Teacher Education and CLIL
Methods and Tools

Arisaig, Scotland

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Aberdeenshire
Part One: Changing Paradigms

For 21st Century Language Learning
Communication is everywhere
TeacherTube  
Twitter  
Web 2.0  
Video Hosting  
RSS  
Brainstorming  
Emerging Technologies  
Cloud Computing  
Collaboration  
Podcasting  
Blogging  
Virtual Worlds  
Presentation  
Second Life  
Wikis  
Social Networking
So how do we square this?

- The glory of human learning is that it is essentially a complex, messy, non-linear process (Kumaravadivelu, 2001)
- The dominant form of classroom practice emphasises whole class monologic interaction where pupils are respondents with limited discourse (Lyle, 2008)
- IRF is the default mode in current pedagogies (Alexander 2007)
With this...?
European Key Competences

- Communication (first language and others)
- Learning to Learn
- Cultural Awareness and Experiences
- Digital Competence
And ..... 21st Century Multilingual Demands

- World Englishes
- MT +2
- CEF
  - Common European Framework
- Pluri-literate learners
- Diverse dynamic classrooms

- Education through a 2nd or 3rd language is the norm
- Identity investment
- Need to have access to a range of languages at a range of levels
Part 2: The Language Phenomenon
Multilingualism IS the norm

We need to have two or more languages in order to know we have one.....

Leonard Orban
26th September 2008
The learner and the languages present in school

Language(s) of schooling

- Regional, minority and migration languages
  - Language as a subject

- Foreign languages - modern and classical
  - Language(s) in other subjects
Towards **Plurilingualism**

According to the Council of Europe, it connects a range of linguistic and cultural capacities which include mother tongue/s, learned languages, used languages and parts of acquired languages..............so........

the current model of **learning** one or two languages in the formal setting needs to be revisited

Especially since

**many learners do not find the process itself motivating**
The DfE should consider how to promote good speaking skills at KS 3 & 4

OFSTED January 2011
Who says….

- Grammar is difficult? Languages are hard?
- Target language ‘puts off’ learners? And we need constant translation?
- Communicative LL means small chunks of language?
- What the content of the language lessons should be? What is the knowledge base?
- Language learning is different from other kinds of learning? EAL? Geography?
- Language learning is different from language using?

6 questions all language teachers need to ask
As education throughout the world becomes increasingly multilingual and multicultural, we must look beyond the individual learning the language system and consider language as a medium of learning, the coordination of language learning and content learning, language socialization as the learning of language and culture... and discourse in the context of social practice

Mohan 2002
Part Three: The CLIL Explosion
So what is CLIL – the latest trend?

Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language.

Coyle, Hood and Marsh 2010:1
So what is CLIL?

High quality teaching and learning fit for 21st century classrooms anywhere in the world. It is context-embedded, content-driven with clear pluricultural learning outcomes. It sees language as our greatest learning tool and it connects learners to the visions and realities of language using for different purposes at different times.
Flexible Cross-Curricular Models

- Language-led
- Subject-led
- Joint

Can be done at any level, any language, any learners
Research Findings
Under certain conditions:

1. Motivating for both teachers and learners
2. Develops linguistic confidence and competence and promotes spontaneity
3. Repositions languages in school curriculum
4. Curriculum linking: new challenges
5. Addresses stereotypes (language, gender, curriculum)
6. Global citizenship & intercultural understanding
7. Revisits effective teaching/learning
8. Communication/learning spaces

Coyle, Hood, Marsh 2010
Implications for cross-curricular approaches
Problematising cross-curricular learning approaches
If you always do what you’ve always done, you’ll always get what you’ve always got……

Challenges some of our basic classroom
Part Four: Teacher Education

"mindset" {noun}

a set of beliefs or a way of thinking that determines one's behavior, outlook and mental attitude.
Initial Teacher Education

The legacy....
MA in PluriLingual Education
f2f/on-line

**Modules 1 & 2 [PG Certificate]**
Fundamental principles of CLIL/Plurilingualism
Task design and unit planning

**Modules 3 & 4 [PG Diploma]**
Classbased inquiry
Leading change

**Dissertation [MA]**
There is a recognised need for a teaching force which is equipped with linguistic and pedagogic skills/understanding to guide change during the transition stage. There is a move towards teacher-owned and student-shared understandings [theories of practice], a willingness to engage in class-based research, supported by easy access to flexible resources and networked professional learning. There is an urgent need for alternative provision of innovative professional learning/teacher education/CPD.
Teacher Education for a skilled and supported workforce is crucial

“The modern world puts emphasis on better use of knowledge and rapid innovation….requiring a broadening of the creative skills base for the whole population …there is a need for skills and competences that enable people to embrace change as opportunity and to be open to new ideas in a culturally diverse knowledge-base society. Education and training are determining factors in this.”

European Year of Creativity & Innovation 2009
Knowledge Sharing

One of the most powerful resources that people in any organisation have for learning and improving is each other. Knowledge economies depend on collective intelligence and social capital - including ways of sharing and developing knowledge among fellow professionals. Sharing ideas and expertise, providing moral support when dealing with new and difficult challenges, discussing complex individual cases together - this is the essence of strong collegiality and the basis for professional communities.

