

# Didattica della lingua inglese 1

## Lesson 7

CLIL and bilingual programmes: a critique

Writing in English

## About lesson 7

- In today's lesson we are going to...
  - Take a critical look at CLIL
    - What are its positive features?
    - What are its negative features?
    - What does a CLIL methodology mean for teachers?
- We are also going to focus on writing activities

## Before we start...

- The next two slides list the adult “can-do” statements for level B1 (spoken interaction and spoken production).
  - Which of these things can you already do?
  - Which are a priority for your language learning?.

## Before we start...

- **Spoken Interaction – B1**
  - I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.
  - I can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what I would like to.
  - I can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling.
  - I can ask for and follow detailed directions.
  - I can express and respond to feelings such as surprise, happiness, sadness, interest and indifference. I can give or seek personal views and opinions in an informal discussion with friends. I can agree and disagree politely

## Before we start...

- **Spoken Production – B1**

- I can narrate a story.
- I can give detailed accounts of experiences, describing feelings and reactions. I can describe dreams, hopes and ambitions.
- I can explain and give reasons for my plans, intentions and actions. I can relate the plot of a book or film and describe my reactions.
- I can paraphrase short written passages orally in a simple fashion, using the original text wording and ordering.

Part 1

## **CLIL and Bilingual Programmes** a critical commentary

## In favour of CLIL...

- “CLIL is a high-impact strategy with extra educational potential. Not only do CLIL students make remarkable progress in language learning, the approach is so communicative in nature that it builds communication skills in general. It also helps create a mindset that is comfortable communicating in different languages and cultures, and one that is flexible and knows how to deal with a measure of uncertainty.”
- Peeter Mehisto, 2010. “Exploring CLIL”, OneStopEnglish.com
- <<http://www.onestopenglish.com/clil/methodology/articles/article-exploring-clil/500470.article>> [subscriber-only access]. Downloaded 11th October 2011

## Why CLIL is growing in popularity

- Globalisation and mass capitalism
  - Nations want to make money, and that means exporting so that new money comes into the country.
    - If you want to make money, you have to be competitive
    - If you want to be competitive, you need to be able to communicate ideas.
    - If you want to communicate ideas abroad, you need language.
- But why CLIL?
  - The CLIL methodology teaches language skills in the context of a specialized field.
  - Traditional language teaching does not include specialized language, especially at lower levels
  - Through CLIL, learners get access to more specialized vocabulary at an earlier stage, so have a competitive advantage

## The goal of CLIL programmes

- CLIL programmes aim to achieve the following:
  1. grade-appropriate levels of academic achievement in subjects taught through the CLIL language;
  2. grade-appropriate functional proficiency in listening, speaking, reading and writing in the CLIL language;
  3. age-appropriate levels of first-language competence in listening, speaking, reading and writing;
  4. an understanding and appreciation of the cultures associated with the CLIL language and the student's first language;
  5. the cognitive and social skills and habits required for success in an ever-changing world.
- Peeter Mehisto, 2010. "Exploring CLIL", OneStopEnglish.com

## A closer look at CLIL goals

- What does "grade-appropriate levels of academic achievement in subjects taught through the CLIL language" mean?
  - Pupils' "grade" is their academic year of study
  - "Grade-appropriate level" = the normal level for the school year/age of pupils
- Pupils are expected to have the same academic ability in the subject that they are being taught through CLIL as they would have in their L1 if they had been taught in their L1.

## A closer look at CLIL goals

- What does “grade-appropriate functional proficiency in listening, speaking, reading and writing in the CLIL language” mean?
  - Pupils’ “grade” is their academic year of study
- Pupils are expected to develop all 4 skills in the foreign language, and the level is determined by their year of study at school. The pupils should be able to understand the same things in the FL that they are learning in their L1, and be able to communicate their ideas, but using less sophisticated language than they would in their L1.

## A closer look at CLIL goals

- What are “age-appropriate levels of first-language competence in listening, speaking, reading and writing”?
- Pupils are expected to have the same level of L1 proficiency that their non-CLIL peers have. In other words, learning through CLIL is a supplement to normal schooling, and can not be used as an excuse for lower academic (and L1 linguistic) achievement.

## A closer look at CLIL goals

- What does “an understanding and appreciation of the cultures associated with the CLIL language and the student’s first language” mean?
- Pupils are expected to acquire “intercultural awareness”. They are expected to understand both their own culture and the culture of the CLIL language. They are also expected to be able to make favourable comparisons between the two, i.e. understanding leads to tolerance

## A closer look at CLIL goals

- What are “the cognitive and social skills and habits required for success in an ever-changing world”?
- Learning another language makes your thinking more flexible and also increases your IQ (fact!). It can also make you a better mediator because learning about other languages and cultures allows you to understand other people’s points of view.

