

YOU ARE A CLIL STUDENT FOR THE FIRST PART OF THE SESSION

- By the end of this lesson, trainees will be able to...
- Identify the 4Cs framework 's components in a demo lesson.
 - Discuss on the 4Cs framework integration.
- By the end of this lesson, CLIL students will be able to...
- Identify vertebrate and invertebrate species.
 - Classify vertebrate and invertebrate.
 - Define vertebrate and invertebrate species.

THE X RAY LAB

I. Circle the correct answer (s). Share with a partner. (2 minutes)

- ❖ Are all animals the same?
 - Yes
 - No
- ❖ How can we classify animals?
 - Long & short
 - Vertebrates & invertebrates
 - Ugly & pretty
 - Mammals & fish

The interaction box

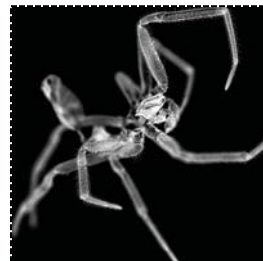
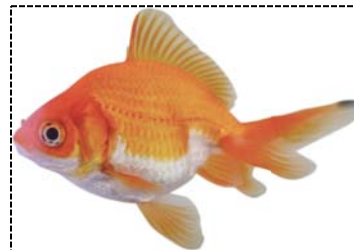
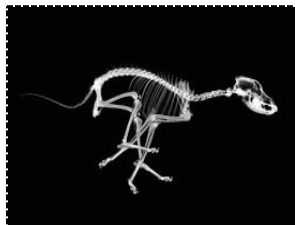
To share answers with partners I can say...

What do you have ?
I have...
Agree! ☺
Disagree ☹

II. Cut the pictures below and match each X ray with the corresponding animal. Glue stick the pictures together in your notebook (10 minutes)

The interaction box

This is a dog skeleton. Right?



III.

With your partner, complete (2 minutes):

The classification for the animals above is:

The interaction box

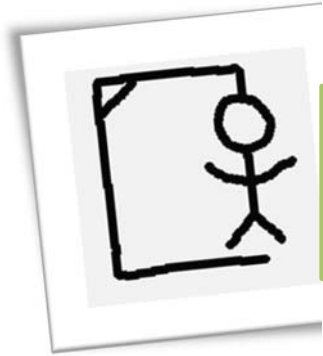
To complete the words:

What letter here?

This letter goes here

What letter there?

This letter goes there.



V_RT_BR_T_S
&
_NV_RT_BR_T_S

.....FOLD/UNFOLD THIS SECTION.....

Vertebrates and Invertebrates

IV. Read the following text. Circle the words in bold you do not know.
(10 minutes)

There are many types of animals in the world. Animals can be classified according to their similarities.

Invertebrates are animals without a backbone or spinal column. Of the million or more animal species in the world, more than 98% are invertebrates. Invertebrates don't have an **internal skeleton** made of **bone**. Many invertebrates have a fluid-filled, **hydrostatic skeleton**, like the jellyfish or worm. Others have a **hard outer shell**, like **insects** and **crustaceans**

Vertebrates are animals with a backbone or **spinal column**. They have an endoskeleton. What makes vertebrates special are their **spinal cords**, **vertebrae**, and **notochords** in their spinal column. They have a very developed brain. They are nerves along species' backs. Organisms need to give those nerves support and protection. That need brings us to the backbones and a rod of **cartilage** called the notochord.

Fifty thousand species seem a lot. Compared to the invertebrates, there are not that many species of vertebrates. One reason is that vertebrates are usually larger than invertebrates. They need more space. Another reason is that there are many limitations and dangers on the environments they live in.

V. New words

Write a term from the box next to each picture . Share answers with a partner (7 minutes)

The interaction box

To share answers with partners I can say...

What did you write?
I have...
Agree! ☺
Disagree ☹

Skeleton - bone - hydrostatic skeleton-
hard outer shell - insects - crustaceans -
spinal column - cartilage

















III. Read the text again and decide if the following statements are true or false. Share with a partner (8 minutes)

1. _____ There are more vertebrates than invertebrates in the world.
2. _____ Crustaceans are invertebrates.
3. _____ The backbones are formed by the spinal cords, vertebrae, and notochords.
4. _____ Invertebrates have an internal skeleton made of bone.
5. _____ Vertebrates are larger than invertebrates.
6. _____ Invertebrates have a hydrostatic skeleton.
7. _____ Insects have backbones.

The interaction box

To share answers with partners I can say...