Hargreaves 2003:84
Professional Learning Networks & Teacher Education

Critical look at our practice

Learner involvement

Building on the rich potential of language as a learning tool and an object of learning

Teachers and Learners as innovators

Seizing the opportunities
The CLIL Teacher’s Tool Box
Post Method Pedagogy

Pedagogic exploration:

Post method pedagogy rejects the narrow view of language education that confines itself to the linguistic functional elements that obtain inside the classroom. Instead, it seeks to branch out to tap the socio-political consciousness that learners bring with them to the classrooms, so that it can function as a catalyst for identity formation and social transformation (Kumaravadivelu, 2002)
Looking for answers…

Too much attention is directed towards finding the ‘best method’, even though fifty years of educational research has not been able to support such generalisations. Instead, we should ask which method or combination of methods is best for which goals, which students and under which conditions.

Dahllof, U (1999)

*Towards a new model for the evaluation of teaching*
If you want to improve the quality of teaching, the most effective place to do so is in the context of a classroom lesson...The challenge now becomes that of identifying the kinds of changes that will improve learning for all students...of sharing this knowledge with other teachers...

Stigler, J & Hibbert, J (1999)
*The Teaching Gap*
Language as Learning Too

• for constructing knowledge i.e. cognitive tool

• for meta-cognitive and linguistic purposes i.e. learning how to learn and ‘reflective intervention’ (Bruner)

• and as the object of learning which through using we will also learn
So....

What do we need to do to create interactive CLIL classrooms?

Will it be ‘jargonized’ before it is understood never mind applied??
Curriculum

Knowledge & Skills

Subjects

Themes

Content leads the way.....
Effective Learning

Creativity

HOTS

Cognitive development

Problem-solving

Where is the cognitive challenge?
DEVELOPING THINKING for LEARNING

Original Terms  New Terms

- Evaluation
- Synthesis
- Analysis
- Application
- Comprehension
- Knowledge

- Creating
- Evaluating
- Analysing
- Applying
- Understanding
- Remembering

(Based on Pohl, 2000, *Learning to Think, Thinking to Learn*, p. 8)
Developing cross-curricular learning skills

Strategies for learning how to learn and engage in ‘reflective intervention’
(Bruner)
Communication

Talking

Language Learning

Speaking & Listening

Reading

Debating

Discussing

Language using

multilingual

1 + 2
As teachers if we accept language is a learning tool as well as a communication tool then we have to re-conceptualise our classroom practice........
Language Learning and Language Using

Communication
Language using

Grammar gains
Language learning
Reconceptualising Language Learning

The Language Triptych

Coyle, Hood, Marsh, 2010
Cultures, communities and citizenship

Multicultural

Living selves

Global citizenship

Pluricultural

Intercultural understanding

otherness
Conceptualising CLIL

Contexts for change

content cognition
communication culture
The 4Cs Conceptual Framework

Meeting Minds: towards holistic views of the curriculum
The CLIL classroom
Basic Principles

1. **New content knowledge** and skills in CLIL lessons (i.e. not previously acquired knowledge re-packaged in another code).

2. **Content leads** in the planning process

3. Language is a **learning tool** as well as a medium of communication. Traditional grammatical chronology not possible

4. The level of **cognitive challenge** is the **same** as in L1 lessons
5. Opportunities for global awareness, citizenship and intercultural understanding are fully exploited (i.e. Deeper issues than beyond ‘festivals’ and ‘food’)

6. CLIL learning is inclusive i.e. it is appropriate for any age range, linguistic level and any language

7. Teacher and learner expectations are high

8. CLIL is rooted in the local context - no one model is the ‘right’ one.
CLIL for Quality Learning

The CLIL contribution
Four stages for successful CLIL planning

**Stage 1: CLIL Vision - what are you trying to achieve?**

What do we want to achieve for our learners, our school and myself – What are our aspirations?

**Stage 2: School Context**

- Who is available to develop CLIL - where, when and how?
- What does my school CLIL team offer?
- What is most appropriate for our learners, parents, area in relation to stage 1 in my school?
- How can we achieve consistent input?
Four stages for successful CLIL planning

Stage 3: the MINDMAP setting clear goals - start small

Working with a conceptual framework such as the 4Cs, what will a unit of work consist of? Which content do we select, what will be our teaching aims and learning outcomes? What are the kinds of feedback and assessment we build into the process (formative, summative)

Stage 4: Designing and implementing task types, materials and resources

- What kind of tasks and activities will achieve stage 3?
- What materials and resources will we need to support these?
- Mapping Curriculum priorities and......
Four stages for successful CLIL planning

How do stages 2, 3 and 4 relate to our vision?

Let’s articulate, experiment and evaluate our own the pedagogies based on sound principles
Using a matrix for tasks audit
Teacher Educators, Teachers and Learners as Researchers

Class-based inquiry for teacher education

Part Five
Resistance to change?