## The case against CLIL

- Immigration and integration
  - Many immigrant schoolchildren do not master their L2.
    - Money and resources are being spent on CLIL but not on facilitating immigrants' linguistic integration
  - Many native schoolchildren do not have mastery of their L1
    - How useful is it to concentrate on a foreign language rather than on improving L1 skills?
- The world dominance of English
  - English is the dominant CLIL language
  - Teaching subjects in English may threaten weaker languages.
  - Ability in English may be considered as being more important than academic knowledge in the L1

## Kill CLIL?

- “CLIL is often hailed as the alternative to traditional language teaching programs. True, language teaching programs across Europe have failed: this is essentially because, amongst other causes, language classes have not had the space that's needed in the curriculum. That said, I feel that CLIL, with its many flaws, cannot be considered a sensible alternative to the status quo.”
- Chaz Pugliese. 2011. “Viewpoints”. **IATEFL Voices** n° 223. p14.

## Content-LIL

- CLIL programmes seek to be additive in nature, meaning that they aim to help students to learn a new language without adverse affect on the learning of content subjects such as maths and geography.
- CLIL cannot be separated from general good practice in education: an effective teacher who has the language skills to teach in CLIL is well on the way to being an excellent CLIL teacher.
  - Peeter Mehisto, *ibid.*
- CLIL works best when the teacher has dual expertise in both content and language.
- At present, in several European countries the language requirement for a content teacher to teach a subject in the target language is a mere B1 level.
- This is clearly not a satisfactory criterion as it is not hard to imagine that the level of some of the students may be higher than that of the teacher.
  - Chaz Pugliese, *ibid.*

## C-Language-IL

- Teaching takes place using the CLIL language.
- Students are initially taught to grasp concepts and language through visuals, gestures, tone of voice, actions, routine activities, among other strategies.
- As language skills grow, words and expressions can be explained through paraphrasing.
  - Peeter Mehisto, *ibid.*
- CLIL seems to rely on the fact that languages are acquired, rather than learned
- If learning means that the students can talk about a subject, fine. However, learning to talk about a given subject...does not imply that more general communicative skills will simply happen as a consequence.
  - Chaz Pugliese, *ibid.*

## CL-Integrated-L

- In CLIL, students are provided with language support.
- Their learning is scaffolded: Language and content are presented one step at a time to make sure that students understand and apply new knowledge and skills.
  - Peeter Mehisto, *ibid*.
- Learning by just using the language is not enough
- Second Language Acquisition research has proved that it is important for students to first **notice** and then **practise** the key features of the language for internalisation and automaticity to happen.
  - Chaz Pugliese, *ibid*

## CLI-Learning

- A wealth of research... demonstrates that CLIL is suitable for the average student.
- In particular, it is these students that stand to gain the most from CLIL.
- They may graduate from school with an average grade, but will have acquired a second or third language, as well as being more likely to profit from the social, economic and cognitive benefits of multilingualism.
  - Peeter Mehisto, *ibid*
- CLIL teachers often have to oversimplify content to make it digestible.
- Understanding of the content of CLIL lessons may be hampered by weak language skills and this can reduce the delivery of this content to a depressing series of tidbits.
- Some students may even develop a sense of inferiority as they sense they could do better than the grades show.
  - Chaz Pugliese, *ibid*

## CLIL the teacher!

- Despite the new challenge of CLIL, teachers should continue to rely on their common sense ... and wide breadth of experience. As always, learning needs to be reflective
- The extra challenge of learning through a second language requires that time is used efficiently and that strategies that bring the greatest returns are used as effectively as possible
  - Peeter Mehisto
- Another problem is the lack of adequate teacher training.
- Current (Ministerial) thinking seems to be that a two-week summer course is sufficient to be able to teach a CLIL class. This is, in my view, at best wishful thinking; it is also an insult to qualified teachers.
- After all, would a two-week crash course on Biology make this language teacher a specialist in that subject?
  - Chaz Pugliese, ibid

## Summary of CLIL outcomes

- A CLIL course should not replace a L1 course, but **supplement** it
  - Pupils who follow a CLIL programme should be able to talk about subjects in their **L1 as well as in the FL**
  - When following a CLIL programme, **foreign language lessons** are presented as **content lessons in the foreign language**, with language practice and support included
- CLIL is not the same as a bilingual programme: pupils cannot be expected to have the same level of proficiency in two (or more) languages over all school subjects and also in non-school areas of language.

