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Research and Evaluation of
the Content and Language
Integrated Learning (CLIL)
Approach to Teaching and
Learning Languages in
Victorian Schools

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2013

Acknowledgements

The research team wishes to thank the participants in this study, including parents, students, principals, and especially the teachers who generously allowed access to their classrooms and time for interviews and discussions.

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Executive summary

Background

This report presents findings and implications from a trial and evaluation of the Content and Language Integrated Learning (CLIL) approach to teaching Languages in Victorian schools. It contributes to the *Victorian Government's Vision for Languages Education* (DEECD, 2011) and *Languages—Expanding Your World* (DEECD, 2013) initiatives that focus on the provision of high quality Languages education programs informed by international best practice.

CLIL is an innovative model for Languages education developed in Europe in the mid-1990s. It emerged from the evidenced-based, well-documented success of the Canadian immersion model for language teaching, in which mainstream curriculum content (e.g. Science) is delivered through the students' non-native language (e.g. French).

Focusing on the interrelationship between *content, communication, cognition, and culture*, CLIL is underpinned by a set of flexible but theoretically robust principles that support teacher practice across a range of different contexts. CLIL's flexibility is a key point of distinction with immersion, which relies heavily on certain conditions being met to be viable.

In the last decade, CLIL has had considerable impact on Languages education reform and policy within the European Union due to its effectiveness in promoting high quality gains in language proficiency, student engagement, and retention.

International research has also established numerous other benefits of additive bilingual approaches such as CLIL and immersion, which include:

- academic achievement that typically match or surpass monolingual approaches
- positive gains in first language literacy development, and
- heightened levels of intercultural awareness and competence.

Establishing whether CLIL is viable in the Victorian context will have significant rewards; not only for the state education system, but also for CLIL's wider potential nationally, to support Commonwealth initiatives (e.g. *Australian Curriculum: Languages*), and internationally, as the model continues to expand into territories and contexts beyond Europe.

To that end, this study sought to address the following three key questions:

- How can schools and teachers be better prepared to use the CLIL approach to support Languages education in Victorian schools?
- What factors support or inhibit the implementation of Languages education using a CLIL approach in Victorian schools?
- Does the CLIL approach to languages learning improve student engagement and motivation in learning a language amongst Victorian students?

The study comprised two main phases:

- Phase 1: April-June 2012 – Planning for implementation and baseline data
- Phase 2: July 2012-February 2013 – Implementation in practice and final data/reporting

The research design used case study method, comprising six programs drawn from government and non-government schools, across a variety of levels, languages, and content areas.

Quantitative data analysis focused primarily on engagement and motivation in relation to attitudes, awareness, and understandings of CLIL, based on pre- and post-trial survey responses from four key stakeholder groups: principals, teachers, students, and parents.

Qualitative data analysis focused primarily on teachers' application and understanding of CLIL pedagogy in practice, based on stimulated recall interviews with the six case study teachers following weekly lesson observations from a CLIL-based unit of work over a 4-5 week period.

Findings

Quantitatively, the scope of the trial means that results are not generalizable. However, comparative and descriptive statistical analyses are useful for identifying trends and shifts within the given data set.

Parent surveys revealed gains on several key measures, including:

- overall satisfaction with the school's approach to Languages
- perception of the schools' valuing of Languages, and
- personal support for Languages.

Parent support for CLIL also remained consistent between pre- and post-trial surveys, but there was a decrease in their perceptions on the benefits and relevance of CLIL and Languages. This may be related to a corresponding decrease in the level of satisfaction they had with communication from schools during the trial, leading to uncertainty about CLIL's benefits and relevance. Other key findings include secondary parents indicating higher levels of support for CLIL compared to primary, although both groups were generally high overall.

Student data revealed a slight decrease in their enjoyment of studying Languages, but only by a degree of 0.1 between the pre- and post-trial averages. Conversely, there was a 0.2 increase in response to whether they felt Languages education supported their learning of English, and whether Languages education supported their overall work at school. Other key findings were a positive overall trend in students' self-reported perceptions of languages skill by the end of the trial. This seemed especially so for oral skills, perhaps because students felt more confident to speak for communication and meaning-making, rather than accuracy. Conversely, listening revealed the largest decline in perceived competence, perhaps due to students' adjustments to the demands of more authentic, genuine listening situations.

Principal data was generally consistent between pre- and post-trial surveys, and high in their overall support and positive perceptions of CLIL and Languages education. This level of support was largely consistent irrespective of whether principals had experience or a previous background of working with Languages or bilingual programs. Comparatively, secondary principals indicated the greatest level of support, but all levels (primary, secondary, K-12) were still very positive overall.

Teacher data tended to show positive gains in response to the majority of items pre- and post-trial. Especially notable increases related to teachers' confidence to teach other curriculum areas, thinking skills, and culture.

When asked whether their preference was to teach content (e.g. Science), Language (e.g. German), or an integrated content and language approach (i.e. CLIL), teachers consistently favoured a content-based approach. Significantly, this was not only a desire to teach via CLIL specifically (with a unanimous preference for teaching CLIL rather than a conventional Languages program), but an overall shift in preference towards using content oriented approaches to teach languages in general. This included both a preference to teach content over straight language, as well as a far greater willingness to teach content via other languages (i.e. compared to teaching content within mainstream monolingual English medium programs).

Qualitatively, the CLIL classroom data drawn from the case studies featured a range of characteristics, including:

- levels: Primary x3; Secondary x3
- systems: Government x4; Catholic Education; Independent
- languages: Italian x2; French; German; Japanese; Spanish
- content areas: Humanities x3; Science x2; Arts

Despite this variability, teachers developed a number of strategies and techniques for using CLIL in practice that were common across classrooms in all six cases. Additionally, the implementation of these CLIL-based units of work highlighted certain issues that need to be carefully thought through to avoid problems if programs are to be successful. Findings are summarised below, grouped by successful strategies, points for caution, and challenges.

Strategies that worked:

- Blooms' taxonomy
- Class culture
- Clear objectives
- Cognates
- Commitment
- Confidence
- Creating a language rich space
- Demonstrating and modelling
- Double-sided flashcards
- Dramatisation
- Extra-curricular tutorial system
- Finding opportunities
- Focusing on parts of the whole

- Folios
- Gardner's multiple intelligences
- Glossaries
- Hands-on language
- High expectations
- Individual instruction during group work
- Language assistant
- Language cues
- Language preparation course
- Language teaching support and background language students
- Learning from the learners' perspective
- Lesson/transition breakers
- Non-language texts
- Note taking skills
- Pair work
- 'Parking lot'
- Quizzes
- Repeating vs. revision and consolidation
- Representing the same idea in different ways
- Routines
- Storyboarding
- Strategic L1 (first language) use
- Strong conceptual/verbal links
- The 'Teacher centred/Student centred' learning continuum
- 'Three stage' lessons
- Translanguaging
- Visuals via drawings
- Visuals via ICT
- Working with mainstream colleagues

Points of caution:

- Adapting existing L1 units to be suitable in the CLIL context
- Competing discipline interests
- Dictionaries
- Do not assume anything
- Need for CLIL training
- Overreliance on English
- Plan B and C
- 'Tired' techniques

Challenges:

- Advocacy
- Collaborating with others
- Dealing with compulsory, multilevel classrooms
- Emotional work
- Ensuring a focus on output

- Ensuring language is understandable for students' level
- Finding room for individuality
- Incorporating opportunities for higher-order engagement
- Isolation and impact of the wider school community
- Middle years
- Planning
- Planning well in advance: logically, sequentially, and holistically
- Sharing learning spaces
- The demands placed on colleagues

Implications

The study established that CLIL has definite viability within the Victorian education system. In six very different Victorian school settings—government and non-government, primary and secondary, with different languages, and different areas of content—teachers were able to apply the CLIL pedagogical framework to successfully plan, implement, and deliver an integrated approach to content and language instruction.

However, two important caveats were noted.

First, the need to establish and maintain strong and open lines of communication with parents and the wider school community.

Second, the importance of engaging the *support* of the wider school context, although this needs to be distinguished from having to secure whole school *commitment*. That is, CLIL can be successful without having to impose significant demands or impositions on whole school structures (e.g. flexibility for Languages teachers to work either fairly independently, or else in small-scale partnerships with other interested specialists or primary generalists).

Implications for ensuring the future success and expansion of CLIL are thus two-fold:

- generating confidence in the CLIL approach, and
- developing and maintaining quality CLIL teacher professional learning and practice.

CLIL's long-term potential will depend on positive perceptions and success in the short-term. It should begin with a focus on networks of small but high quality programs, within supportive school environments.

If done well, these small-scale but successful programs will generate wider-spread confidence in the viability of the approach. This, in turn, will provide a strong basis for its adoption and expansion elsewhere.

This project has established that feasibility in different school contexts is possible, but what remains necessary is confidence amongst other teachers and schools that it can be done.

To that end, this study makes the following four broad recommendations.

1. Establish a CLIL advisory/reference group (with inter-school networks)

Comprising representatives from key stakeholders, the group will aim to:

- grow programs and support quality teaching by facilitating teacher/school networks for professional learning, and
- monitor the needs of programs to identify and address emerging issues.

2. Establish a framework for recognising CLIL professional competence

To monitor the quality of CLIL being delivered, only schools with qualified staff should be permitted to offer programs. To recognise quality, a framework for establishing CLIL professional competence should be developed that considers different levels of professional knowledge, expertise, and experience.

At a minimum, this should cover:

- the CLIL 4Cs Framework
- the pedagogical principles underpinning the CLIL approach
- the relationship between CLIL and other language teaching pedagogies, and
- an awareness of language in a content/language integrated approach.

3. Support CLIL teacher professional learning

To endorse the value of a CLIL professional competence framework, in-service teachers should be supported to upgrade their qualifications in CLIL.

Pre-service Languages teacher education should also include preparation in CLIL pedagogy, which covers the same aspects of CLIL as the entry-level qualification for in-service teachers.

A common CLIL knowledge base is essential to facilitate productive professional dialogue and learning between teachers and networks within the system.

4. Monitor CLIL student learning

To support CLIL's expansion within the Victorian mainstream, it will be necessary to assure parents and the community that it has no negative effects on student learning. This will also help ensure the quality of CLIL being delivered in Victorian schools.

To demonstrate the full benefits and value of additive bilingual education, the assessment framework should be comprehensive and collect longitudinal student data on academic achievement and development in the areas of second language/literacy, first language/literacy, and social/intercultural awareness.

1. Theoretical underpinning

1.1. Background

As Johnstone notes in his foreword to the recent ACER review on *Second Languages and Australian Schooling* (Lo Bianco, 2009), ‘a life lived monolingually misses out on something that is essentially human’ (p. iii). The *Draft Shape of the Australian Curriculum: Languages* confirms the place of Languages as an ‘integral part of the educational experience for all Australian students’ (Australian Curriculum, Assessment & Reporting Authority, 2011, p. 1), cementing those goals laid out earlier under of the *Melbourne Declaration on Educational Goals for all Young Australians* (Ministerial Council on Education Employment Training and Youth Affairs, 2008).

In contrast to the economic objectives that drove language education initiatives during the 1980s and 1990s in Australia—especially those directed towards the teaching and learning of certain Asian languages—contemporary trends have been marked by a wider appreciation of the contribution that Languages make towards overall educational development, including benefits for families, local communities, and wider Australian society as a whole.

For individuals, learning an additional language supports the development of first language communication skills and literacy, as well as improved cognitive skills in the areas of higher-order and critical thinking (Liddicoat, 2002). As more recently outlined in the *Shape Paper for the Australian Curriculum: Languages* (Australian Curriculum, Assessment & Reporting Authority, 2011, pp. 9-10), further significant benefits include:

- extending students’ capability to communicate: proficiency in at least two languages expands their communicative repertoire, develops literacy and increases their engagement as citizens and participants within and across local, regional and global contexts
- strengthening students’ understanding and knowledge of the nature of language, culture and of processes of communication
- developing an intercultural capability which includes an understanding of, and respect for, diversity and difference, and an openness to different perspectives and experiences that, in turn, develop world-mindedness and a sense of global citizenship
- strengthening the intellectual and analytical capability of students to engage with different ways of making meaning
- developing students’ awareness of cultural assumptions and values that frame the world view shaped through their own first language(s) and culture(s)
- strengthening cognitive and general learning capabilities such as creative and critical thinking: brain research shows that language learning uses and develops particular and unique conceptualisation skills and meta-cognition
- strengthening students’ knowledge of concepts across the curriculum
- extending students’ understanding of themselves, their own heritage and identities, and their sense of connectedness to others through reflection on their experiences and those of others
- enhancing students’ employment and career prospects.

Furthermore, for students from non-English first language backgrounds, the opportunity to learn one's mother-tongue, including the languages of Australia's Indigenous communities, contributes to enhanced positive self-image, and an increased awareness of family histories and culture (Liddicoat, 2002; Victorian Department of Education and Early Childhood Development, 2010).

For the wider community, an appreciation of languages contributes to a greater respect for cultural diversity and difference, and the ability to relate to others in ways that enhance social cohesion and stability. Language learning provides opportunities to gain new insights into the changing global context within which we live, including an awareness of other ways of knowing, being, and relating. For Aboriginal languages, this includes an opportunity to reclaim, revive, and promote languages indigenous to the Australian land and people; an important ongoing step in the process towards reconciliation (Australian Curriculum, Assessment & Reporting Authority, 2011).

For society as a whole, Languages contribute to Australia's strategic, economic, and international positioning. A linguistically and interculturally equipped workforce contributes to global competitiveness across all domains—including business, trade, education, science, the arts, law, diplomacy, international relations, and tourism (Australian Curriculum, Assessment & Reporting Authority, 2011)—with strong correlations having been established between national language skills and economic productivity (Centre for Information on Language Teaching, 2005; Victorian Department of Education and Early Childhood Development, 2010).

1.1.1. Victorian Languages education

The case for Languages to be central to the educational experience of all Australians is compelling. The Victorian Government recognises this in its *Vision for Languages Education* (Victorian Department of Education and Early Childhood Development, 2011, p. 2), arguing:

Languages education offers significant benefits for Victorian students, their families and communities. At school, it helps our children and young people to develop their first language literacy, problem-solving, intercultural and communication skills, and it equips them for a wide range of careers. More broadly, it contributes to social cohesion, underpins Victoria's increasingly globalised and export-oriented economy and enables speakers of the languages to maintain or reclaim their languages.

As further outlined in the subsequent draft implementation plan, *Languages—Expanding Your World*, the Government acknowledges that 'Languages education is part of the contemporary entitlement for every student in Victoria' (Victorian Department of Education and Early Childhood Development, 2012, p. 6). This is reflected in the plan's aim for all government school students to become proficient in a language in addition to English through the core P-10 curriculum by 2025.

Nationally, Victoria leads the way with its *Languages—Expanding Your World* initiative. Yet, while recognising that Languages are vital to students' overall development—as well as the positive contribution that languages make to local communities, the state, and Australia as a whole—the Victorian Government is also cognisant of the need for decisive

action to arrest an otherwise concerning national track-record on Languages since first being designated a Commonwealth key learning area in 1989 (Australian Education Council, 1989). Drawing on current state-of-the-art educational research and international best-practice, *Languages—Expanding Your World* aims to introduce and establish high-quality Languages programs that will equip all Victorian students with the linguistic and intercultural skills necessary to genuinely compete and participate in changing global contexts, both locally and internationally.