Is number 1 true or false?
 It's true because...
 It's false because...
 Agree! ☺
 Disagree ☹

IV. Complete the sentences with the correct word. Share with a partner (5 minutes)

1. INVERTEBRATES / BACKBONE / HYDROSTATIC



- Snails are They don't have a , they have a **surrounded by muscles.**



2. VERTEBRATES / BACKBONE / INVERTEBRATES

- Cats are They have a Cats are **larger than** most



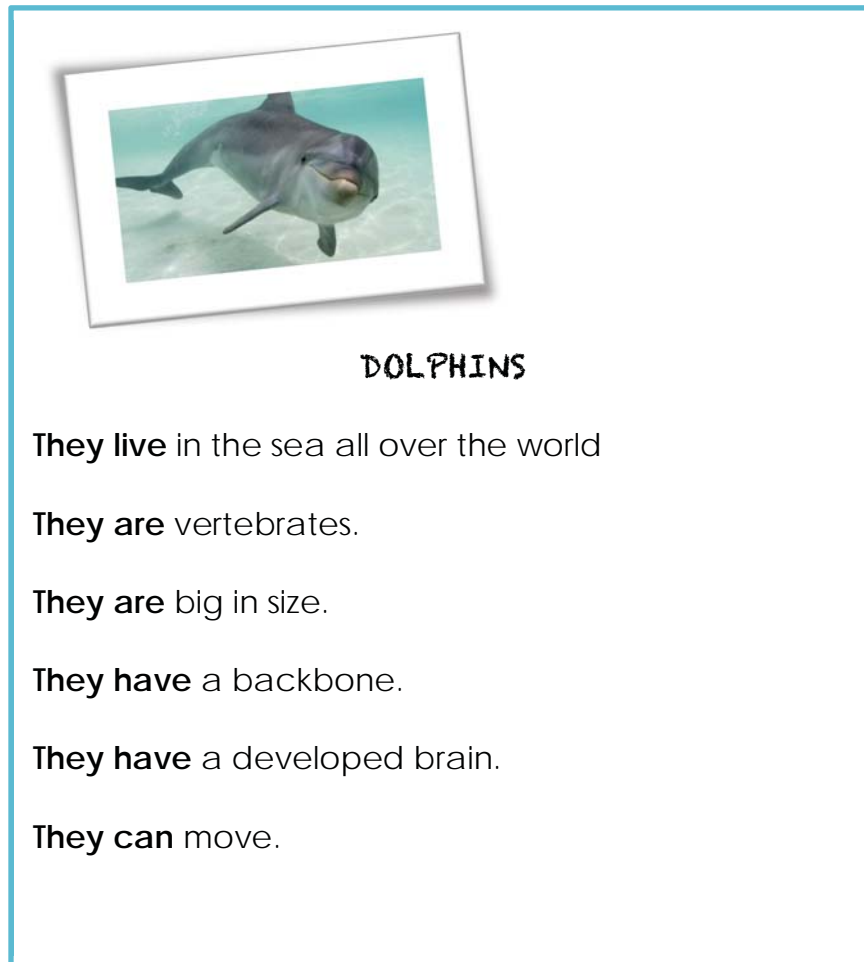
The interaction box

To share answers with partners I can say...

What did you write?
 I have...
 Agree! ☺
 Disagree ☹

V. Project: A poster to share with the class (45 minutes).

Look at the poster below, this is a model for your work:



Task:

1. Choose an animal that does not live in Chile.
2. Refer to the specie.
Answer:
 - a) Where do they live?
 - b) Are they vertebrates or invertebrates?
 - c) Are they big or small in size?
 - d) Do they have a backbone or a hydrostatic skeleton?
 - e) Do they have a brain?
 - f) Can they move to their will?
3. Organise this information in a poster, like the one above. Share with the class

Follow-up:

After the presentations, create a comparison chart between vertebrate and invertebrate species.

TEACHER'S SHEET



1. After experimenting a CLIL setting, you have ten minutes to discuss in trios:

- Are the elements of the 4Cs framework clearly implemented?
- What 'C' was the most powerful?
- What 'C' was the weakest?
- What was the teacher's role? What was your role as a CLIL student?
- What would have you done differently

2. In the same groups, complete the chart below:

C for content	Major topic:
C for communication	Language for learning:
	Language of learning:
C for cognition	Low and higher order thinking skills:
C for culture	Culture presented in the following activity (s)



- Objectives:
- ✓ Set objectives for CLIL units and lessons.
 - ✓ Integrate the 4Cs framework for CLIL units and lessons.

Planning for CLIL *Developing the 4Cs Framework*

TO REMEMBER
Silent Reading for five minutes

“ The state of matter”

1 st C CONTENT	<ul style="list-style-type: none"> • In this section, you are to determine the topic of the unit, the discipline it belongs to, and the strategies to deliver content-driven lessons.
2 nd C COMMUNICATION	<ul style="list-style-type: none"> • In this section, the importance is to define language for learning and language in learning.
3 rd C COGNITION	<ul style="list-style-type: none"> • In this section you are to organise the level of difficulty your students will be facing with the topic through setting your lessons' aims.
4 th C CULTURE	<ul style="list-style-type: none"> • In this section, you have to determine the cultural implications of covering this topic in Chile.