Many teachers may be uncomfortable with a new methodology because they do not understand the theoretical assumptions upon which it is founded, or because the assumptions underlying it contradict the ways in which they were trained, or because the method differs from the way they learned the target language, which they know by definition works... (Kaplan & Baldauf: 1997, 134)
Teacher Education/Professional Learning

- Being effective CLIL teachers
- Research & classroom practice
- Articulating how learners learn in CLIL settings
- Networks for sharing resources
- Grass roots informing policy and policy supporting learning
There are few research projects that focus on…supporting teachers in learning about learning and teaching   Laurillard 2008

This phenomenon is relatively unchartered territory. Whilst much is unknown about the institutional conditions that help teachers learn new classroom practices, there is even less understanding about how knowledge is created and shared across schools   James 2006
Feeling that you are respected, that your views have an impact, able to talk about your own learning in another language makes you think...
Welcome

Welcome to LOCIT.

The LOCIT process puts learning at the heart of what we do. It encourages everyone involved - teachers, learners, student teachers, teacher educators and researchers - to work together to capture when and why learning moments happen. LOCIT enables us to share these with colleagues and learners in our own school as well as across school networks.

The focus is on building up resources of practice-based evidence embedded in successful classroom practice. It is owned by teachers and learners.

We hope you will enjoy working in this virtual space.
Lesson Observation and Critical Incident Technique

• During the project select some lessons or events.
• Video record them. Delete the ones you don’t like and focus on the ones you do.
• Upload some videos into the secure web-space
• Remember your pupils are researchers too
• Identify some criteria for analysing the lessons e.g. When did learning take place? When were the learning moments? This will depend on your focus
Lesson Observation and Critical Incident Technique

• The Analysis Lesson is when learners analyse the video, select clips to match the criteria and give their reasons ..... and so do you

• The Reflection Lesson is where you will compare your clips and discuss learning

• You will give a final commentary on the results.

• The you share your clips with other schools in the ILC project.
Celebrating success

• The clips will be analysed for shared practice as well as individual classroom practice
• The pupils will be presented with certificates for being researchers
• The community will support each other and have created a data base of good practice clips which are interesting for other professionals to share
IT: Do Coyle talks with Janeen Leith [SKYPE] learning conversation 2010

Lesson Preparation - Lesson Capture - Post Lesson Reflection - Lesson Analysis

Use this page to select segments from the full recorded lesson using the criteria you set up. For each segment, you can add a caption which appears at the bottom of the video.

It is important to add reasons for selecting each segment so that others can share your experiences.

Step 1: Select or add criteria for analysis:
Key messages when planning CLIL

Step 2: Add a video segment

Segment 1's caption: When planning a CLIL topic - what comes first?
Segment 2's caption: The importance of considering the cognitive level
Segment 3's caption: What about the language elements? Language
Segment 4's caption: How to encourage talk in CLIL classrooms
Capturing what we value, and what our pupils value and sharing it............

http://www.abdn.ac.uk/locit
Theories of Practice

Since all teachers have a theory of teaching, at least an implicit one, the first task of curricular renewal is to invite interested teachers to examine their own theory, making it explicit... and determine options for pedagogical action on its basis.

Van Lier 1996:28
‘Grass roots’ professional learning communities

Classroom Learning

Teacher learner researcher network

Achievement Learner gains

Motivation

ITALIC project using the LOCIT process
What the learners say:  
In CLIL lessons

• We learn when Miss explains then makes us do something similar but different [S6]
• Using other languages to think in is hard but it really helps us understand the main ideas and I suppose its harder to forget [T2]
What the teachers say:

In CLIL lessons

- I know that for my learners to learn they have to be able to use language they don’t already know. It’s my job to make sure the tasks we do develop those opportunities in a systematic way - you know recycling [Ke9]

- For pupils to articulate what they have learnt they also need to create new language so they need scaffolding to support this. Osmosis takes too long [CX3]

- Rethinking classroom learning activities has been an eye-opener for me and the learners [pt3]
What the teachers say:

In CLIL lessons

Analysing CLIL principles has been do-able because we have shared it, we have had to shortcut, we have explored 4Cs, BICS and CALP, classroom discourse and grammar and come up our own versions which work for us - a sort of collective understanding. We feel WE and our pupils are the innovators now
The CLIL Teacher's Tool Box

• language as a learning tool
• conceptual framework from which grow pedagogies
• plan-do-review approaches to trialling units of work
• materials & task design built on evolving pedagogies
• audit/evaluation/reflection
• class-based research (teacher educators/STARs)
• networks/learning communities
Classroom pedagogies for CLIL

Involve the transformation from
‘bain linguistique’
to
‘bain d’apprentissage’

Good Luck!

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References

Try these sites for further information:

ALL website:
http://clil4teachers.pbworks.com/w/page/8427859/FrontPage

Catalan ministry website (materials in English but some excellent examples and a source of good ideas):
http://phobos.xtec.cat/cirel/cirel/index.php?option=com_content&view=article&id=46&Itemid=74

UK National Guidelines for CLIL:
New Publication

http://www.cup.cam.ac.uk/catalogue/catalogue.asp?isbn=9780521130219