To meet these goals, the Government has identified the need for system-wide innovation to ensure all students are provided with access to high-quality Languages programs. *Languages—Expanding Your World* extends support to all schools, government and non-government, and across all year levels and languages to assist in meeting this commitment. One key element of the initiative is the potential of new Content and Language Integrated Learning (CLIL) pedagogies as a strategy to achieve the aims outlined in the Government’s long-term vision.

This report sets out a review and evaluation of a 2012 trial of CLIL in the context of the Victorian education system, and implications based on findings for the successful application of the approach in other local school settings. The remainder of this section provides an overview of the CLIL approach, as originally developed in Europe, followed by a discussion of issues for consideration for introducing CLIL into the Australian context.

The report then outlines the design of the trial, followed by a discussion of data and findings. It concludes by highlighting key outcomes and implications raised by the study for the successful system-wide implementation of CLIL in local educational contexts.

1.2. Content and Language Integrated Learning (CLIL)

Content and Language Integrated Learning (CLIL) is a new pedagogical model for second language education, developed in Europe in the mid-1990s. The approach is based on the success of the Canadian immersion model that began in the mid-1960s, in which mainstream curriculum content (e.g. Mathematics) is taught through the medium of the students’ non-native language (e.g. French). As Krashen (1984, p. 61) has argued:

Canadian immersion is not simply another successful language teaching program—it may be the most successful program ever recorded in the professional language-teaching literature. No program has been as thoroughly studied and documented, and no program, to my knowledge, has done as well.

However, outside of the Canadian education system within which it evolved, immersion has been tremendously difficult to replicate successfully, especially at a system-wide level.

Nationally, Victoria has been a leader in Australian bilingual education initiatives, establishing the Victorian Bilingual Schools Program in 1997, based largely on principles underpinning the Canadian immersion approach. As at 2011, there were 14 bilingual programs running across 12 Victorian government schools, catering for 1727 students at primary level. Languages include Chinese, French, German, Greek, Indonesian, Japanese, Macedonian, Vietnamese, and Auslan (Sarwo Rini, 2011).

However, despite nearly three decades of the Victorian Bilingual Schools Program, it has not been possible to scale the program up beyond a few select schools, and remains unviable as a model for system-wide innovation. Even with significant compromises to the conventional immersion model, for example, delivering only 7.5 hours (or 30%) in the target language per week, as opposed to the minimum 50% required to meet the Canadian definition of at least a ‘partial’ immersion program (Baker, 2006), the resources and expertise needed for successful immersion schools make it untenable for mainstream Language education reform across the education system.

Recognising that immersion offers the most effective approach to language teaching available, while also being cognisant of the difficulties in replicating the model outside of the conditions within which it evolved in Canada, CLIL was developed by distilling its key principles to offer a more flexible pedagogical model better suited to the range of school contexts within the European Union. As Coyle (2008, p. 101) has described, whereas immersion is rather defined, ‘there is neither one CLIL approach nor one theory of CLIL.’ Instead, teachers work with guiding principles for language and content integration to achieve positive language learning outcomes across different settings and teaching environments.

1.2.1. CLIL 4Cs pedagogic framework and guiding principles

The framework underpinning CLIL rests on four key ‘building blocks’ (Coyle, 2006, p. 9), known as the 4Cs Framework:

Content: The subject matter, theme, and topic forming the basis for the program, defined by domain or discipline according to knowledge, concepts, and skills (e.g. Science, IT, Arts).

Communication: The language to create and communicate meaning about the knowledge, concepts, and skills being learned (e.g. stating facts about the sun, giving instructions on using software, describing emotions in response to music).

Cognition: The ways that we think and make sense of knowledge, experience, and the world around us (e.g. remembering, understanding, evaluating, critiquing, reflecting, creating).

Culture: The ways that we interact and engage with knowledge, experience, and the world around us; socially (e.g. social conventions for expressing oneself in the target language), pedagogically (e.g. classroom conventions for learning and classroom interaction), and/or according to discipline (e.g. scientific conventions for preparing reports to disseminate knowledge).

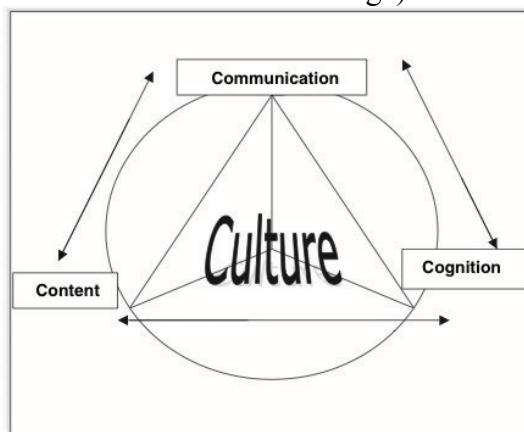


Figure 1. The CLIL 4Cs Framework (Coyle, 2006 in Coyle, 2007, p. 551).

As Coyle goes on to elaborate:

The 4Cs Framework suggests that it is through progression in knowledge, skills and understanding of the content, engagement in associated cognitive processing, interaction in the communicative context, developing appropriate language knowledge and skills as well as acquiring a deepening intercultural awareness through the positioning of self and ‘otherness’, that effective CLIL takes place. From this perspective, CLIL involves learning to use language appropriately whilst using language to learn effectively. (p. 9)

Whereas methodology relies heavily on specific conditions for successful implementation (e.g. see Baker, 2006, for a list of ‘core’ and ‘variable’ features of immersion), CLIL is instead guided by six relational (and therefore more contextually sensitive and flexible) pedagogical principles for integrating language and content that work across different contexts and settings, while incorporating all four key elements of underlying 4Cs framework:

1. Subject matter is about much more than acquiring knowledge and skills. It is about the learner constructing his/her own knowledge and developing skills which are relevant and appropriate (Lantolf, 2000; Vygotsky, 1978).
2. Acquiring subject knowledge, skills and understanding involves learning and thinking (cognition). To enable the learner to construct an understanding of the subject matter, the linguistic demands of its content as the conduit for learning must be analysed and made accessible (Met, 1998).
3. Thinking processes (cognition) require analysis in terms of their linguistic demands to facilitate development (Bloom, 1984; McGuinness, 1999).
4. Language needs to be learned in context (i.e. learning through the language), which requires reconstructing the subject themes and their related cognitive processes through a foreign or second language e.g. language intake/output (Krashen, 1985; Swain, 2000).
5. Interaction in the learning context is fundamental to learning. ‘If teachers can provide more opportunities for exploratory talk and writing, students would have the chance to think through materials and make it their own’ (Mohan, 1986, p. 13). This has implications when the learning context operates through L2 [second language] (Pica, 1991; van Lier, 1996).
6. The interrelationship between cultures and languages is complex (Byram, 2001). The framework puts culture at the core and intercultural understanding pushes the boundaries towards alternative agendas such as transformative pedagogies, global citizenship, student voice and ‘identity investment’ (Cummins, 2004).

(Coyle, 2007, pp. 550-551)

The results are educational experiences that promote greater opportunities for authentic and purposeful meaning-making through language, by facilitating the development of new communicative skills while learning new content, understanding, and knowledge.

In effect, CLIL provides the basic conditions under which humans successfully acquire any new language: by understanding and then creating meaning (Lightbown & Spada, 2006). For first language acquisition, this occurs as infants are gradually exposed to new language in their first four to six years of life, matched against corresponding levels of early cognitive development. In contrast, traditional second language lessons typically focus (often exclusively) on elements of language—such as grammar, vocabulary, and other mechanics (spelling, pronunciation, etc.)—while deliberately seeking to avoid exposure to what might be perceived as difficult or challenging content.

Intuitively, this conventional separation of language/content seems reasonable, given that the learner's ability to use new language is often rudimentary in comparison to what they can already understand and do in their mother tongue. However, by separating the 4Cs, the basic building blocks for language acquisition are displaced, resulting in a hindrance, rather than an enabler, for successful language acquisition.

As a pedagogy, CLIL provides a comprehensive framework that recognizes the complex but necessary interrelationship between language and content for genuine language development. It does this together with a theoretically rich and robust set of principles to help guide teachers on how this can actually be achieved in practice, across a range of educational settings.

1.2.2. The benefits of CLIL

Consistent with research on immersion and other models of additive bilingual education, CLIL has been shown to have numerous linguistic, academic, and social beneficial outcomes.

Not surprisingly, CLIL students have been found to be typically more engaged than students in regular second language programs, due to the authenticity of the content that drives the learning experience (Coyle, Hood, & Marsh, 2010; Mehisto, Marsh, & Frigols, 2008). Likewise, CLIL students do better on tests of second language competence compared to students in regular second language programs (Wesche, 2002).

However, students in CLIL and similar additive bilingual programs also typically do as well, if not better, on tests of their first language skills (e.g. English language/literacy), compared to students learning their first language in a monolingual program (Alberta Ministry of Education, 2010; Baker, 2006). This is consistent with research on the supportive interrelationship between first and second language development (Cummins, 1979).

Academically, CLIL students cover the same curriculum content as those in a corresponding monolingual program, with a focus on grade-equivalent/age-correspondent knowledge, skills, and concepts, rather than 'dumbed-down' units of work (Coyle et al., 2010). However, despite studying the same curriculum in their non-native language, CLIL students have still been shown to perform, on average, at least as well on tests of content knowledge than those learning the same curriculum material in their first language (Dalton-Puffer, 2008).

Finally, CLIL students have also been shown to demonstrate higher levels of intercultural competence and sensitivity, including more positive attitudes towards other cultures (Lasagabaster & Sierra, 2009; Rodríguez & Puyal, 2012; Sudhoff, 2010). As elaborated within the *National Statement and Plan For Languages Education in Australian Schools 2005–2008* (Ministerial Council on Education, Employment, Training and Youth Affairs, 2005, p. 3), intercultural competence makes an important contribution to students' overall educational experiences, including skills to better understand oneself and others, and to appreciate and use 'diverse ways of knowing, being, and doing': 'Such capabilities assist learners to live and work successfully as linguistically and culturally aware citizens of the world.'

Muñoz (2002, p. 36) offers an explanation for why CLIL tends to produce so many positive outcomes for learning. The key reasons include:

1. Learners benefit from higher quality teaching and from input that is meaningful and understandable.
2. CLIL may strengthen learners' ability to process input, which prepares them for higher-level thinking skills, and enhances cognitive development.
3. In CLIL, literacy development takes place in the first language, which is cognitively beneficial for the child. Later, literacy skills will transfer to the additional languages.
4. In CLIL the learners' affective filter may be lower than in other situations, for learning takes place in a relatively anxiety-free environment.
5. Learners' motivation to learn content through the foreign language may foster and sustain motivation towards learning the foreign language itself.

1.2.3. Content and Language Integrated Learning (CLIL) across contexts

CLIL distils key principles underlying other highly successful approaches, such as immersion, to offer a flexible pedagogical framework that has shown to be effective across a range of different educational contexts within Europe. The diversity of territories comprising the European Union suggest that CLIL has considerable potential for achieving the same high quality outcomes in other education systems and contexts. This has been difficult to achieve with immersion due the necessary commitment of a whole school approach.

Although this potential exists in theory, there has been little application of CLIL beyond Europe to date, and even less research evaluating the suitability of CLIL to support Languages programs in non-European contexts.

As emphasized in the pedagogical principles underlying the CLIL approach, CLIL is sensitive to the impact of context on the teaching/learning relationship, and implications for how to then best integrate language and content in practice. For this reason, multiple approaches to CLIL have evolved since first emerging in the mid-late 1990s. Grin (cited in Coyle, 2008) documents at least 216 variations of CLIL within Europe, based on language intensity, level, age, compulsory status, and duration.

On the evolution of CLIL across different educational settings, Coyle (2006, p. 3) contends:

Different variations become rooted in distributed contexts. On a European level, the diversity of potential models demanded a re-visioning of bilingual education according to national and regional contexts—clearly CLIL in Luxembourg or Scotland or Switzerland will differ significantly from CLIL in Sweden or France or Spain due to social and cultural differences including linguistic diversity and attitudes to English. As Baetens-Beardsmore comments (1993) 'no model is for export' although sharing ideas and collaboration is essential.

To take CLIL within the UK as one notable example, Hood and Tobutt (Coyle, 2006, p. 105) have identified at least four main models that have evolved. These include:

- Surface cross-curricular linking
- Integrating language while building on semi-familiar content
- Integrating language and new content
- Immersion [as understood in the CLIL UK context]

Surface cross-curricular linking refers to teaching new target language through curriculum-based tasks with which students are already familiar (e.g. using Indonesian for common fractions, if students can already do this in English). By way of contrast, programs that *integrate language while building on semi-familiar content* build closely on first language skills and knowledge (e.g. common fractions in English) to introduce new target language and concepts (e.g. vulgar fractions in Indonesian).

The latter two levels, *integrating language and new content* and *immersion* (as used in the context of CLIL being applied in the UK), are effectively similar in practice; that is, introducing new content and language with a simultaneous focus on both (e.g. using Indonesian to introduce the concept of fractions, which students have not yet done in English at all). The point of differentiation between these two levels can be made according to where they exist in relation to the wider school context. While *immersion* is likely to have had an impact on other areas of the school and curriculum (e.g. widespread adjustments to timetabling, teachers and staffing, etc.), *integrating language and new content* can be achieved by Languages teachers working independently or on a small-scale, within the boundaries of existing Languages programs and classes.

CLIL therefore offers a highly flexible approach for producing extremely high quality outcomes for Languages education, and has evolved to suit the demands of different education systems and settings. However, no large-scale trial or research program to date has evaluated its potential within the Australian context (or, indeed, beyond Europe). It is therefore necessary to identify whether the principles supporting CLIL are appropriate for guiding Victorian teachers to work effectively with an integrated approach to language and content. If not, then there is a need to further consider:

- a) how the existing system might be reconfigured to better support the successful introduction of CLIL; and/or
- b) how the existing pedagogical principles underlying CLIL can be refined, revised, or augmented to better serve the needs of teachers in local conditions.

By identifying how CLIL can be successfully introduced into the Victorian context, the rewards will be significant: not only for the state education system, but also for CLIL's wider potential nationally, as well as internationally, as the model continues to expand into territories and contexts beyond Europe.

With any significant new innovation or reform, it is also essential to understand the context in terms of existing attitudes (Fullan, 2001). As a comparatively new innovation within Languages education, there is a need to identify existing levels of CLIL awareness within Victoria, and attitudes towards integrated approaches to teaching languages and content within local education contexts. Moreover, if CLIL were to be adopted, it is also important to determine whether it would make a positive contribution towards attitudes on Languages within the Victorian education system.

To that end, the study outlined in the remainder of this report addresses the following three key questions:

- How can schools and teachers be better prepared to use the CLIL approach to support Languages education in Victorian schools?
- What factors support or inhibit the implementation of Languages education using a CLIL approach in Victorian schools?
- Does the CLIL approach to languages learning improve student engagement and motivation in learning a language amongst Victorian students?