TASK:

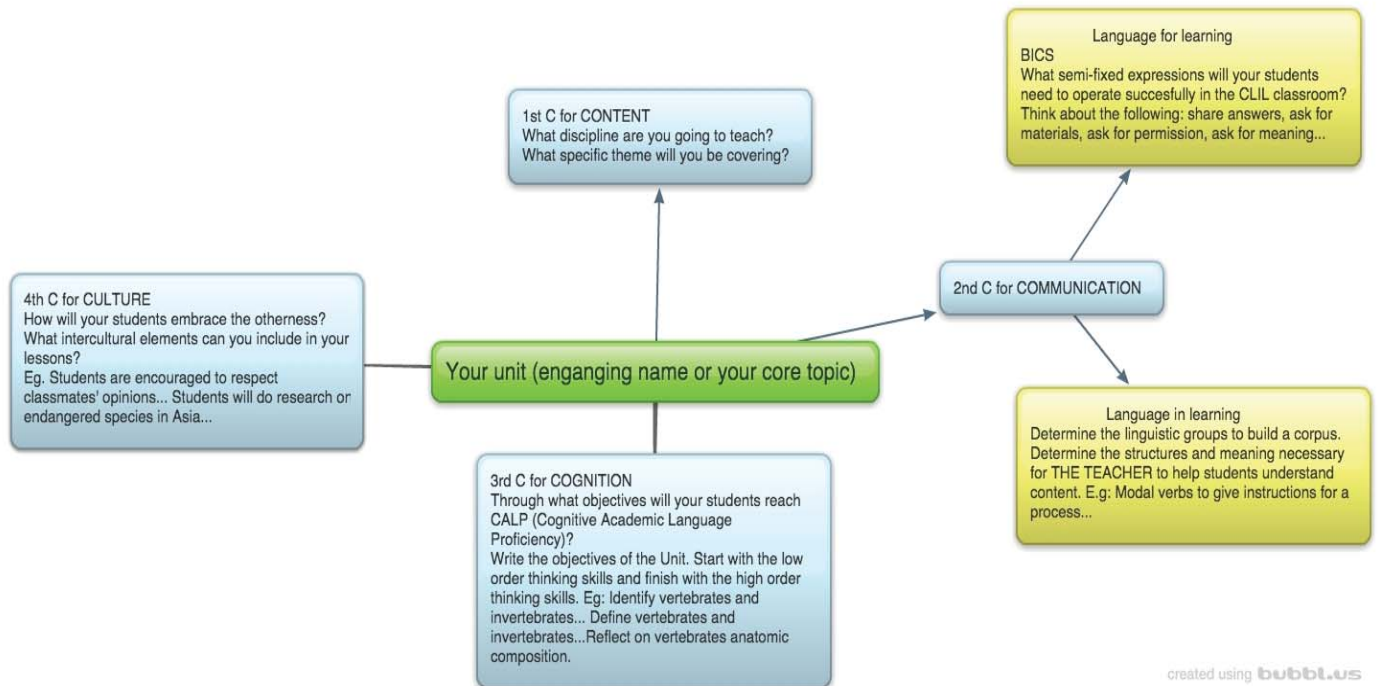
- ✓ For this workshop, you will have to develop a 4Cs framework using the resources provided. You will work in groups of 3.

You can go to next page to see details.

I. Watch the following video. This video contains the key content of the Unit.
<https://www.youtube.com/watch?v=tuE1LePDZ4Y>



II. You have 60 minutes of the class to create your 4Cs framework units plan from the information of the video. Use the following template as a guide. When finished, share with the class and comment on others' work. You can re-watch the video as many times as you need.



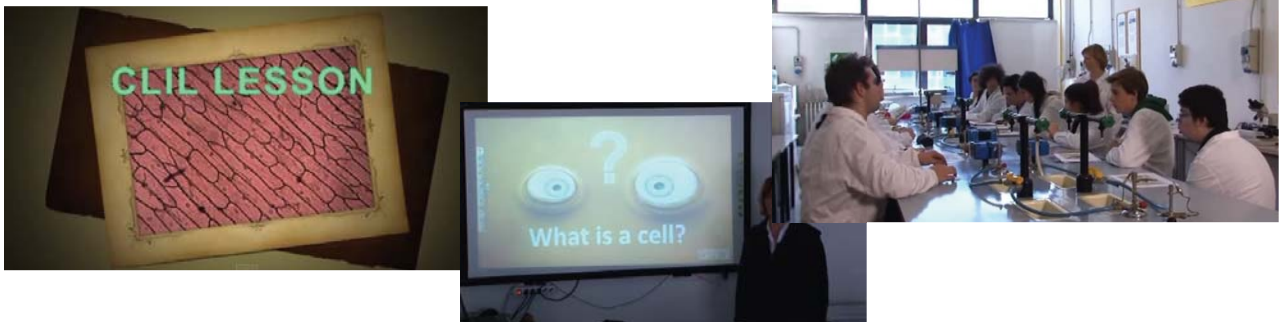
created using **bubbl.us**

Objective:

- ✓ Remember CLIL 3 Operands.
- ✓ Remember stages for active learning
- ✓ Reflect on demos CLIL teaching performance using CLIL 3 operands and active learning enhancement strategies.