## Profile of CLIL teachers

- A CLIL teacher needs to be an **expert in the subject** that s/he she is teaching, and also **proficient in the foreign language**.
- A CLIL teacher **may be a native speaker**, but if so s/he also needs to have trained teaching his/her L1 and be an expert in the subject
- A CLIL teacher should **not** be...
  - A subject teacher who has had a few weeks of training in language and CLIL methodology
  - A language teacher who has had a few weeks of training in a subject
- A CLIL teacher needs good teaching materials – s/he cannot be expected to prepare every lesson without proper help.

## CLIL and bilingual programmes

- Bilingual programmes, CLIL, and EMILE (*Enseignement d'une Matière par l'intégration d'une Langue Etrangère*) are all **dual language education** programmes
  - Pupils are taught literacy and academic content in L1 and a L2/FL.
- Bilingual programmes aim to **maintain** the pupils' L1 and **add** a L2/FL to **the same level of proficiency**.
  - In a bilingual programme classroom, only one language is ever in use
  - In a CLIL classroom, the L1 may be used when teaching/learning in the L2
- In the USA, Spanish-speaking children often attend one of these types of bilingual programme:
  - Spanish maintenance
  - English immersion
  - Two-way bilingual immersion
    - Equal numbers of native English speakers and native [Spanish] speakers are integrated for instruction so that both groups of students serve in the role of language model and language learner at different times.
- In Europe, bilingual programmes are usually taught in CLIL format

## Useful CLIL links

- <http://sites.google.com/site/englishforclilteachers/Home>  
– the language skills you need to teach in CLIL
- <http://sites.google.com/site/bilingeduc/sites-links-on-acif/clil-bilingual-education---theory-general-issues>  
– links to CLIL articles & reports
- <http://www.bbc.co.uk/worldservice/learningenglish/teachingenglish/radio/innovations.shtml>  
– AUDIO programmes 3 & 4 on CLIL
- <http://sites.google.com/site/bilingeduc/sites-links-on-acif/curriculum-integrado>  
– articles and reports in English and Spanish on bilingual education
- <http://www.juntadeandalucia.es/averroes/impe/web/contenido?pag=/contenidos/B/InnovacionEInvestigacion/ProyectosInnovadores/Plurilinguismo/Seccion/CVIntegrado/cil>  
– Official documents on Spanish *Currículo Integrado de las Lenguas: propuestas de secuencias didácticas*

intermezzo

## TOPIC TALK: FOOD

## Food

- Design a mind map on the subject of food that you could use with 10-year-olds.
  - What questions might you ask them?
- How would you prepare a pizza?
  - What are the **yummiest** (più sfiziosi) and **yuckiest** (più schifosi) pizza toppings you can imagine?
- Prepare to tell someone how to make your favourite dish.
  - What are the ingredients?
  - How do you make it?

Part 2

## WRITING IN ENGLISH

## Writing - introduction

- Some things to remember about writing
  - Primary school children are still learning how to write
  - Writing requires support
  - Writing in a foreign language is for MEANING
    - Do not worry about how neat their writing is
    - Do not consider writing exclusively as a way of checking grammar
    - Let children express themselves
    - Encourage children to use drawings as well as words

## Writing – exercise types

- The main types of writing exercises are
  - Copying, copying & re-arranging; delayed copying
    - Children copy words and phrases by hand (or on the computer, but best by hand)
  - Dictation
    - Children listen and write what they hear
  - Fill-in exercises
    - Children read and fill in spaces with a word or phrase
  - Controlled practice
    - Children follow a model, e.g. letters & postcards
  - Free writing
    - (usually as homework) Children write about the topic studied

## From reading to writing

| Reading activities using reading cards              | Writing activities                                                 |
|-----------------------------------------------------|--------------------------------------------------------------------|
| 1. matching words/phrases with pictures             | 1. copy/write from memory the word/phrase that matches the picture |
| 2. labelling pictures or objects                    | 2. write a label                                                   |
| 3. predicting from initial sounds                   | 3. finish the word st__                                            |
| 4. re-arranging jumbled letters to make a word      | 4. write the whole word                                            |
| 5. classifying words into sets                      | 5. copy/write the names of all the people in the story             |
| 6. ordering sentences in the correct sequence       | 6. copy/write out the story in the right order                     |
| 7. guessing the missing word                        | 7. copy the phrase/sentence putting in the missing word            |
| 8. games that involve recognizing words and meaning | 8. bingo, writing races                                            |