2. The CLIL evaluation trial

2.1. A two-layered approach to research design

To understand pedagogy and classroom practice, it is necessary to recognise the work of language teaching as being highly contextual: how teachers interpret their relationship with learners is influenced by the settings within which they teach and carry out their work as practitioners (Johnson, 2009).

Case study method was therefore used to ground the data within the contexts from which they have emerged. Furthermore, the study adopts a two-layered approach that foregrounds the teachers' own understanding of what they do, and why (Cross, 2010). These two layers thus comprise an interrelated focus on:

- a) pedagogy, through observations of actual instances of CLIL classroom practice 'in action', together with a focus on
- b) teacher professional knowledge, through stimulated recall interviews after each lesson to gain insights into the teachers' own reflections on their use of CLIL principles in their own settings for practice.

To further appreciate the broader context within which each teacher is situated, this primary data set has also been supplemented by additional data from surveys on CLIL attitudes and awareness within each school (including views of the school principal, parents, and students), and documentary data and artefacts for each particular case (including lesson plans, teaching materials, and resources) (Merriam, 1998; Yin, 1994).

The cases, research process, and data collection and analysis techniques for the trial are outlined in the following sections in detail.

2.2. The cases

Schools were selected in March 2012 through an application process administered by the Victorian Department of Education and Early Childhood. Schools submitted a proposed unit of work illustrating how they would work with the CLIL approach if selected for the trial. Six schools were then chosen on the basis of proposals submitted, together with considerations to ensure a diverse representation of languages, levels, and school sectors.

Each successful school was awarded a \$30,000 seeding grant to develop the CLIL program outlined in their proposal, including support for specialist language assistance, classroom materials, professional learning resources, and teacher time relief. All participation was voluntary, and schools and teachers have given their permission to be identified within this report. All survey data from parents and students have been de-identified and are presented only as aggregated data.

A comprehensive account of each case is presented in more detail in the next chapter of this report, but a brief overview of each school selected for the trial is outlined below. This information is based on myschool.edu.au and school profiles on websites in the public domain.

2.2.1. Gladstone Park Secondary College

Gladstone Park Secondary College is situated to the north of Melbourne. It is a Year 7 to 12 school on one site with a population in excess of 1500 students. The school's student population is linguistically and culturally diverse with 51% of students from languages other than English backgrounds, and 1% from an Indigenous family background. In addition to the standard curriculum for Victorian government schools, there are a large number of extra-curricular and enrichment programs across the Arts, especially music, and sports. The languages program includes both French and Italian.

| | |
|--|--------------------|
| Sector: | Government |
| Year established: | 1974 |
| Year levels: | Year 7 to 12 |
| Total enrolment: | 1500+ |
| ICSEA (Index of Community Socio-Educational Advantage; national average=1000): | 972 |
| Language/s taught: | Italian and French |

2.2.2. Xavier College

Xavier College is an independent Catholic boys' school located on three campuses, two to the east of Melbourne and one to the south. There are over 2000 students enrolled across the three campuses with the two junior schools offering a program from Foundation to Year 8 and the Senior Campus at Kew covering Years 9 to 12, with over 900 students enrolled. Xavier College is committed to the Jesuit tradition of education, developing the whole person, intellectually, spiritually, morally, physically, and socially. All students participate in Ignatian Social service projects as part of their personal development. At Year 9, each student is allocated a tutor who is responsible for academic progress and personal well-being for the four years of Senior School. As well as the regular academic curriculum, the school also offers a vocational education program and a very large range of extra-curricular activities covering the Arts, music, sport, outdoor education, and leadership. In Years 10 to 12, each student has an individual laptop computer which they are expected to use in and out of class. Students from languages other than English backgrounds comprise 17% of the school population; there are no Indigenous students currently enrolled.

| | |
|--------------------|---|
| Sector: | Independent |
| Year established: | 1878 |
| Year levels: | Prep to Year 12 |
| Senior Campus: | Years 9 to 12 |
| Total enrolment: | 2000+ |
| ICSEA: | 1183 |
| Language/s taught: | French, Italian, Japanese, Latin, Classical Greek |

2.2.3. St Monica's Catholic College, Epping

St Monica's is a co-educational secondary college located on two campuses, one for Years 7 to 9 students and the other for Years 10 to 12. It is situated to the north of Melbourne, with a country campus at Strath Creek near the Dandenong ranges and Kinglake national park. It provides a comprehensive Catholic education that promotes student-centred learning and respect and responsibility for self, others, and the environment. As part of the school's Catholic ethos, students participate in community service and social justice projects. The school promotes the ways it addresses the needs of all students, both low and high achievers. At senior school, the curriculum includes VET and VCAL options as well as the standard VCE program. There is also a strong focus on sporting activities, in particular soccer.

The school statement highlights to the community the importance of cultural diversity within the school's population; however, the percentage of languages other than English background students is not provided to ACARA on the My School website.

| | |
|--------------------|--|
| Sector: | Catholic |
| Year established: | 1964 (girls' school), 1978 (co-educational) Year levels: Years 7 to 12 on 2 campuses |
| Total enrolment: | 1850 |
| ICSEA: | 1001 |
| Language/s taught: | French, Italian, Japanese, Modern Greek, Spanish |

2.2.4. Carrum Primary School

Carrum Primary School is situated to the south east of Melbourne, where the Patterson River meets Port Phillip Bay. The school currently has an enrolment of approximately 270 students of whom 3% are from Indigenous backgrounds and 8% from a language other than English home language, including some German speakers. The school also has a self-sufficient farmlet and a Kitchen Garden project. The school community believes that the curriculum is comprehensive and balanced, with an emphasis on literacy and numeracy development in English, and specialist classes in the Arts, German, Physical Education, and Reading Recovery. Students are encouraged to take an active role in becoming responsible for their own learning and for contributing to the community through involvement in activities related to the farmlet and the kitchen garden.

| | |
|--------------------|----------------|
| Sector: | Government |
| Year established: | 1901 |
| Year levels: | Prep to Year 6 |
| Total enrolment: | 270 |
| ICSEA: | 1001 |
| Language/s taught: | German |

2.2.5. Coatesville Primary School

Coatesville Primary School is located to the south of Melbourne and is part of the Stonnington and Glen Eira Network of schools (SaGE) which includes government primary and secondary schools, and one special school. It offers the International Baccalaureate Primary Years Program with an emphasis on intercultural understanding and respect, and the development of inquiring, responsible, and co-operative students. The school has close connections with the local community, and parental involvement is highly valued and encouraged. Currently, the school population is around 600 of whom 37% are from languages other than English backgrounds. The school offers a broad curriculum with specialist teachers in the Arts, Physical Education, Environmental Science, and French. There are also after-school activities, including language classes and sporting activities, as well as after-school and holiday care programs.

| | |
|--------------------|----------------|
| Sector: | Government |
| Year established: | 1953 |
| Year levels: | Prep to Year 6 |
| Total enrolment: | 600 |
| ICSEA: | 1114 |
| Language/s taught: | French |

2.2.6. Kew Primary School

Kew Primary School is one of the oldest primary schools in Victoria, established by the Church of England and later run as a government school. Situated to the east of Melbourne, the school offers a comprehensive curriculum including specialist areas of the Arts, Physical Education, Music and Performing Arts, a Perceptual Motor Program, and French. Kew Primary School aims to provide a caring and engaging learning environment with a wide range of academic, social, sporting, and cultural activities that assist students to become effective learners. The school has a diverse population of 534 students, with approximately 35% of students from languages other than English backgrounds. It values parent involvement in classes and fundraising, as well as their contribution to a sense of community. The school recognises the rights of students, staff and families to participate in decision-making processes. The school is committed to implementing programs that reflect contemporary teaching and learning practices and collaboration of staff through a team approach.

| | |
|--------------------|---|
| Sector: | Government |
| Year established: | 1856 as a Church of England school, 1870 as the current government school |
| Year levels: | Prep to Year 6 |
| Total enrolment: | 534 |
| ICSEA: | 1183 |
| Language/s taught: | French |

2.3. Project stages and milestones

The study comprised two main phases:

Phase 1: April-June 2012 – Planning for implementation and baseline data

Phase 2: July 2012-February 2013 – Implementation in practice and final data/reporting

2.3.1. Phase 1: April-June 2012 – Planning for implementation and baseline data

Phase 1-A: Designing an evaluation framework and collecting baseline data

A pre-trial survey for key stakeholders from the six participating schools was developed in consultation with the Department of Education and Early Childhood Education. This survey included data on:

- principals' views on CLIL methodology and expected outcomes of the trial
- staff perceptions of the trial and expected outcomes
- student perceptions of the value of learning languages and the proposed trial, and
- parents' views of the value of learning languages, and their perceptions in relation to the proposed trial.

To generate baseline data, principals and teachers were invited to complete an online version of the survey in June, with a paper-based version provided to parents and students at the start of each school's trial program.

Response totals are presented below:

| Group | Responses |
|-------------------|------------------|
| Principals | 6 |
| Teachers | 7* |
| Students | 93 (+5)** |
| Parents | 51 |

* This includes two co-teachers teaching the same class at one school.

** This includes a sample of five Year 2 students who were surveyed via oral interview.

Phase 1-B: Supporting schools to develop Action Plans for CLIL implementation

An orientation session for principals and teachers from participating schools occurred in April 2012, which included presentations from each school on their current and proposed use of CLIL. The research team then met with individual teachers during April to provide school-specific guidance on a CLIL Implementation Action Plan to plan and deliver a 4-5 week unit of work using CLIL principles in Semester 2. This advice included:

- selection of the year level/s at which the trial would be undertaken and the content to be delivered (e.g. Science, Mathematics, History)
- consideration to the resources to be developed and strategies to be tested as part of the trial, and
- possible partners to support their trial implementation and further development of their Action Plan, and strategies to secure these partners.

2.3.2. Phase 2: July 2012-February 2013 – Implementation in practice and reporting

Phase 2-A: Implementing CLIL in practice

During Semester 2, the six trial schools implemented units of work using the CLIL approach, as developed during Phase 1.

The research team supported the implementation through a stimulated-recall approach while working with teachers (Gass & Mackey, 2000; Nunan, 1992). This process involves sample lessons being recorded to video, followed by debriefings with each teacher on how the lesson unfolded from their own perspective, as teacher, including key strategies used to engage students and integrate language and content teaching. These observation/interviews occurred at four points for each unit of work (typically Weeks 1, 2, 4, and 5, although Coatesville Primary School included only 3 data collection points due to teacher illness).

As discussed earlier with regard to the two-layered design, this approach appreciates not only what can be seen by the research team as external observers, but also the impact of the teachers' own knowledge, experiences, and beliefs for how CLIL is being enacted in practice. These observations/interviews were further supplemented by document-based data, including teaching materials, Action Plans, curriculum guides, etc., as they related to each school context (see appendices). Together, these data sets formed 'cases' (Yin, 2006), producing an empirically grounded analysis of the issues and conditions that impacted teacher practice when implementing CLIL across a range of different Victorian school contexts.

Phase 2-B: Final data and analysis

At the end of the trial, the survey instrument was re-administered to generate comparative data for pre- and post-trial analysis. This survey included data on:

- principals' views on CLIL methodology and outcomes of the trial
- staff perceptions of the trial and the outcomes
- student perceptions of the value of learning languages and experience of the trial, and
- parents' views of the value of learning languages, and their perceptions of the outcomes of the trial.

Response totals are presented below:

| Group | Responses (%) |
|-------------------|----------------------|
| Principals | 6 |
| Teachers | 7* |
| Students | 82 (+5)** |
| Parents | 43 |

* This includes two co-teachers teaching the same class at one school.

** This includes a sample of five Year 2 students who were surveyed via oral interview.

Surveys were then analysed quantitatively, using conventional descriptive statistical techniques (Cohen, Manion, & Morrison, 2011) to identify trends and patterns between pre- and post-trial attitudes towards CLIL from principals, teachers, parents, and students.

Interviews were transcribed in full and then analysed qualitatively, using conventional coding techniques (Cohen et al., 2011) to identify teachers' understanding and appropriation of the CLIL 4Cs Framework (Communication, Culture, Cognition, and Content) within their own contexts for practice, as well as further specific attention to the following three key themes:

- what worked well within that context
- what were challenges within that context, and
- what aspects could have been done better, under different circumstances.

This primary analysis was then cross-referenced with supplementary data from classroom observations and documentary evidence for further support and clarification where appropriate.

The outcome of this analysis is outlined in the remainder of this report, and includes:

- quantitative and qualitative data collected and compiled throughout the project
- documented case studies of each school's trial, including resources developed, strategies used, stakeholder engagement, etc., and
- identification of implications for the implementation of a CLIL approach to teaching Language within the six schools and more broadly.

3. Survey data: Attitudes on content and language integration

Surveys on attitudes towards content and language integrated approaches were administered at two points during the trial to generate data for comparative pre- and post-trial analysis.

Findings from the survey data are presented in this section, including attitudinal data and perspectives from four key stakeholders: principals, teachers, parent/guardians, and students.

The data sets are purposively small, involving only those participating in trial programs. As a result, they do not seek to make generalizable claims, but they do offer important insights into general attitudes and perspectives on CLIL among those school communities surveyed.

Descriptive statistical analysis techniques have been used with an emphasis on identifying key indicators and trends that may have implications for the further adoption of CLIL, as well as for interpreting the qualitative case study data with respect to the nature of these school contexts and settings.

3.1. Parent¹ survey data

Parents were invited to complete the survey via paper-based questionnaires distributed by classroom teachers, with reply-paid self-addressed envelopes for returning completed responses anonymously to the research team.

The total number of responses collected were n=98 (pre), n=43 (post). An overall summary of pre- and post- attitude responses is shown in Chart 1, with averages calculated against a Likert scale response from 1 (Not very much) to 4 (Very Much).

¹ Surveys were addressed to parents and guardians, but since 100% of respondents indicated they were either mother or father, the data will be referred to as “parent responses” throughout the report.