A CLIL LESSON

- ◆ You will watch a video of a regular CLIL lesson in secondary settings (<https://www.youtube.com/watch?v=ARuag4WzDDs>) . This is a demo lesson that will help you build awareness on the CLIL teacher's role.



I. Take notes on the following:

1. The lesson's stages you identify.
2. The role of the teacher.
3. The role of the students.
4. The type of activities

II. After watching the video and organizing your notes, discuss with a partner:

1. Do the learners understand the language that the teacher is using?
2. Can learners use language effectively to 'obtain information', 'negotiate understanding', 'discuss hypothesis' and 'convey knowledge'?
3. Is the content presented in chewable and digestible aliquots'?

III. Complete the following chart. Use the questions as a guide.

Anchoring and classroom arrangement	In what way were these elements present in the lesson?	What would have you done differently?
Monitoring	Was the monitoring consistent throughout the lesson? In what moments specifically?	What would have been greater monitoring strategies?
Language grading	Did the teacher use a particular structure consistently?	What do you think was the target tense of the lesson?
Interaction patterns	What interaction patterns did the teacher promote?	What interaction patterns would have you used in the different stages?

Share your answers with a partner, and together, complete the list below:

DOs in CLIL

- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____

DONTs in CLIL

- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____

V. REFERENCES

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VI. APPENDIX I

Instituto de Literatura y Ciencias del Lenguaje
Pedagogía en Inglés
Trabajo de Titulación

Content and Language Integrated learning: a tool to empower Chilean EFL teachers

Objective: To train EFL in service elementary teachers on how to implement CLIL science projects in extracurricular English workshops for year 5

PREVIOUS EXPERIENCE

1. How long have you been teaching English in elementary schools
a) 1 b) 2 years c) 3 or more years
2. Have you attended any teacher-training workshop after graduation?
a) yes b) no
3. If your answer was yes, what was the last one about?
a) ELT didactics b) Language awareness c) counseling/management
4. Please, provide the main objective/topic of the workshop (e.g: updating didactics for elementary education; Chilean educational policies, development of core language competences, etc.)

-
5. If your answer was no, what kind of workshop would you like to attend?
a) ELT methodology b) Language awareness c) counseling /management

Why? _____

ON YOUR STUDENTS

6. What type of activities do you think work best with your students?
 - a. Listening activities
 - b. Reading activities
 - c. Writing activities
 - d. Speaking activities
 - e. Integrate skills activities
7. What type of grouping do your students seem to enjoy the most?
 - a. Individual
 - b. In pairs
 - c. In small groups (3-5)
 - d. Large groups (6+)

8. Which of the following activities do you think will motivate your students the most to learn English? Number from 1 to 6 being 6 the least likely.
- Following the instructions of a cooking book to make cookies
 - Filling in the gaps of songs' lyrics
 - Writing letters to a celebrity
 - Performing a mini play explaining processes to their classmates
 - Preparing a role play
 - Learning vocabulary through translation activities
 - Reading about the universe

ABOUT THE SCHOOLS YOU'VE WORKED IN

9. What type of English workshops do they usually run at the latest school you worked for / you are currently working?
- Grammar –based reinforcement or small group tutorials
 - Development of productive skills
 - An integrative approach developing the four skills
 - None

ON CONTENT AND LANGUAGE INTEGRATED LEARNING

CLIL (Content and Language Integrated Learning) is an emerging discipline in the teaching of languages that does not seem to have been implemented nor taught in Chile. Showing your level of agreement with the list of statements below will help us determine the principles that CLIL shares with your convictions as a teacher.

ON THE STUDENTS

Read each statement and select the alternative that best describes your opinion

Statement	Strongly disagree	Disagree	Uncertain	Agree	strongly agree
1. In a language class, students are at the center stage of the learning process					
2. Students need to fully interact with content to learn effectively					
3. Focus should be on fluency, so students should use language as they can					
4. Collaborative work help language learners students learn better					
5. Collaborative work helps students build confidence when speaking in an L2					
6. Students need chances to use the language in real life, immediate settings.					

