

CLIL 教育学会 (4/15 輪読会)

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Meyer, O. (2010). Towards quality-CLIL: Successful planning and teaching strategies. *Pulso*, 33, 11-29.

2. CLIL core elements

(1) Input

(a) Authentic, meaningful & challenging input

- Classroom content should be meaningful on global problems by connecting with students' daily lives & their areas of interest
- New topics should be presented in a way that students' affective filters are low and that students can link them to their prior knowledge, experiences, and attitudes
- Rich sources (e.g., video clips, flash-animations, web-quests, pod-casts from English websites)
 - Choose illustrative materials with authentic language input
- Design challenging tasks → • Foster creative thinking
 - Create opportunities for meaningful output
 - Create opportunities for autonomous learning
 - Create opportunities for differentiated learning (learning styles)

(b) Multimodal input (e.g., maps, diagrams)

- • Promotes deeper understanding of content
 - Facilitates learners' understanding by illustrating and clarifying complex matters
 - Requires students to have various study skills
 - Converting information from one mode to another (e.g., text → map, chart, graph, L1 → L2)
 - • Fosters both language and content learning
 - Meets students' different learning styles & their multiple intelligences

(c) CLIL teacher's role:

- A language role-model
- Modeling, scaffolding, motivating, giving feedback, systematic and professional error treatment

(d) Appropriate balance of teacher-directed and learner-directed activities

(2) Scaffolding

(a) Authentic materials → Intake as much as possible → Need for scaffolding

- #### (b) Purpose of scaffolding:
- To reduce the cognitive and linguistic load
 - To help students accomplish a task
 - To support language production (pushed output) to complete assignments & verbalize their thoughts → Raising learners' cognitive academic language proficiency (CALP)

(c) How to scaffold students:

- Questions and tasks must be designed in a way that students can easily understand the gist.
- Teachers should help students express their thoughts appropriately.
Teachers should make students feel proud of their progress.
- Skill acquisition
 - Skill learning is the *proceduralization* ("transforming this (declarative) knowledge into production rules that represent procedural knowledge" (p. 16)) through practice and feedback (Anderson's Adaptive Control of Thought (ACT)).
 - Therefore, to develop skills, teachers should create contexts in which students can use declarative knowledge and are monitored by and receive appropriate feedback from their teacher.
 - Declarative knowledge = "knowledge about facts and figures" (p. 16)
Procedural knowledge = "knowledge about how to perform various cognitive activities" (p. 16)
 - Goal of skill acquisition is the automatization of using knowledge.
 - When skills are acquired, students' motivation for language learning often increases.

(3) Tasks

(a) Higher order thinking skills

(b) Interaction between/among students

- Long: - Use of target language in interaction strongly facilitates students' language acquisition
- When feedback is given during conversational interaction, students' interlanguage development is promoted.

(c) Authentic communication

- Task-Based Language Teaching (TBLT) promotes authentic communication because students use language for communicative purposes.
- Various parameters and variables (e.g., pre-planning time, interaction patterns, pressure on language production, task-structure) can be adjusted to promote students' various language production such as the fluency, accuracy, and complexity of their language.
- Gap-principle: "authentic communication will occur when there are certain communication...which need to be bridged by the students" (pp. 17-18)
 - Cooperative gap activities (e.g., information gaps, reasoning gaps, opinion gaps)
- Teachers should create tasks in which students use the target language in meaningful and significant social situations (e.g., preparing for an interview to get a job as an hurricane co-pilot / a tornado hunter, preparing for an appearance on a talk show about Australian minorities, drawing a graph, spotting mistakes in an information gap activity, creating L2 subtitles)
- Task repetition (e.g., jigsaw reading activity)
 - • Increasing students' fluency
 - Maximizing output production
 - Maximizing the retention rate of the subject content
 - Adjustment of various parameters can promote different language production.
 - Allowing students to check dictionaries between turns → Increase of language complexity
 - Giving students pre-planning time → Increase of language accuracy and complexity
 - Reducing planning time → Increase of language fluency but decrease of its accuracy and complexity

(d) Subject specific study skills (e.g., working with maps, diagrams, or pictures)

(4) Output

(a) Cross-cultural communication by working with various national and cultural people in teams

"They (students) also need to become aware of the hidden cultural codes and the appropriate linguistic and non-linguistic means and strategies to address them...without offending the partner."
(p. 20)

(b) Fluency, accuracy, complexity (cf. task repetition)

(c) Basic Interpersonal Communication Skills (BICS) ⇒ Cognitive Academic Language Proficiency (CALP)

(d) Swain's *linguaging*: "the process of making meaning and shaping knowledge and experience through language" (p. 19)

→ Allowing further contemplation & transformation of thoughts (e.g., we can achieve a new and/or deeper understanding while speaking or writing)

3. Sustainable learning

- (1) Passive knowledge → Active knowledge
- (2) Teachers should teach in a way that "new knowledge becomes deeply rooted in our students' long-term memory." (p. 22)
- (3) Students are supposed to be able to retrieve knowledge from their long-term memory and apply it to solve problems or achieve tasks.
- (4) For students' sustainable learning, teachers should consider:
 - Connections with students' attitudes, experience and knowledge
 - Transparent & clearly structured learning processes
 - Sharing results of group work with class
 - A balance between teacher-centered communication and cooperative student-centered activities
 - Autonomous learning (e.g., digital portfolio)
 - *Translanguaging* approach & strategic use of the L1 to support the learning process
 - Vocabulary instruction: Isolated words and word lists → Collocations and chunks
 - Spiral learning
 - Learning skills
- (5) Students are supposed to be able to talk about the topics they have learned in both their L1 and L2.

4. CLIL-Pyramid (A tool for lesson planning and material construction/adaptation)

The cornerstones are the four Cs.

- (1) Content selection
- (2) Choice of media
 - Multimodal input
 - Highly differentiated materials
 - Different learning styles & various language skills
 - Development of new literacy
 - Select input (i.e. texts, charts, maps, video clips, etc.) & input-scaffolding
 - Subject specific study skills
 - Students can successfully cope with the input.
- (3) Task-design
 - Higher order thinking skills
 - Authentic communication/interaction in different interactive formats (solo, pair, group work)
 - Output (poster, interview, presentation, map) & output-scaffolding
- (4) CLIL-workout: "a review of key content and language elements" (p. 23)

5. Conclusion

- Knowledge transmission → Knowledge creation in multilingual settings
- Preparing students for challenges of a globalized world
- Development of young people's values
- Cultivation of students' cosmopolitan identity

Working with the Clil-Pyramid

4. Clil-Workout

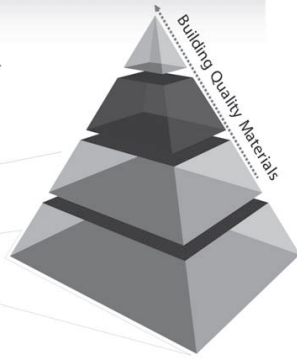
3. Task-Design:

- Cognition + Communication
- Output-Scaffolding

2. Choice of Media:

- Study Skills +
- Input-Scaffolding

1. Topic Selection



The CLIL Pyramid © Oliver Meyer