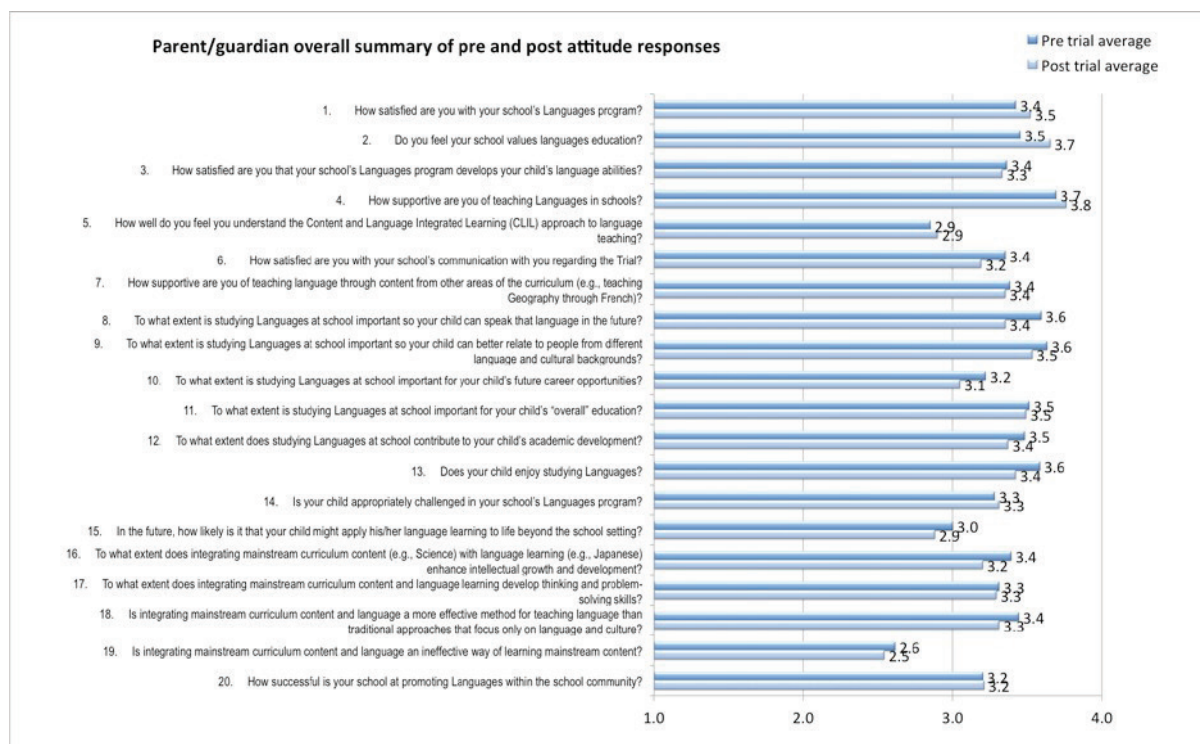


Chart 1. Parent overall summary of pre and post attitude responses

As indicated in Chart 1 above, CLIL was generally well received by parents in terms of their perception of its overall impact on Languages education at their school. This included slight but positive gains on several key measures, including:

- overall satisfaction with the school's approach to Languages (item #1),
- perception of the schools' valuing of Languages (#2), and
- personal support for Languages (#4).

Conversely, on specific issues concerning teaching and learning Languages through CLIL, there were several decreases in responses, including perceptions of:

- the benefits of learning languages through CLIL, including its impact on cultural understanding (item #9) and intellectual development (#16), and
- the relevance of learning Languages to use in the future and life beyond school (including items #8, #9, #10, and #15).

It was also evident, however, that parents seemed less satisfied with their schools' level of communication about the trial by the conclusion of the study (Item #6). The decreases noted above (i.e. about the actual impact of CLIL on learning) might therefore be the result of parents' uncertainty about the actual outcomes of the trial. It was noted, for example, that the actual level of support for CLIL, itself, had not declined by the conclusion of the trial (#7).

Comparing parents' responses by school level, there was a marked overall difference between post-trial averages depending on whether children were at primary or secondary level (Chart 2):

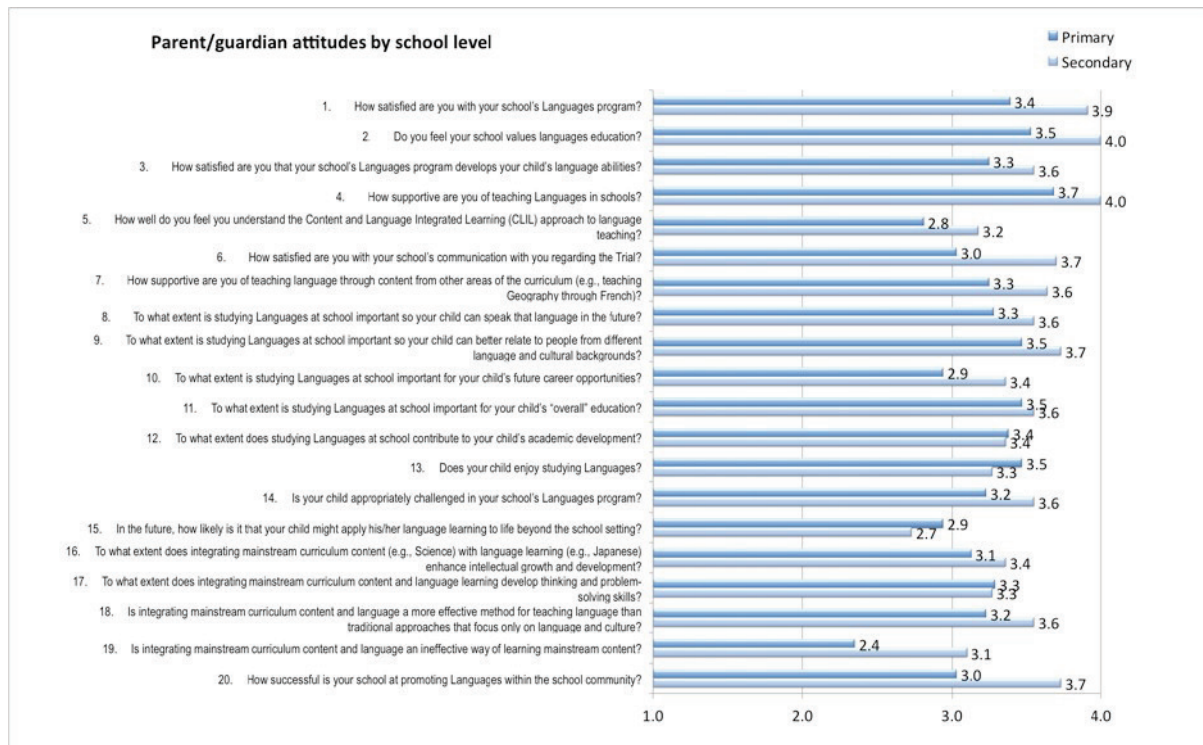


Chart 2. Parent attitudes by school level

There is a striking and consistently greater positive perception of CLIL among secondary school parents compared to those at primary level across the majority of items.

One reason for this marked discrepancy could be the dominance within contemporary Australian educational discourse on foundational literacy in the early years, where literacy is assumed, by default, to mean English (only) literacy (Cross, 2009, 2011a, 2011b, 2012; Macedo, 2000). Parents may be concerned about introducing CLIL too early during the early/formative years of primary schooling, when the assumed focus should be English.

Although it could be argued that one reason for this might be a lack of wider public awareness on the positive impact of bilingualism on first language/literacy development, disaggregating the data by parents' language background and language learning experiences presents a more complex picture.

Perhaps unexpectedly, on several key measures about the benefits of learning mainstream curriculum content through a second language, parents from monolingual backgrounds tended to indicate more favourable attitudes than parents who spoke another language (Chart 3, below) namely:

- contribution to intellectual growth and development (item #1)
- enhancing thinking and problem-solving skills (#2), and
- developing cultural awareness (#3).

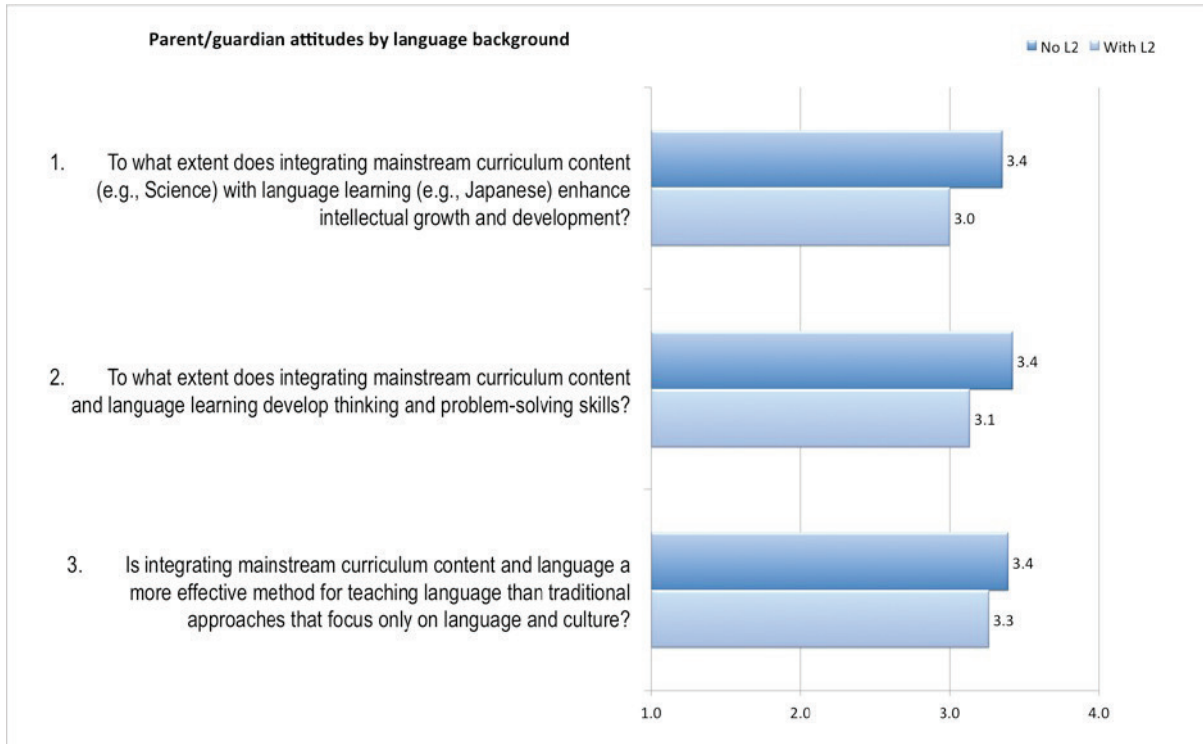


Chart 3. Parent attitudes by language background

However, when these results are further disaggregated according to the type of language learning experiences that have informed these perceptions (Chart 4, below), there is a marked difference between parents who learned via ‘instructed’ formal language learning approaches (e.g. a traditional LOTE class), compared to those who acquired their language through ‘natural’ or acquisition-based approaches:

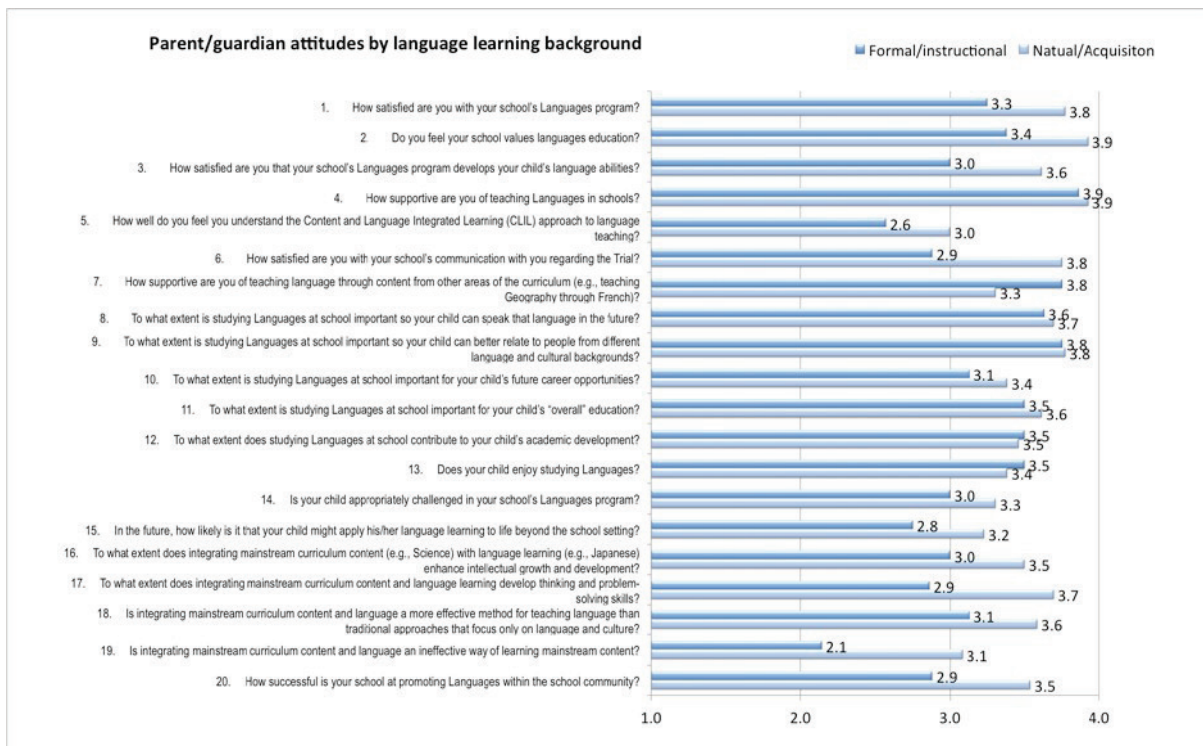


Chart 4. Parent attitudes by language learning background

This suggests that parents with a background of traditional language learning at school might be less receptive to recognising the benefits of CLIL, especially within the early/primary years, based on their own preconceptions as students themselves within conventional programs.

3.2. Student survey data

Like parents, students in Years 3 to 10 were also invited to complete the survey via paper-based questionnaires distributed by their classroom teacher, with reply-paid self-addressed envelopes for returning completed responses anonymously.

The total number of responses collected were n=98 (pre), n=82 (post). An overall summary of pre- and post- attitude responses is shown in Chart 1 below, with averages again measured against a Likert scale response from 1 (Not very much) to 4 (Very Much).

In addition, a sample of 5 students from a Year 2 cohort were interviewed orally at the start and end of the trial, using a semi-structured series of questions based on Likert items with images to elicit responses from ‘Love it’ to ‘I don’t like it’.