ON TEACHING AND LEARNING

Statement	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
1. Teachers are facilitators rather than the only source of knowledge					
2. Teachers should work collaboratively					
3. EFL teachers can be trained to teach content from other subjects (science, geography, history)					
4. Authentic material supports language teaching					
5. Using a skills-integrated approach will help learners improve their language proficiency.					
6. The target language should be analysed to conduct good language lessons					
7. Students need chances to use the language in real life, immediate settings.					
8. Using Contexts such as 'at a restaurant' or 'at the airport' are always motivational for students					

ON THE DISCIPLINE

Statement	Strongly disagree	Disagree	uncertain	Agree	Strongly agree
1. The integration of content and language would support the development of EFL teaching techniques in Chile					
2. Science develops the ability of students to be critical					
3. I think using Science to learn English may improve both content and language learning simultaneously.					
4. Learning Science in English is a different thing that requires an immersion programme in bilingual settings					

APPENDIX II

NEEDS ANALYSIS

Participants

This needs analysis addressed a sample of twenty in-service teachers of English in primary levels. 12 of the teachers work in semi-private schools, eight of them work in public schools. Participants have been teaching elementary between four months and twenty-eight years.

Survey

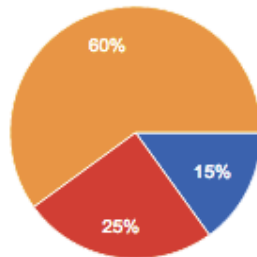
The survey was conducted online; the link to the survey was shared in a Facebook group for EFL teachers. This was made in order to gather information from in-service teachers across the country. All results were collected in two weeks. The survey was divided into two sections. The first section included five questions on previous experience, 3 questions on their students' perception of language instruction, and one question on the school they were working at the moment of answering the survey. The second question tackled CLIL principles into three appreciation charts. One chart for students' role, one for teaching and learning, and the other for the discipline (content). This helped determine the level of similarity the current approaches have with CLIL and how teachers can start the transition from mainstream approaches to student-centered, dialogic approaches.

Results

The analysis of the results shows that Teachers across the country require workshops on ELT methodology, that their students enjoy integrative skills activities and that Science modules can be beneficial for language instruction. The results also showed the need for teaching techniques that call for a student-centred teaching approach and the development of the dialogic principle. Further analysis of each question is presented as follows:

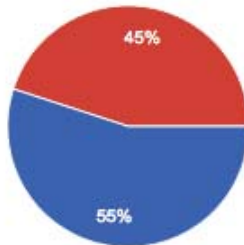
PART I: PREVIOUS EXPERIENCE

1. How long have you been teaching English in elementary schools?



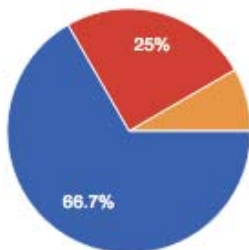
1 year	3	15%
2 years	5	25%
3 or more years.	12	60%

2. Have you attended any teacher-training workshop after graduation?



yes	11	55%
no	9	45%

3. If your answer was yes, what was the last one about?



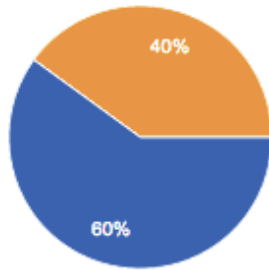
ELT didactics	8	66.7%
Language awareness	3	25%
Counseling/management	1	8.3%

4. Please, provide the main objective/topic of the workshop (e.g: updating didactics for elementary education; Chilean educational policies, development of core language competences, etc.)

Teaching English to Young Learners
Methodology in SLA
Making Grammar Communicative
ENGLISH GRAMMAR FOR TODAY
Improvisto EFL University classes

Updating and teaching didactics
Classroom Management in Chilean classrooms
Critical thinking about LANGUAGE LEARNING
Effective speaking

5. If your answer was no, what kind of workshop would you like to attend?



ELT methodology	6	60%
Language awareness	0	0%
Counseling /management	4	40%

Why?

because I usually have problems in the area of classroom management

I'd like to know about the new methodologies to teach English

The perfect tool

Because I have so many grades that I run out of ideas or I get bored of teaching the same over and over

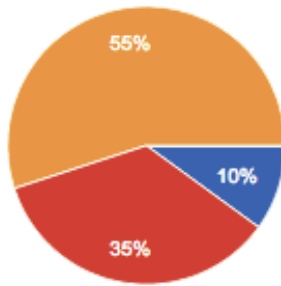
because I think I need strategies for classroom management

Because it is very important to control the class and the students.

Because I think it's important to always learn new ways to teach english, that are suitable and appropriate for our students wherever background they have. One of my main goals is to improve and continue learning, not only for me but also for my students' benefit.