## The alphabet

- Children need to know the alphabet so that they can
    - Learn to spell words
    - Learn to use a dictionary
  - Remember to point out that English has more letters than Italian!
    - You can teach your children the alphabet song to help them memorise the names of the letters and their sequence in the alphabet
- (Track 56)

## The alphabet song

A-B-C-D-E-F-G

H-I-J-K-L-M-N-O-P

Q-R-S – T-U-V

W - X - Y and Z\*

Happy, happy, I am happy

I can do my A B C

\*“zee” = American pronunciation of “zed”

## Alphabet writing race

|                                                             |                                                                                                                                                                                                                                         |
|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Divide the class into two teams                             | "Now, we need two teams. One team this side. Good. And the other team here. Good."                                                                                                                                                      |
| Ask the teams' names                                        | "Marco, what's your team's name?"<br>"And Marika, what's your team's name?"                                                                                                                                                             |
| Get their attention- ask a question then answer it          | "Now do you know what we are going to do?"<br>"You're going to write the a b c."                                                                                                                                                        |
| Explain the sequence                                        | "Now one person at a time, A first and then back to the end of the line and the next one writes B and back to the end of the line and you have to do the whole thing until you're finished. The whole... ABCDEFGH... all the way to Z." |
| [THEN check they understand, especially if it's a new game] |                                                                                                                                                                                                                                         |

## Alphabet writing race (cont.d)

|                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| [THEN check they understand, especially if it's a new game] | <p>"So what do you have to do? First you..." [wait for answer]</p> <p>"The first person in the line writes A. Good. Then what do they do? They..." [wait for answer]</p> <p>"Yes, they go to the end of the line and the next person... what does the next person write?" [wait for answer]</p> <p>"Yes, that's right, they put B don't they? Then back..." [wait] "...to the end of the line. Then C... D... E... all the way to Z. Good"</p> |
| Give the first child in each line a pen                     | "So, er, here's a pen. And for you"                                                                                                                                                                                                                                                                                                                                                                                                            |
| Get them ready                                              | "OK, ready... Good, up behind the line. Come on. Good."                                                                                                                                                                                                                                                                                                                                                                                        |
| Count-down and start                                        | "Ready, steady..... GO!"                                                                                                                                                                                                                                                                                                                                                                                                                       |

## Other alphabet games



### Air writing

- One child has the letter and draws it in the air
- The second child says the letter.



### Palm writing

- One child has the letter, the other closes his/her eyes.
- The child with the letter draws it on the palm of the second child's hand.
- The second child says the letter.



### Back writing

- One child has the letter/word.
- He/She draws the outline on the other child's back.
- The second child writes down the letter/ word.
- They check together.

## Beyond ABC

- Memory games and quizzes are good ways to make writing part of a normal lesson.
- These are pupil-centred writing activities
  - Pupils are not writing for their teacher
  - Pupils are writing with a purpose
  - Pupils are using writing naturally
- Memory games can be used with all learners, as soon as they have learned the alphabet (age 5+)
- Quizzes need a higher level of language ability, since the children need to be able to form questions (age 7/8+)

## Writing with a purpose

### **Memory game**

(after a speaking activity)

Work in pairs.

- Children write the same descriptions they gave orally but leave one or two gaps, instead of writing the words.
- They pass it to another pair to read and fill in.

### **Question and answer**

Work in pairs.

- Children write 2-3 questions about a picture they can all see.
- The teacher then takes the picture down, and they give their questions to another pair to answer from memory, in writing.

## Writing with a purpose: lists

A PARTY AT CROCO BAY  
 Come to Croc's party at Croco Bay  
 Wonderful things are on today  
 There are lollipops, toffees, peppermint canes  
 Things to drink and lots of games  
 We'll play bingo, football, hide and seek  
 And we'll have fun for a whole week  
 The bat, the monkey and the hedgehog  
 The snake, the kangaroo and the frog  
 Are all coming to the feast  
 To the great party of the beasts  
 On the merry-go-round and on the swing  
 All the animals in a ring  
 They hop, they run, they jump around  
 They play on trees and on the ground  
 Croc is happy and Al is fine  
 See, they're all good friends of mine.

TEACHER: OK. What is the rhyme about? It's about Croc's party. Now, look again at the rhyme and underline. What is underline?

CHILD: Under.

TEACHER: Uh uh ...

CHILD: The word... here...

TEACHER: Uh uh ...

TEACHER: Yes draw a line under the word ... like this. So now underline all the words that have to do with food. OK. So, on your own in the rhyme you underline all the words that have to do with food. OK?