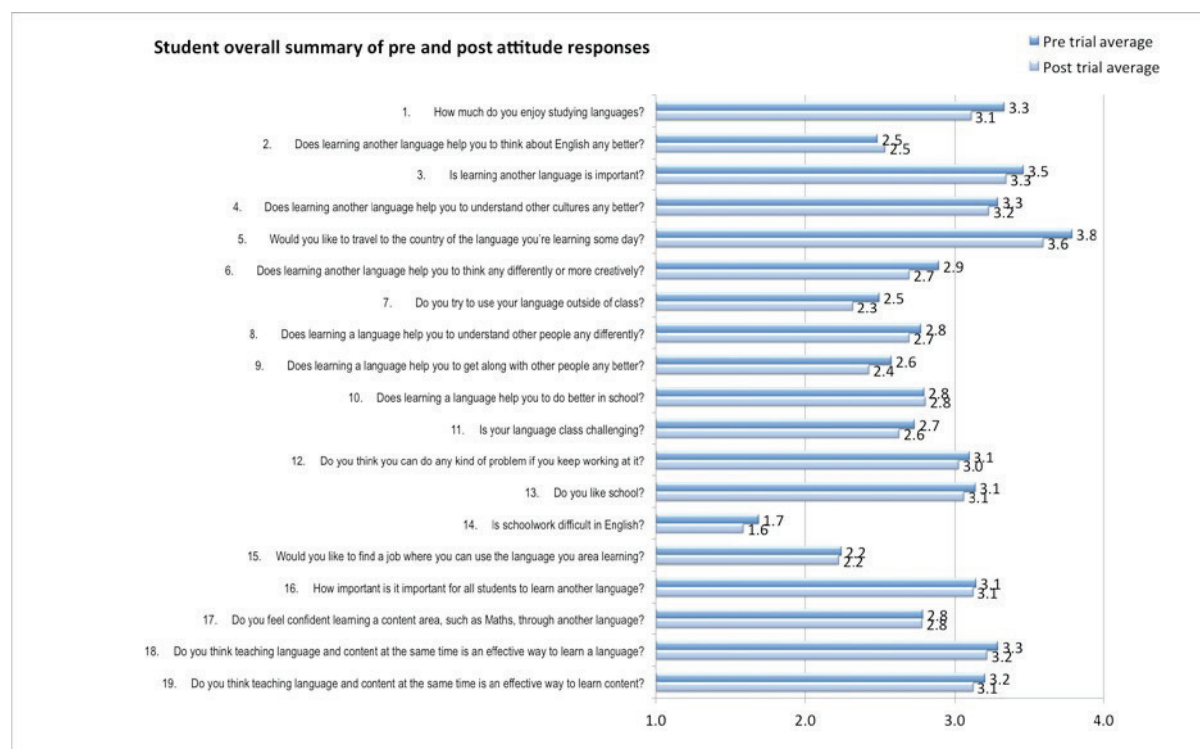


Chart 5. Student overall summary of pre and post attitude responses

The most striking observation is the overall decrease in responses between surveys. This seemed surprising, given comparative indicators from other stakeholders (parent, teachers, and principals), and the qualitative data and observations recorded during fieldwork.

However, a closer analysis of the data reveals a much lower post-trial response rate from one particular cohort ('X', only 7% of total post-trial responses), which had been heavily represented within the data used to calculate the pre-trial average (26% of total pre-trial responses). Given the lack of post-trial responses from this group, it is difficult to make a reliable comparison between these two sets of averages.

Moreover, as the disaggregated pre-trial data shows in Chart 6 below, Cohort X had higher than average attitudes towards CLIL in the pre-trial survey. While these perceptions would have positively influenced the overall pre-trial average, they are largely absent from being represented in the data used to calculate the post-trial average.

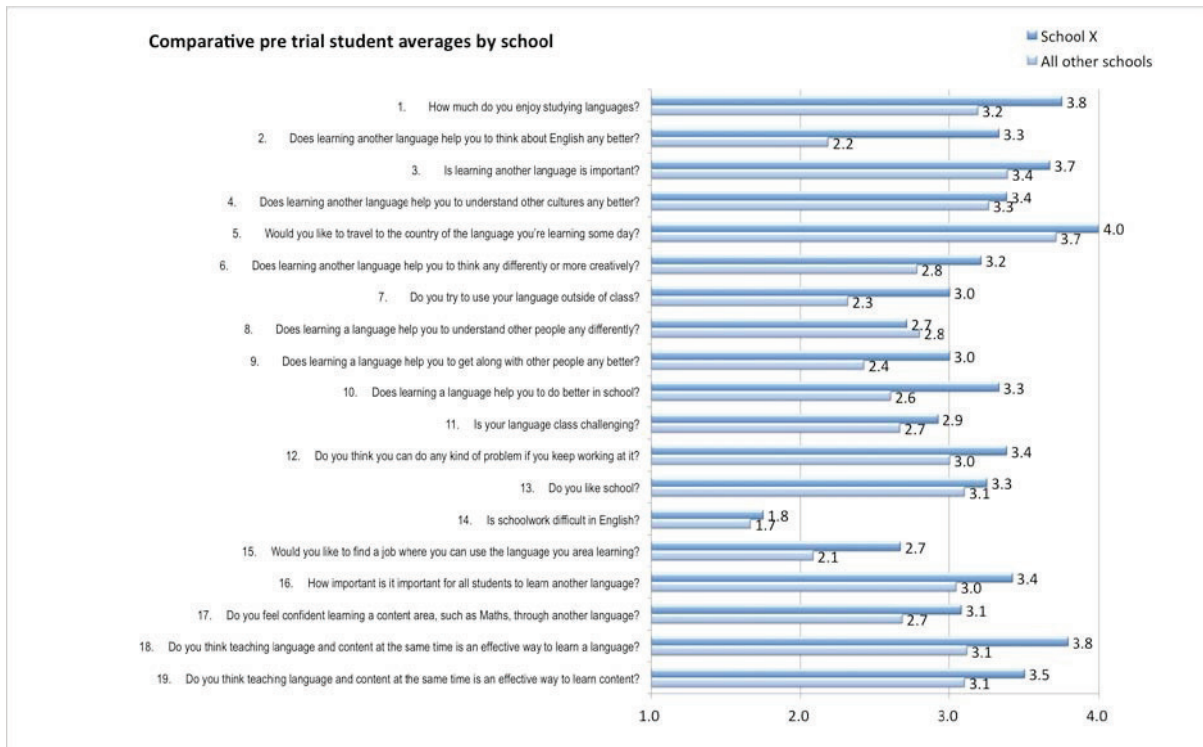


Chart 6. Comparative pre-trial student averages (School X average cf. other schools)

Taking this anomaly into consideration, averages were recalculated without Cohort X in either pre- or post-trial set. These revised averages are presented in Chart 7 below:

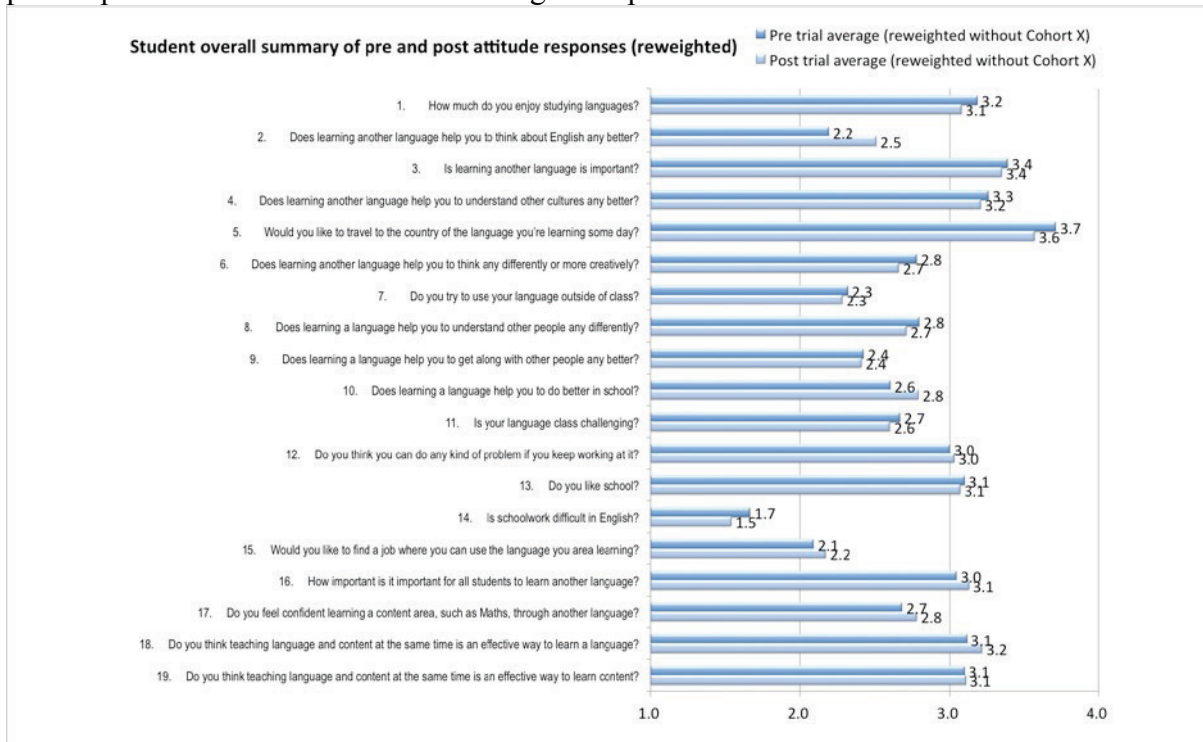


Chart 7. Recalculated student overall summary of pre- and post-attitude responses (excluding Cohort X)

The revised averages confirm a decrease in students' attitudes in response to several items, including:

- enjoyment of studying languages (item #1)
- whether learning languages contributes to cultural and intercultural understanding (#4 and #8)
- whether learning languages contributes to thinking more creatively (#6).

However, these averages also revealed a wider range of students' perspectives, including increased positive responses on a number of key measures namely:

- Languages education supporting their learning of English (item #2)
- Languages education supporting their overall work at school (#10)
- the importance of all students learning a language (#16)
- confidence in learning a content area through another language (#17)
- effectiveness of CLIL for teaching language (#18).

Excluding Cohort X from the data set might seem problematic *prima facie*, but its disproportionate effect on the calculation between the pre- and post-trial averages is grounds for arguing that the revised averages offer a more accurate understanding of the students' views as a whole.

Indeed, it should also be noted that while 'pre-trial' in the context of the present study, Cohort X was a school with an established CLIL program at the time students completed the survey. Their positive pre-trial responses were therefore informed by an existing understanding and experience of learning through CLIL. The revised averages, which reflect a similar positive gain across other cohorts between pre- and post-trial surveys, therefore offer a more credible reflection of students' perceptions, than taking the unweighted averages as a whole which seems to distort the results.

This was also consistent with the oral post-trial survey data from the Year 2 sample, which found all five students responded that they liked/had fun learning science through Spanish, as well as maintaining pre-trial levels of interest in learning Spanish ('like it' n=2; 'love it' n=2) and another that moved from 'like' to 'love' over the period of the trial.

Student attitudes according to language background are shown in Chart 8 below. Post-trial responses are grouped according to whether students answered either 'none' or 'basic' (=None/Little L2), or else 'very good', 'my first language is a language other than English' (=Significant L2) to the question, 'In addition to English and the language you are learning at school, do you speak any other languages?':

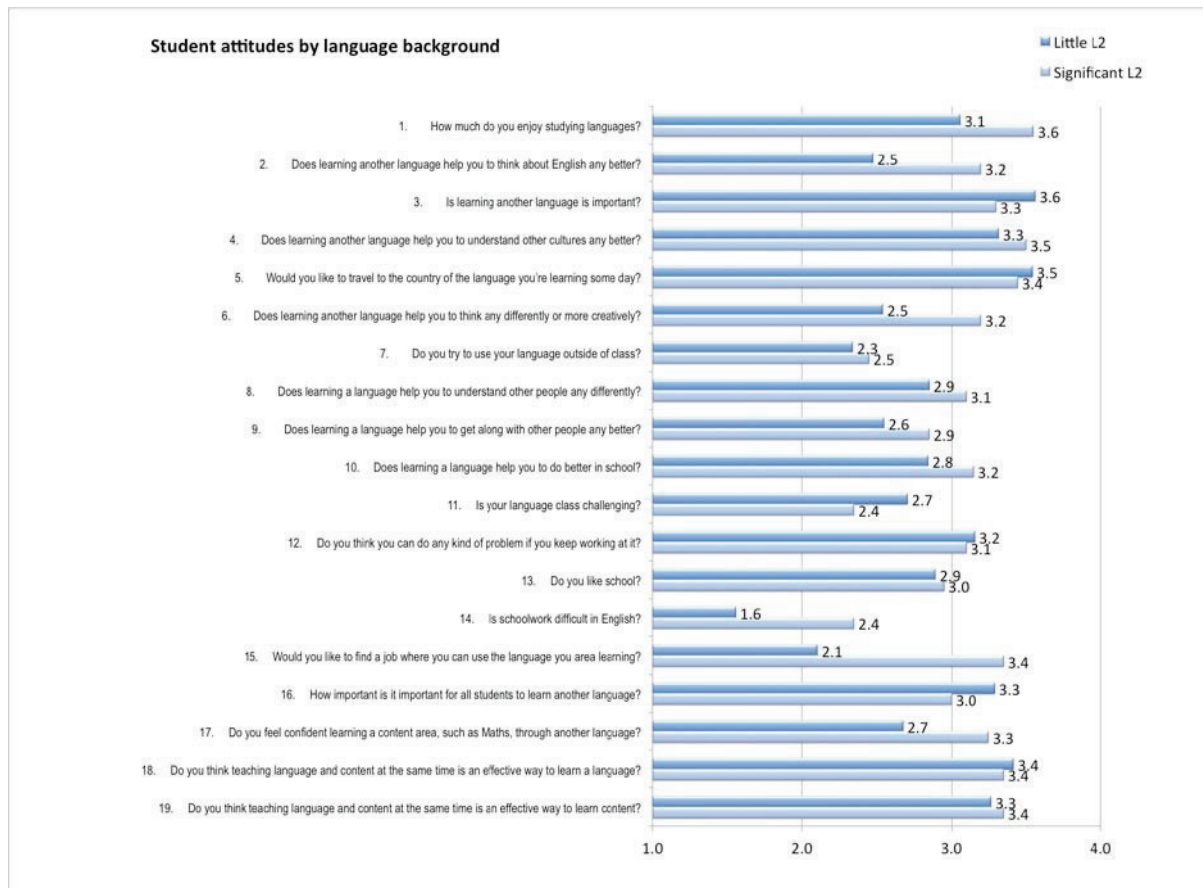


Chart 8. Student attitudes by language background

Students with an existing L2 background tended to hold more favourable perceptions of CLIL on the majority of indicators surveyed, although there were several notable exceptions:

- Is learning a language important? (item #3)
- Would you like to travel to the country of the language you're learning some day? (#5)
- How important is it for all students to learn another language? (#16)

Non/limited language background students responded more strongly to all three items in the affirmative, suggesting they recognize the value and need for high quality languages programs. Moreover, there was only a slight difference (0.1) between the groups' perceptions on the effectiveness of teaching content through an integrated approach, while both groups were in equal agreement on the effectiveness of CLIL for teaching languages (#18). Indeed, the similar results on both dimensions (3.3 and 3.4 for content (item #19), 3.4 and 3.4 language (item #18)) confirm that students view CLIL as being equally effective for teaching either language or content.