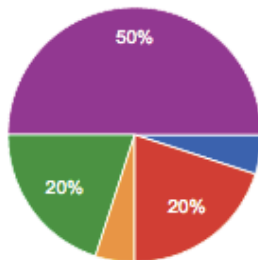
ON YOUR STUDENTS

6. What type of activities do you think work best with your students?



Individual	2	10%
In pairs	7	35%
In small groups (3-5)	11	55%
In large groups (6+)	0	0%

7. What type of grouping do your students seem to enjoy the most?

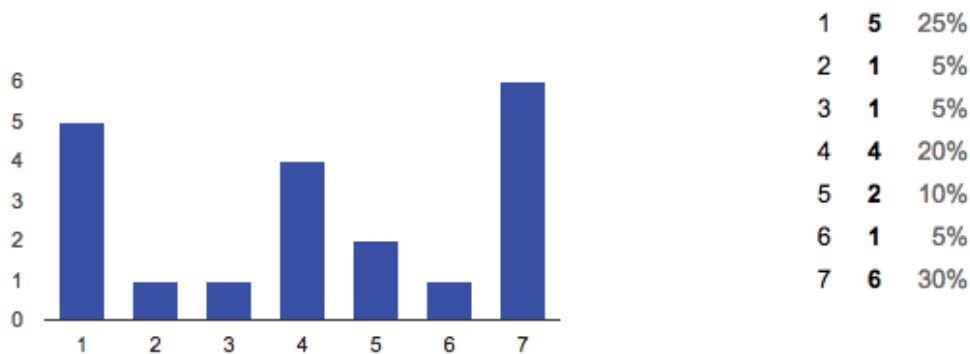


Listening activities	1	5%
Reading activities	4	20%
Writing activities	1	5%
Speaking activities	4	20%
Integrate skills activities	10	50%

8. Which of the following activities do you think will motivate your students the most to learn English? Number from 1 to 7 being 7 the least likely.

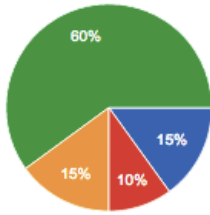
- (1) Following the instructions of a cooking book to make cookies
- (2) Filling in the gaps of songs' lyrics
- (3) Writing letters to a celebrity
- (4) Performing a mini play explaining processes to their classmates
- (5) Preparing a role play
- (6) Learning vocabulary through translation activities
- (7) Reading about the universe

Averages:



ABOUT THE SCHOOLS YOU'VE WORKED IN

9. What type of English workshops do they usually run at the latest school you worked for / you are currently working?



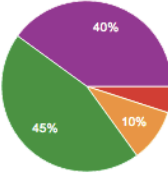
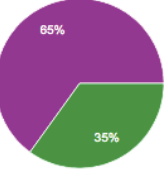
Grammar-based reinforcement or small group tutorials	3	15%
Development of productive skills	2	10%
An integrative approach developing the four skills	3	15%
None	12	60%

PART TWO: ON CONTENT AND LANGUAGE INTEGRATED LEARNING

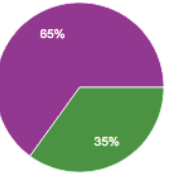
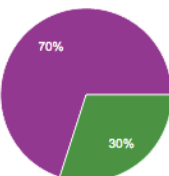
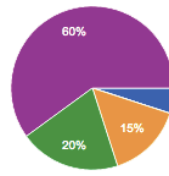
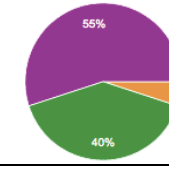
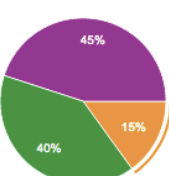
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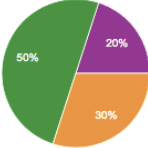
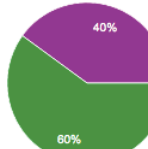
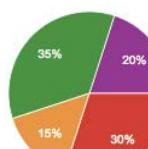
I. ON THE STUDENTS