CHILDREN: Yes... yeah.

(Later)

TEACHER: OK, did you find all the food?... all the food in the rhyme? OK let's write it. Erm ... What did you find Giulia?

GIULIA: Lollipops.

TEACHER: Lollipops. Very good. I'll write lollipops on the board. And Federica, what did you find?

## Writing with a purpose: vocabulary

- A **memory challenge game** is a way for children to memorize words and spellings, but they focus on the game, not the language task
- You can play the game after any activity that requires a lot of vocabulary, e.g. Croc's Party poem
  - Write words on the board in separate lists, for example, food, things they can do at the party, etc.
  - Ask the children to look carefully at the lists and try to remember them.
  - Rub out the lists (or just some of the words from each list).
  - Ask the children to work in groups of three or four and write out as many words as they can remember from a particular list.

## Phrases with “spell”

- Which of the phrases below might be useful for children to learn to say when in pairs or groups?
- Which are useful for a teacher?
  - a. Who knows how to spell "flower"?
  - b. Who can spell out this word?
  - c. How do you spell "enough"?
  - d. Can you help me with my spelling?
  - e. Can you just check that spelling?
  - f. Can you spell that for me, please?
  - g. I don't know how to spell "strawberries".

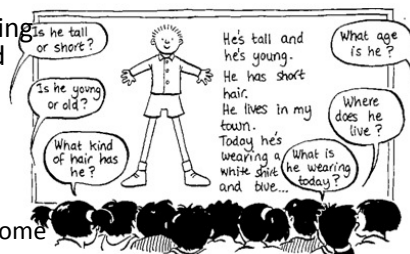
## Writing more freely

- When children write individually about what they know or feel themselves
  - they are writing to communicate with others
  - they are developing self-confidence.
- As a teacher you know that
  - all creative effort should be praised and encouraged
  - spelling and handwriting can be looked at separately
  - the child's message is most important.

## Writing about people

Show the children what to do by drawing an outline of a boy or girl on the board

- Let them decide how to answer the questions. They can vote on a name or age, etc.
- Write the answers on the board, in the order the children ask them
- Show them how their answers can become a written description of the person
- Show them how to organize their answers into information sections, for example,
  - what the person looks like/ where the person lives / what the person likes to do in their free time.
- When they are familiar with this writing process, let children draw a person they know or let them make up an imaginary person. They can do this in pairs or individually.



## Writing to penpals

- Writing to penpals is a very practical way to use English.
- Lots of children around the world are learning English
  - your pupils could write to other children anywhere in the world, using English as a *lingua franca*.
  - If children become aware that English can be used to talk to or write to people in different countries, they will begin to understand why they are learning this new language.



## Writing from a model

Complete Kate's letter:

|                                                                                |                                                |
|--------------------------------------------------------------------------------|------------------------------------------------|
| Dear Michael,<br>Miami is fantastic. ....<br>Yesterday .....<br>Tomorrow ..... | 163 Palmetto Dunes<br>Miami<br>July 14th, 1984 |
| Love, Kate                                                                     |                                                |

|                                            |                             |
|--------------------------------------------|-----------------------------|
| we went to the cinema.                     | It's got beautiful beaches. |
| There are a lot of hotels and restaurants. |                             |
| Then we went to a restaurant.              |                             |
| we're going to visit the famous Aquarium.  |                             |
| The water is green and warm.               | We saw a very good film.    |

- A good way to start writing is to follow a model.

- In class, read a complete model text, e.g. a postcard
- In groups, complete a guided writing exercise (see right) to learn the structure and phrases that you can use
- Individually, children write a similar text with information that is true for them

## Writing freely

- Give the children as much control as possible over what they are going to write about and how.
  - Let them write about what they are interested in
    - their home
    - parents
    - interests or hobbies
    - friends or imaginary people
    - things that happen at school.
  - Have regular days for checking mail
  - Have particular days for emailing
    - This way children can plan and think about what they are going to write.
- Encourage the children to be autonomous
  - send them to other sources to teach them how to solve problems
    - dictionaries or spell-checker for spelling
    - information sources on the computer or other books for ideas, etc.

## Over to you

- **Revise**
  - Read Chapter 7 of **English for Primary Teachers**
- **Extend**
  - Read Chapter 4. Sarah Phillips. 1993. **Young Learners**. Oxford: Oxford University Press. (download from pagina docente)
- **Practise**
  - Practice all the useful phrases from this lesson.
  - Record yourself speaking them from memory (don't read them)