The final set of student data considers the impact of content preferences and language skills. Content area had a considerable impact on whether students hold a positive view towards learning through CLIL, as shown in post-trial responses grouped by interest in content in Chart 9 below:

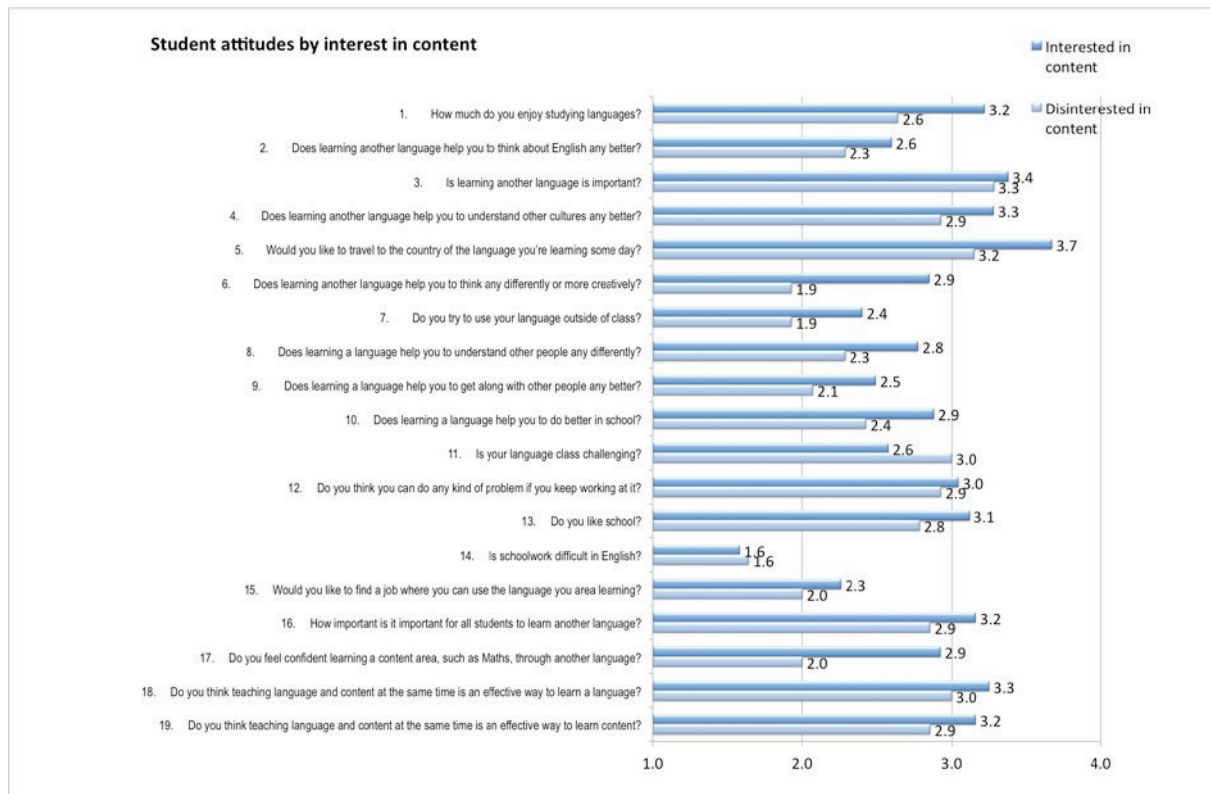


Chart 9. Student attitudes by interest in content

In terms of perceptions based on language skills, Chart 10 shows that students with a self-reported target language ability in the mid to high range tended to hold more favourable attitudes towards CLIL than less able students across the majority of indicators, based on post-trial responses. However, students in these surveys who reported not feeling successful in languages also tended to indicate that schoolwork was difficult in general, even in English (item #14), and disliked school overall (item #13). It is important to remember that these results are only descriptive, and cannot be generalized any further beyond these groups' responses. But these two items do suggest that the less favourable attitudes might be due to a broader perception towards schooling more generally, and not specifically Languages.

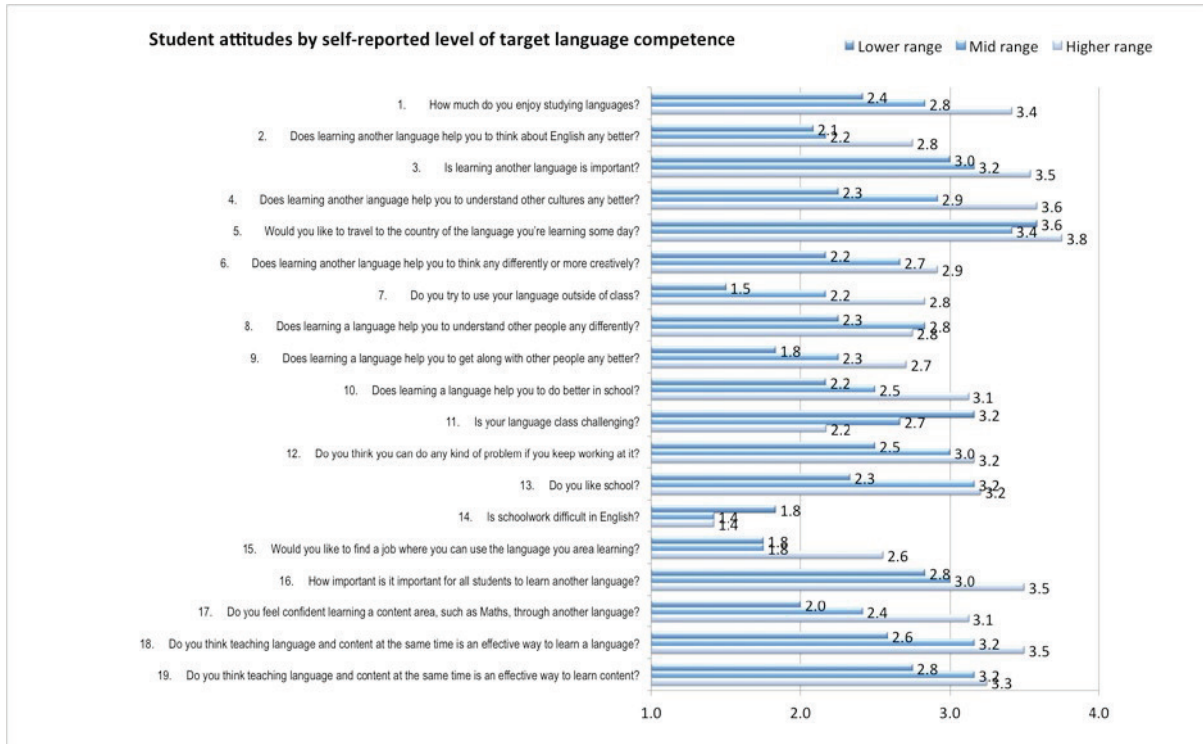


Chart 10. Student attitudes by self-reported levels of target language confidence

Comparing self-reported skill levels pre- and post-trial, students tended to perceive that CLIL had a positive impact on language development. These results are shown below in Chart 11:

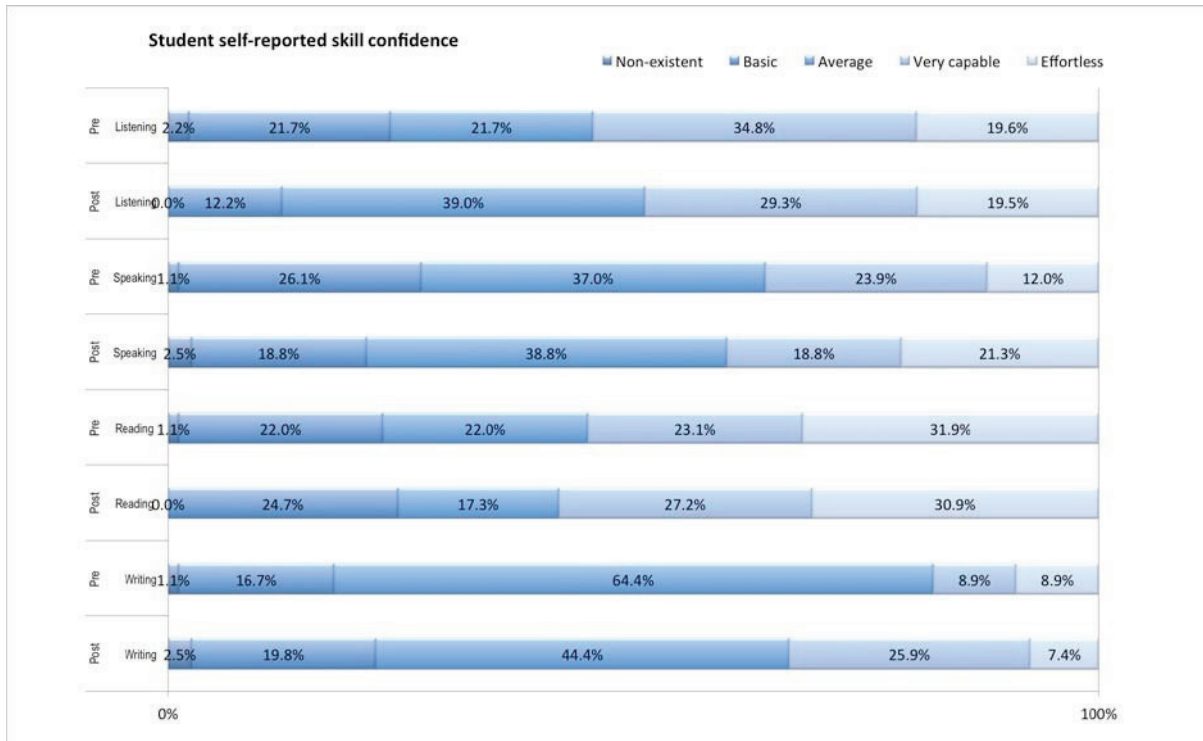


Chart 11. Student self-reported skill confidence

For listening, the proportion of students who reported their language skills were low (i.e. ‘non-existent’ or ‘basic’) decreased from 23.9% to 12.2% during the trial. For speaking, this shift was from 27.2% to 21.3%. However, there was also a decrease in the number of students who

felt ‘very capable’ with listening before the trial compared to after (from 34.8% to 29.3%). This may well reflect a better awareness of their listening skills in the context of a more demanding but authentic language environment.

For reading, the number of students who felt they had non-existent language skills decreased from 1.1% to 0%, in turn increasing the overall proportion of students who now felt they had at least some ‘basic’ skills by the end of the trial (from 22% to 24.7%). However, the largest increase was amongst students who felt they had average skills, shifting from 23.1% to 27.2%. Importantly, this was not at the expense of those who already felt they had strong skills, which remained relatively constant (31.9% to 30.9%).

By way of contrast, the proportion of students who felt they had no language skills for writing increased from 1.1% to 2.5%, which was also reflected for speaking (1.1% to 2.5%). Like listening, this may be the result of a better awareness of their skills in the context of more realistic, authentic situations, rather than traditional exercises focused on limited reproduction (e.g. reading aloud, copying characters).

Conversely, the proportion of students who indicated the highest level of confidence for speaking increased substantially throughout the trial, from 12% to 21.3%. This may be the result of having to focus less on accuracy for specific classroom language exercises, than on a broader ability to create and make meaning, and associated confidence to then engage in oral interaction and communication. A similar substantial increase was found at the upper levels of writing, with the proportion of students reporting feeling ‘very capable’ in writing more than doubling over the period of the trial, from 8.9% to 25.9%.

To sample the Year 2 students’ perceptions of their own language skill, the following questions were asked via oral interview:

Students’ perceptions of competence/self-efficacy

1. When you listen to your teacher speaking in [Language here], how do you feel?

Student’s response best fits with:

- a. I don’t understand anything in the language
- b. I can understand a little bit
- c. I can understand a fair bit
- d. I can understand a lot

2. When you speak in [Language here], how do you feel?

Student’s response best fits with:

- a. I can’t say anything in the language
- b. I can say a little bit
- c. I can say a few things
- d. I can say most things

3. When you read in [Language here], how do you feel?

Student’s response best fits with:

- a. I can’t read anything in the language
- b. I can recognise some letters
- c. I can recognise some words
- d. I can read some sentences

4. When you write in [Language here], how do you feel?

Student’s response best fits with:

- a. I can’t write anything in the language

- b. I can write some letters
- c. I can write some words
- d. I can write some sentences

The greatest gains were made on writing, with all five students indicating higher level responses. Strong gains were also made with speaking, with two students responding two levels higher (a to c; b to d), although another decreased by one level in their response from c to b. Reading also had a student decrease one level (b to a), although another increased by two and a half levels (a to c~d); the other three students remained consistent. Listening also remained consistent for all students, except for one student who rose by one level (b to c).

3.3. Principal survey data

Principals were invited to complete an online anonymous survey, with a 100% response rate. As noted earlier, the small sample (n=6) means that findings are not intended to be generalizable, but they do provide a helpful overview of stakeholder perceptions within these schools' contexts from the perspective of school executive.

An overall summary of pre and post attitude responses is shown in Chart 12, with averages calculated against a Likert scale response from 1 (Not very much) to 4 (Very Much).

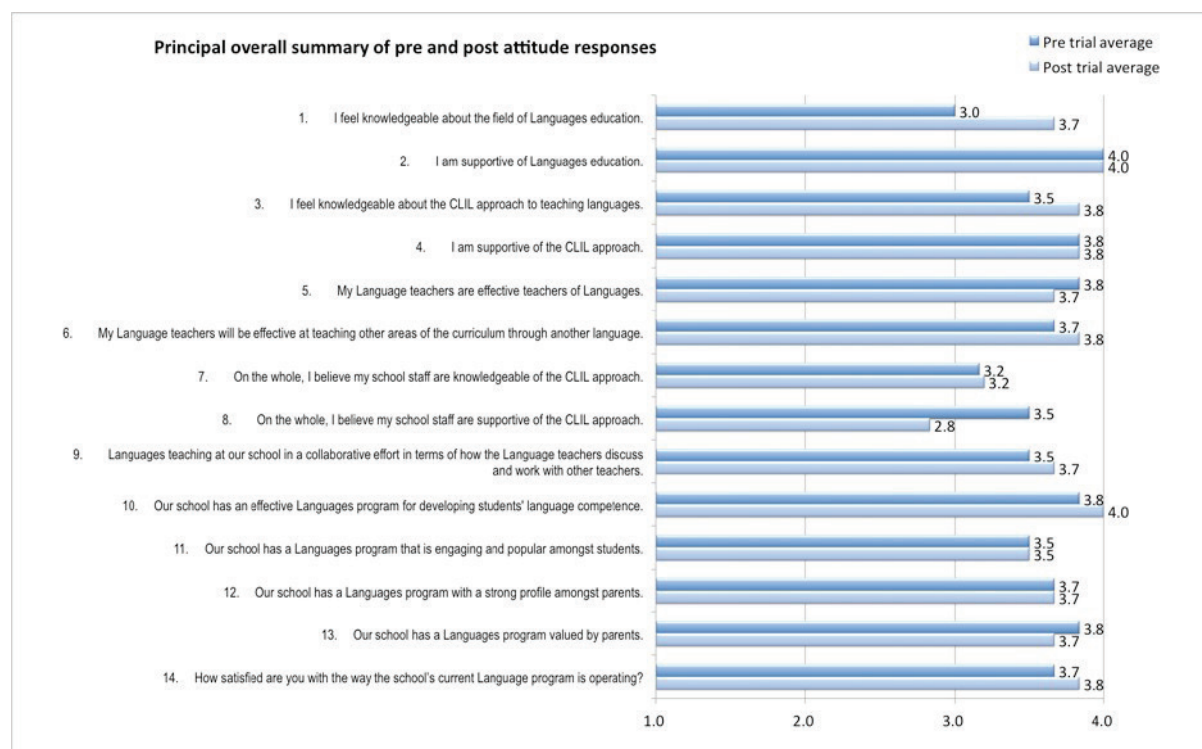


Chart 12. Principal overall summary of pre and post attitude responses

On the whole, principals' responses to many of the items remained constant, with notable exceptions being increases concerning their personal level of understanding Languages, CLIL, and satisfaction with the Languages program.