7. In a language class, students are at the center stage of the learning process		<table border="1"> <tbody> <tr> <td>strongly disagree</td> <td>0</td> <td>0%</td> </tr> <tr> <td>disagree</td> <td>3</td> <td>15%</td> </tr> <tr> <td>uncertain</td> <td>1</td> <td>5%</td> </tr> <tr> <td>agree</td> <td>4</td> <td>20%</td> </tr> <tr> <td>strongly agree</td> <td>12</td> <td>60%</td> </tr> </tbody> </table>	strongly disagree	0	0%	disagree	3	15%	uncertain	1	5%	agree	4	20%	strongly agree	12	60%
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9. Focus should be on fluency, so students should use language as they can		<table border="1"> <tbody> <tr> <td>strongly disagree</td> <td>0</td> <td>0%</td> </tr> <tr> <td>disagree</td> <td>0</td> <td>0%</td> </tr> <tr> <td>uncertain</td> <td>6</td> <td>30%</td> </tr> <tr> <td>agree</td> <td>10</td> <td>50%</td> </tr> <tr> <td>strongly agree</td> <td>4</td> <td>20%</td> </tr> </tbody> </table>	strongly disagree	0	0%	disagree	0	0%	uncertain	6	30%	agree	10	50%	strongly agree	4	20%
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10. Collaborative work help language learners students learn better		<table border="1"> <tbody> <tr> <td>strongly disagree</td> <td>0</td> <td>0%</td> </tr> <tr> <td>disagree</td> <td>1</td> <td>5%</td> </tr> <tr> <td>uncertain</td> <td>2</td> <td>10%</td> </tr> <tr> <td>agree</td> <td>9</td> <td>45%</td> </tr> <tr> <td>strongly agree</td> <td>8</td> <td>40%</td> </tr> </tbody> </table>	strongly disagree	0	0%	disagree	1	5%	uncertain	2	10%	agree	9	45%	strongly agree	8	40%
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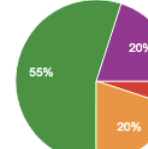
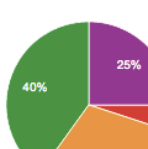
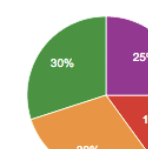
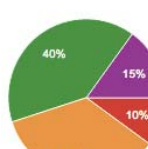
<p>11. Collaborative work helps students build confidence when speaking in an L2</p>	 <table border="0" data-bbox="1282 178 1510 325"> <tr><td>strongly disagree</td><td>0</td><td>0%</td></tr> <tr><td>disagree</td><td>1</td><td>5%</td></tr> <tr><td>uncertain</td><td>2</td><td>10%</td></tr> <tr><td>agree</td><td>9</td><td>45%</td></tr> <tr><td>strongly agree</td><td>8</td><td>40%</td></tr> </table>	strongly disagree	0	0%	disagree	1	5%	uncertain	2	10%	agree	9	45%	strongly agree	8	40%
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<p>12. Students need chances to use the language in real life, immediate settings.</p>	 <table border="0" data-bbox="1282 420 1510 567"> <tr><td>strongly disagree</td><td>0</td><td>0%</td></tr> <tr><td>disagree</td><td>0</td><td>0%</td></tr> <tr><td>uncertain</td><td>0</td><td>0%</td></tr> <tr><td>agree</td><td>7</td><td>35%</td></tr> <tr><td>strongly agree</td><td>13</td><td>65%</td></tr> </table>	strongly disagree	0	0%	disagree	0	0%	uncertain	0	0%	agree	7	35%	strongly agree	13	65%
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II. ON TEACHING AND LEARNING

<p>9. Teachers are facilitators rather than the only source of knowledge</p>	 <table border="0" data-bbox="1144 777 1372 924"> <tr><td>strongly disagree</td><td>0</td><td>0%</td></tr> <tr><td>disagree</td><td>0</td><td>0%</td></tr> <tr><td>uncertain</td><td>0</td><td>0%</td></tr> <tr><td>agree</td><td>7</td><td>35%</td></tr> <tr><td>strongly agree</td><td>13</td><td>65%</td></tr> </table>	strongly disagree	0	0%	disagree	0	0%	uncertain	0	0%	agree	7	35%	strongly agree	13	65%
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<p>10. Teachers should work collaboratively</p>	 <table border="0" data-bbox="1144 987 1372 1134"> <tr><td>strongly disagree</td><td>0</td><td>0%</td></tr> <tr><td>disagree</td><td>0</td><td>0%</td></tr> <tr><td>uncertain</td><td>0</td><td>0%</td></tr> <tr><td>agree</td><td>6</td><td>30%</td></tr> <tr><td>strongly agree</td><td>14</td><td>70%</td></tr> </table>	strongly disagree	0	0%	disagree	0	0%	uncertain	0	0%	agree	6	30%	strongly agree	14	70%
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<p>11. EFL teachers can be trained to teach content from other subjects (science, geography, history)</p>	 <table border="0" data-bbox="1144 1186 1372 1333"> <tr><td>strongly disagree</td><td>1</td><td>5%</td></tr> <tr><td>disagree</td><td>0</td><td>0%</td></tr> <tr><td>uncertain</td><td>3</td><td>15%</td></tr> <tr><td>agree</td><td>4</td><td>20%</td></tr> <tr><td>strongly agree</td><td>12</td><td>60%</td></tr> </table>	strongly disagree	1	5%	disagree	0	0%	uncertain	3	15%	agree	4	20%	strongly agree	12	60%
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<p>12. Authentic material supports language teaching</p>	 <table border="0" data-bbox="1144 1386 1372 1533"> <tr><td>strongly disagree</td><td>0</td><td>0%</td></tr> <tr><td>disagree</td><td>0</td><td>0%</td></tr> <tr><td>uncertain</td><td>1</td><td>5%</td></tr> <tr><td>agree</td><td>8</td><td>40%</td></tr> <tr><td>strongly agree</td><td>11</td><td>55%</td></tr> </table>	strongly disagree	0	0%	disagree	0	0%	uncertain	1	5%	agree	8	40%	strongly agree	11	55%
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<p>13. Using a skills-integrated approach will help learners improve their language proficiency.</p>	 <table border="0" data-bbox="1144 1575 1372 1722"> <tr><td>strongly disagree</td><td>0</td><td>0%</td></tr> <tr><td>disagree</td><td>0</td><td>0%</td></tr> <tr><td>uncertain</td><td>3</td><td>15%</td></tr> <tr><td>agree</td><td>8</td><td>40%</td></tr> <tr><td>strongly agree</td><td>9</td><td>45%</td></tr> </table>	strongly disagree	0	0%	disagree	0	0%	uncertain	3	15%	agree	8	40%	strongly agree	9	45%
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<p>6. The target language should be analysed to conduct good</p>																

language lessons		<p>strongly disagree 0 0%</p> <p>disagree 0 0%</p> <p>uncertain 6 30%</p> <p>agree 10 50%</p> <p>strongly agree 4 20%</p>
7. Students need chances to use the language in real life, immediate settings.		<p>strongly disagree 0 0%</p> <p>disagree 0 0%</p> <p>uncertain 0 0%</p> <p>agree 12 60%</p> <p>strongly agree 8 40%</p>
8. Using Contexts such as 'at a restaurant' or 'at the airport' are always motivational for students		<p>strongly disagree 0 0%</p> <p>disagree 6 30%</p> <p>uncertain 3 15%</p> <p>agree 7 35%</p> <p>strongly agree 4 20%</p>

III. ON THE DISCIPLINE

5. The integration of content and language would support the development of EFL teaching techniques in Chile		<p>strongly disagree 0 0%</p> <p>disagree 1 5%</p> <p>uncertain 4 20%</p> <p>agree 11 55%</p> <p>strongly agree 4 20%</p>
6. Science develops the ability of students to be critical		<p>strongly disagree 0 0%</p> <p>disagree 1 5%</p> <p>uncertain 6 30%</p> <p>agree 8 40%</p> <p>strongly agree 5 25%</p>
7. I think using Science to learn English may improve both content and language learning simultaneously.		<p>strongly disagree 0 0%</p> <p>disagree 3 15%</p> <p>uncertain 6 30%</p> <p>agree 6 30%</p> <p>strongly agree 5 25%</p>
8. Learning Science in English is a different thing that requires an immersion programme in bilingual settings		<p>strongly disagree 0 0%</p> <p>disagree 2 10%</p> <p>uncertain 7 35%</p> <p>agree 8 40%</p> <p>strongly agree 3 15%</p>

APPENDIX III

This is the assessment grid for module II, portfolio's lesson plan integration of the 4Cs framework:

<p>C for content (4 POINTS)</p>	<p>Is the content present in year 5 Science Chilean Curriculum? (1 points). Does the trainee develop a concrete sequence for a successful science lesson including: An engaging lead-in (1 point) A strong core-activity from which language and content can be extracted (1 point) A proper closure where key content elements are addressed (1 point)</p>
<p>C for communication (28 points)</p>	<p>This section is based on an appreciation scale based on Language for learning (BICS): The trainees are able to identify and specify the phrases in the foreign language that help students operate effectively in a FL setting. Yes, for all the activities: 5 points Present in a 75% of the activities: 4 points Present in a 50% of the activities: 2.5 points Present in 25% of the activities: 1 point. Language of learning: Each linguistic group is worth 5 points, which are awarded in the following scale: 5 points: all linguistic items present in the material for the students is clearly identified. 4 points: a 75% of the linguistic group considers the language items in the material presented for students. 2,5 points: a 50% of the linguistic group considers the language items presented in that material for students. 1 point: only a 25% or less of the linguistic group refers to the material presented to students. Structures and Meaning In case of referring to a particular tense, the trainee is able to specify meaning, pronunciation and form of the target language to be used in class. 1 point for present analysis of meaning. 1 point for present analysis of pronunciation. 1 point for present analysis of form.</p>
<p>C for cognition (5 points)</p>	<p>This is based on an appreciation scale in which the trainees are assessed if the lesson aims consider an adequate cognitive demand of the activities presented in the lesson according to Bloom's taxonomy. 5 points 5 points for no inconsistencies in cognitive demand. 4 points for one inconsistency in the cognitive adequacy. 2.5 points for inconsistencies in a 50% of the cognitive adequacy. 1 point for a 75% of inconsistencies in the cognitive demand.</p>
<p>C for culture (3 points)</p>	<p>3 points, divided among the following aspects. Are students required to embrace the otherness in this lesson? (to work in pairs, to work collaboratively) Do students get to relate to personal, previous experiences in this lesson? Do students get to recognize other cultures' appreciation of the matter?</p>