However, the one significant change between pre- and post-trial results, matched only by the shift in level of understanding about Languages education (an increase of 3 to 3.7; item #1), was in response to the supportiveness of other teachers within the school (a decrease from 3.5

to 2.8; #8). This raises implications for maintaining communication with others in the school, even though the program still retained consistent support at the executive level (#2). This is especially important given it was already ranked very low in the pre-trial survey compared to other measures of perception and support.

Post-trial results showed a more positive orientation towards CLIL amongst principals of secondary schools on about half of the indicators surveyed (Chart 13 below), although two items where this was not the case (i.e. in which secondary principals reported lower responses than primary) concerned parent perceptions; that is, the principal's perception of the school's Language profile amongst parents (item #12), and the value placed on the Languages program by parents (#13). This seems surprising, given the relatively more favourable attitudes towards CLIL amongst secondary school parents in the earlier data, compared to those from primary (see Chart 2).

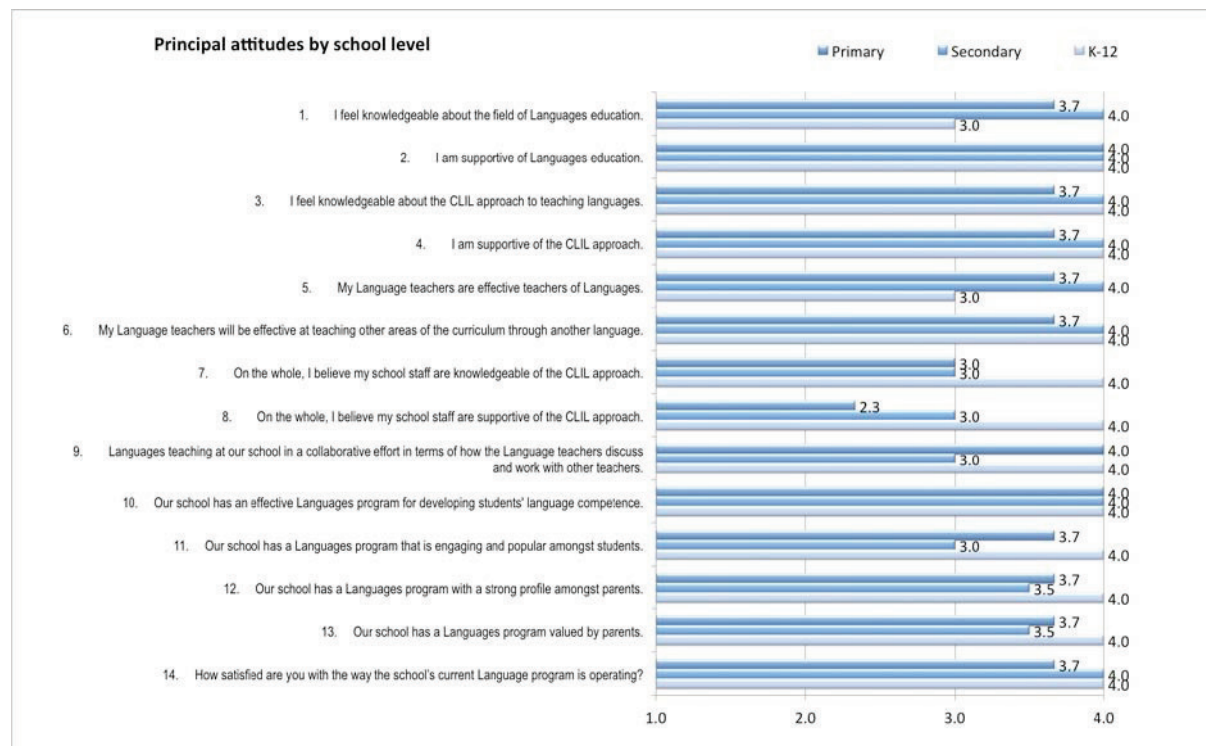


Chart 13. Principal attitudes by school level

Finally, when analysed to consider whether previous administrative experience in bilingual programs had any impact on perceptions of CLIL, there appeared to be little difference (Chart 14, below). On items concerning the principal's personal view or support for CLIL (e.g. items #2, 4, 10, 14), there was consensus between both groups. The only areas where differences were markedly evident tended to be those outside the principal's direct control, for example, the knowledge and support of other staff within the school (#7, #8), popularity amongst students (#11) and parents (#12, #13).

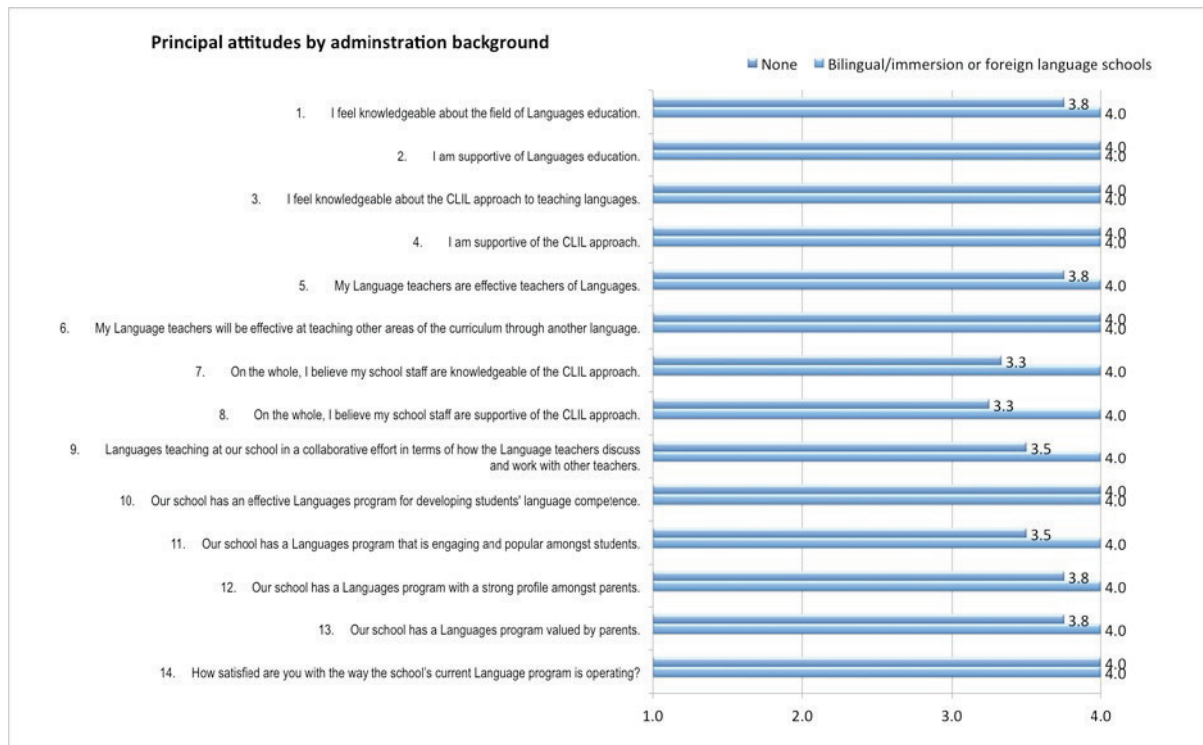


Chart 14: Principal attitudes by administration background

3.4. Teacher survey data

Like principals, teachers were invited to complete the survey anonymously online, with another 100% response rate. Again, the small sample ($n=7$) means that findings are not intended to be generalizable, but they do provide a helpful overview of perceptions amongst the Languages teachers participating in the CLIL trial.

An overall summary of pre- and post- attitude responses is shown in Chart 15, with averages measured against a Likert scale response from 1 (Not very much) to 4 (Very Much).

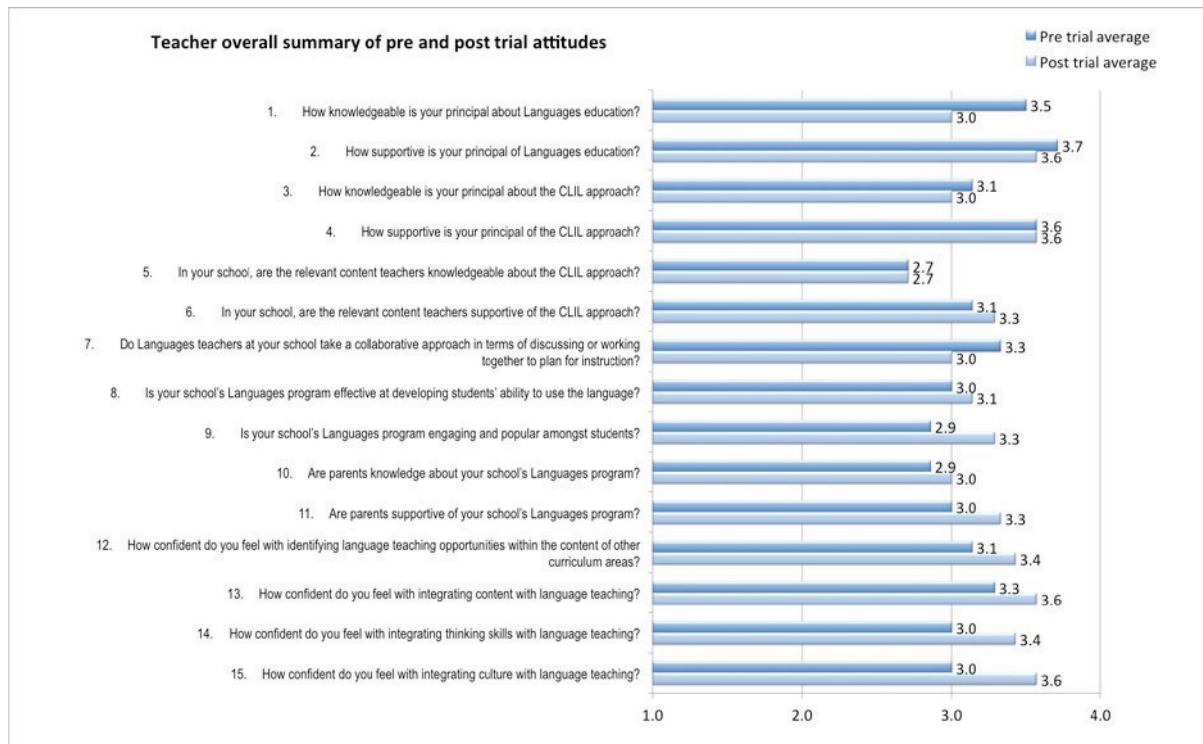


Chart 15. Teacher overall summary of pre and post-trial attitudes

Although teachers' view of principal support for CLIL was consistent throughout the trial (item #4), there seems to be some discrepancy between whether teachers felt their principals had become more knowledgeable about Languages (#1) and CLIL (#3), compared to the principals' own responses (as outlined earlier in Chart 12).

Similarly, it is also significant to note the discrepancy between teachers' views that other teachers had become more supportive of CLIL within the school (item #6), compared to the view of principals who had not perceived this to be the case (see Chart 12). However, the teacher survey specifically referred to other teachers related to the CLIL content area being taught in the trial, rather than the general teacher cohort as a whole (per the principal survey).

On the whole, teachers tended to report positive gains in responses to the majority of items between pre- and post-trial, with especially notable increases concerning confidence to teach:

- other curriculum areas (Items #12, #13)
- thinking skills (#14)
- culture (#15).

This was more pronounced when disaggregated by school level, with secondary teachers having even greater confidence when working with these areas (see Chart 16 below). This is consistent with the emphasis within secondary contexts on specialist subject areas and thinking skills for the middle years. In terms of perceived parental support and awareness (items #10, #11), there was no difference between groups, although primary teachers perceived a slightly higher degree of principal support for Languages and CLIL, compared to secondary (items #2, #4). The majority of other responses for both groups remained high (above 3) for most items, and for many items there was little or no difference.

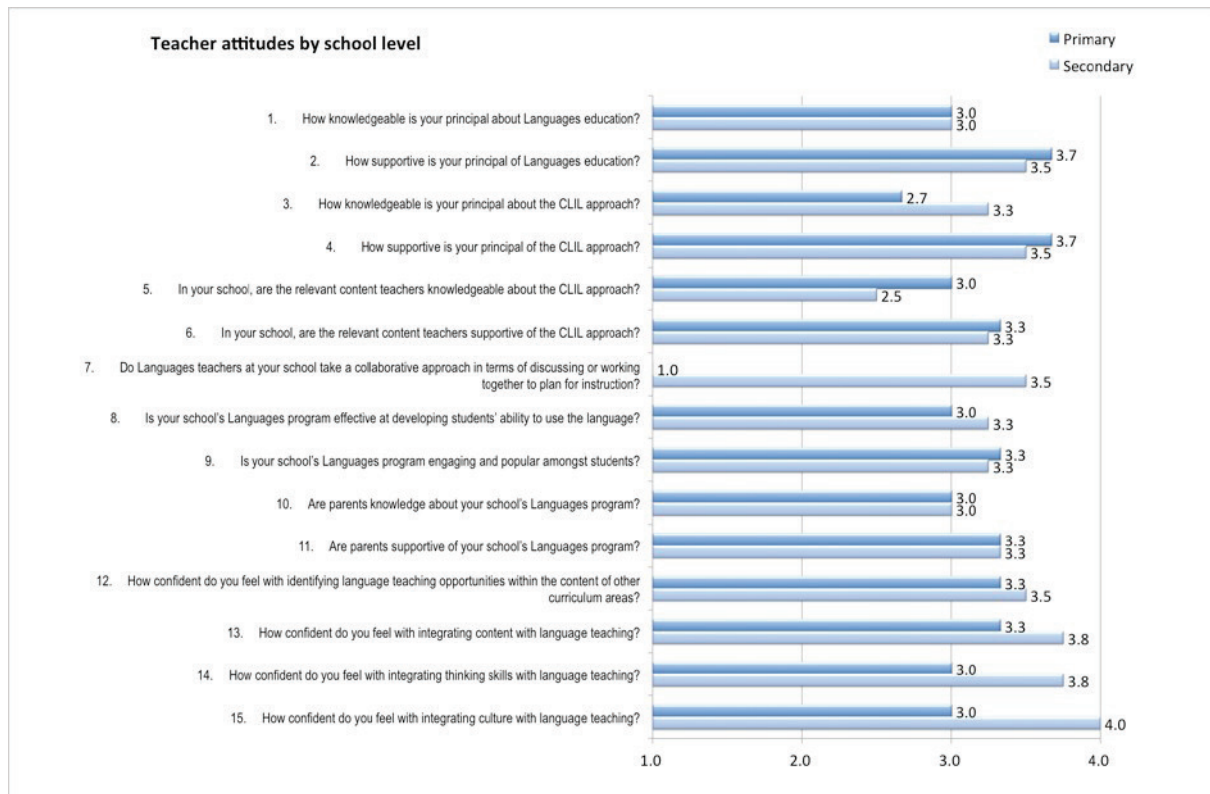


Chart 16. Teacher attitudes by school level

Finally, and perhaps most encouragingly, when asked whether these Languages teachers preferred to teach content (e.g. Science), Language (e.g. German), or an integrated content and language approach (i.e. CLIL), responses consistently favoured a content-based approach (see chart 17).

Significantly, this was not simply a desire to teach within a CLIL program, as indicated in the unanimous responses on teaching Languages vis-à-vis CLIL, but also the overall shift evident towards adopting a content 'oriented' approach to language teaching. This was in terms of both preferring to teach content over 'straight' language (a reversal of 3:4 cf. 4:3 from pre- to post-trial responses), and also a far greater willingness to teach content via other languages, compared to content within mainstream monolingual (English medium) programs.

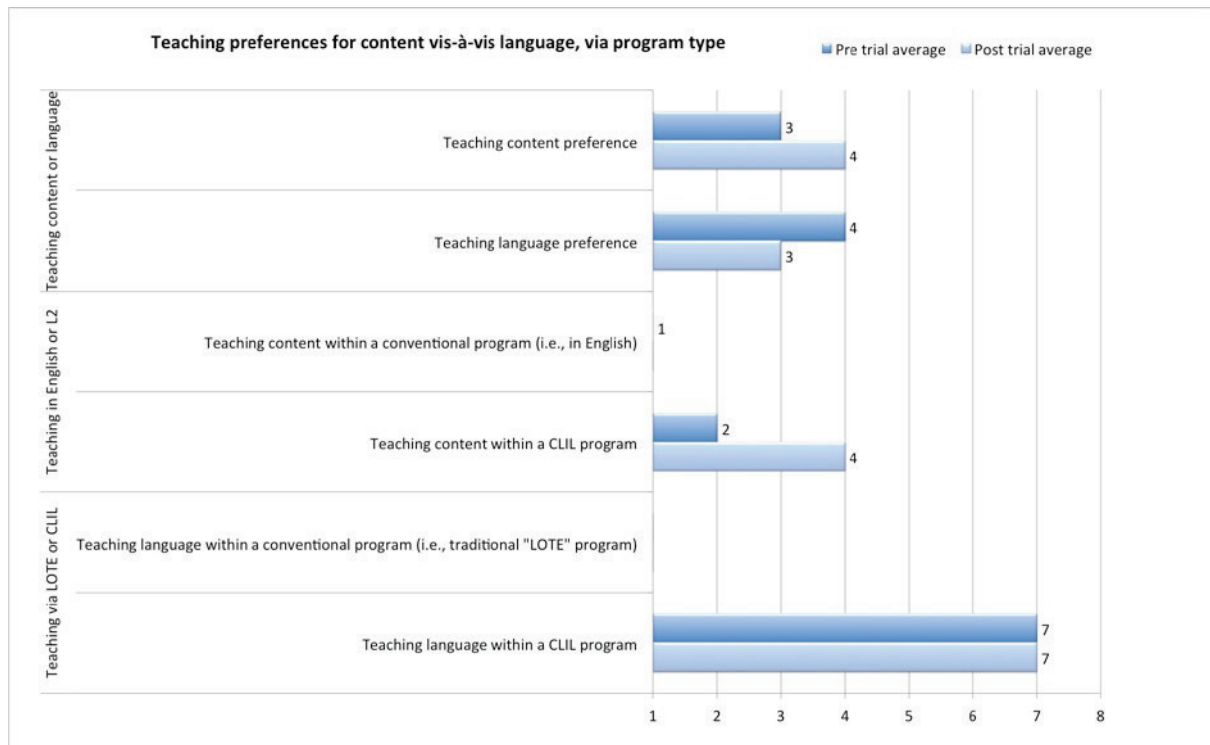


Chart 17. Teacher preferences for content vis-à-vis language, via program type

4. Classroom data: The implementation of CLIL in schools

This section presents summaries of each school's approach to CLIL within the trial, including a description of the unit and its implementation during the evaluation period.

Each account is followed by a discussion of key issues raised within each context, including:

- strategies that enabled the successful delivery of the CLIL unit of work as actual classroom practice
- issues that were identified as potentially significant impediments to CLIL but resolved over the course of the trial
- challenges that were highlighted as key considerations that need continued attention within school and classroom contexts for the long-term application of CLIL.

In practice, the points noted below for each particular case were often relevant across a number of the schools observed in terms of effective and successful practice. However, they have been grouped according to case, having been highlighted by the teachers during interviews as especially relevant for their approach to CLIL within each of their respective settings.

4.1. Gladstone Park Secondary College case study

From 2012, the school administration agreed to offer one class of students at Year 9 the opportunity to study Geography in first semester and History in second semester through Italian. This initiative, supported by a grant from the state government, was launched by native-speaking Italian teachers who were familiar with CLIL approaches in Europe and who persuaded the school community to undertake a trial in Year 8 Humanities in 2011. The positive response from the local community led to the introduction of an expanded program for one select entry class from Year 7 in 2013. This latter program uses CLIL pedagogical principles and involves Mathematics and Humanities (Geography and History) being taught through Italian. The optional CLIL class at Year 9 also continues to be offered. The school has a number of teachers who are background speakers of Italian in both the Mathematics and Humanities disciplines and some of these teachers participated in this CLIL project.

4.1.1. Teachers' approach to CLIL

During 2012, the Year 9 CLIL class was filmed during a number of History lessons. The native-speaking teacher with qualifications in both Humanities and Languages education emphasised the importance of students at this age and level being able to opt into a CLIL program to avoid negativity and disengagement. She and the CLIL co-ordinator both believe that students in a CLIL class need to be motivated and prepared to work hard, including undertaking regular homework and being involved in after-school tutorials. Teachers need to be well prepared, flexible, and have a high level of proficiency in the CLIL language. In delivering the History curriculum through Italian, the teachers involved found that the lack of available materials meant that they had to translate suitable texts and ensure that the paragraphs were accompanied by visuals (e.g. pictures, diagrams, charts). This preparation involved many extra hours of work for the teachers, with detailed lesson plans that included a variety of activities for each class. Both teachers believe strongly in engaging the whole student and applied many of Gardner's (1983) Multiple Intelligences in their lessons. At Year

9, the importance of kinaesthetic activities, including games, and individualised attention are considered paramount; the use of routines established from the first class is also a key feature of this CLIL program. Students are encouraged to consolidate their learning by referring to dictionaries when needed, working in pairs or small groups to support each other, and a ‘buddy’ system being used to address problems with any disengaged student including after-school tutorials conducted by the two CLIL teachers. Occasionally, the teacher admitted to using English with individual students discreetly and quietly to re-assure them and ensure they understood what they needed to complete. Both teachers found that the students tended to use English when working in small groups, with code-switching to Italian for the content-obligatory language, especially individual vocabulary items. All student presentations to the whole class were done in Italian.

The Italian CLIL teachers believe very strongly in the importance of established routines to enable students to feel comfortable and confident in learning content through their additional language. Consequently, each lesson began with an activity where students had to demonstrate that they could recall the previous lesson’s content; sometimes the teacher asked the class to stand and each student had to produce one sentence in Italian about the concept from the previous lesson—as a sentence was produced, other students who had selected that one sat down; at other times, the teacher threw a ball to individuals and asked a question about the content. The end of the lesson also had a routine: students were not allowed to leave the classroom until they had each told the teacher a word or expression related to the content of the lesson which they had learned. Lessons were structured so that this revision was followed by a broad presentation of new content, moving to more specific details with the use of written text and accompanying visuals where students were asked to match paragraphs or sentences and pictures, and write at least one sentence under each picture. When producing their own sentences, students worked in pairs or groups of three and were encouraged to use their dictionaries rather than call on the teacher, who circulated to assist with understanding the task and to check students were responding appropriately to the instructions.

4.1.2. Strategies that work

Dramatisation

Drama is useful to not only present new material, but also for checking students’ understanding without relying heavily on verbal representation. It also provides a collaborative opportunity for students to check, confirm, and clarify what they have understood by working with others. Dramatisation in the CLIL context does not emphasise performance, but the physical representation of meaning. In this Humanities unit, it meant having groups act out the narrative of an Aboriginal dreamtime story, but in Science it could be used to have students portray what happens to matter under different types of conditions, etc.

Routines

Routines are helpful to establish a pattern of behaviour and expectations for the lesson, especially in moving from an English to an Italian language environment. However, they also provide safe patterns of interaction with which students become familiar. This enables them to focus on language and ideas, rather than worrying about the procedural aspects of the task itself.

In this program, lessons often began with a 3-minute warm up using a concept or sentence that students could recall from the previous lesson—each student contributed to expanding

the main idea as the discussion went around. All students began standing up, only sitting down once they had contributed to the discussion. This provided motivation to participate, as did the advantage of contributing a response early since those students could offer something that had been rehearsed (i.e. before someone else said the same idea). This also provided a safe zone for students still at the level of memorisation/recall to participate, through to those capable of creating their own sentences.

At the end of the lesson, another variation involved having each student give one new word or sentence that they had learned before leaving the room.

Cognates

To support understanding by drawing on students' existing knowledge of language, teachers regularly use target language cognates. That is, words sharing common origins across both languages, for example, *attenzione (Ital.)* and *attention (Eng.)*. This allows teachers to maintain and model communication that is authentic and still in the target language, without a direct reliance on English.

Extra-curricular tutorial system

The school runs a weekly extra-curricular class after school, using the Home Economics kitchens to make pizza and do follow up work in Italian. These were originally compulsory, but clashes with other extra-curricular activities made it difficult to maintain as a mandatory CLIL requirement. However, even as an optional drop in session, it still continues to be well attended and valued by students. It provides an opportunity to ask questions about class, as well as to socialise and build a class community in which students feel comfortable taking risks and making errors when using language.

High expectations and class culture

Teachers established clear guidelines and expectations of what they expected through taster classes (see 'language preparation course' below) and presentations at the start of the year about the CLIL program. This includes an expectation that once a key idea or phrase has been used in Italian several times, teachers will then ignore it if students continue to use it in English. If they are unsure, they should ask another student in the class how to say it in Italian (see 'extra-curricular tutorial system' above). This builds clear and consistent expectations about when English is and is not acceptable, and the role everyone plays in class to support each other as a language learning community.

Language preparation course

This CLIL program commenced with an intensive two week language only preparation phase, comprising 15 periods per week of Italian language study (without any focus on content). The aim of this phase was to introduce students to basic social language, and skills for classroom interaction.

Visuals and drawings

Teachers often used visual aids to present new ideas and information, but students were also frequently encouraged to use drawings to show their level of understanding. This was useful to not only check students' initial comprehension of content (which could be underestimated due to the students' limited or incorrect use of language), but was also useful for extending students' understanding in higher order tasks to represent ideas beyond that available in their limited L2 repertoire (without resorting to English).

Three-stage lessons

Lessons were typically built around a three-stage structure: revise, new language and content, revise. The first phase focuses specifically on reactivating key background knowledge and language that teachers have identified during planning as essential for teaching the new material in the second phase. By devoting a specific portion of the lesson to revising what is already known, new content is easier to introduce since students have all been brought to ‘the same page’. It avoids assumptions about what might or might not be remembered from previous lessons. The final revision stage is important for three reasons: first, to check students’ understanding of the language and content objectives for the lesson; second, to reinforce the most essential elements of the lesson to students, even if they had not understood everything; third, to end the lesson by consolidating what students should be able to do, building confidence for future lessons.

Recognising the Teacher-centred/Student-centred learning continuum

Teachers have to feel comfortable working in teacher-centred classrooms. Many teachers feel uneasy with this approach as it is not common within mainstream education settings, but CLIL teachers spoke of the significance of their role in the classroom (especially during early stages of CLIL) when students depend on them, as the language role model, to provide the initial input into the teaching/learning experience.

In that sense, when framing ‘teacher centredness’ in the context of CLIL, it may be more helpful to think of the teacher as the one who takes responsibility for ensuring the message is understood. However, once understood, the responsibility then moves back to the student for learning, through tasks and experiences facilitated by the teacher to promote active engagement and the application of students’ language, understanding, and skills.

Gardner’s multiple intelligences

Using Gardner’s (1983) multiple intelligences was helpful to ensure lessons did not only focus on students with strong verbal/linguistic learning styles or preferences, but engaged the full range of students in the class. Often, this could be accommodated quickly and efficiently through the lesson.

Note taking skills

Like dictionaries (see Xavier College case study), teachers identified the need to ensure students are taught specific learning-how-to-learn skills for coping in the CLIL classroom. In this unit, teachers focussed on developing students’ note-taking skills, including annotating notes with images or keywords, and summarising and paraphrasing what they have understood.

4.1.3. Some points of caution!

Tired techniques

CLIL teachers need to be prepared to evolve and change quickly. The class had been using a traffic light system to check understanding, where students indicated levels of comprehension by using red, green, or yellow cards left on their desk. This worked well for a while, but students stopped using it and it became unreliable. Although teachers encouraged students to keep using the cards, they recognised that it was ultimately no longer effective and have since replaced it with alternative strategies (e.g. revision quizzes). Teachers continue to change strategies according to the students’ changing needs and growing levels of understanding and communicative competence.

4.1.4. Challenges

Planning

Teachers recognise that CLIL planning takes substantial amounts of time and effort, with the primary tasks being:

- analysing the mainstream curriculum from a second language teaching and learning perspective
- mapping L2 scope and sequence plans against curriculum content
- diagnosing and assessing students' language needs and profiles
- sourcing, translating, and creating specialist language teaching resources for curriculum content in the L2 classroom, and
- collaborating with content-area colleagues from non-Language departments.

Advocacy

The program features strong support from the school executive and administration, but it also demands much from teachers in terms of having to build and maintain a number of wider, external relationships. This includes parental awareness and communication, and promoting the program to teachers and parents at primary feeder schools.

Middle years

Teachers commented on differences between CLIL classes at Year 7 and Year 9. Disengagement during the middle years is widespread, and certainly not confined to CLIL (Cumming, Cormack, & Australian Curriculum Studies Association, 1996; Williams, 2001). However, teachers recognise that this problem can be exacerbated in CLIL settings if students are put in the position of not understanding what is happening around them. However, it was also highlighted that CLIL presents a context that many students enjoy, presenting genuine opportunities for deep learning, challenge, and engagement. The solution lies in ensuring the key message is understood, and then working in different ways to deepen understanding with a variety of tasks and different paces: 'just focus on a few points, and make sure that those few points are really done in-depth'. This is counter to what often happens in traditional secondary contexts where disengagement is high in the middle years; i.e. a focus on large amounts of content, rather than close study and in-depth engagement (see Beane, 1992a, 1992b).

4.2. Xavier College case study

Following a trial of a CLIL approach in Year 9 Humanities taught through Japanese in 2010, the Japanese teacher applied to participate in the CLIL research project in 2012, inviting a small class of nine students at Year 10 to study their Geography unit through Japanese. The students covered two topics in semester 2: water resources and over-fishing. The class had two of its three geography lessons in Japanese and the other in English. The Japanese teacher followed the same program as the regular Geography teacher in terms of the content focus, with an end of year exam that students were required to take in English.

The teacher is very committed to CLIL as a successful way to improving students' levels of competence in the target language. He and other members of staff had visited a partial immersion program in Queensland and were very impressed by the students' level of Japanese. In the future, he would like to offer the program on a regular basis at Years 9 and 10 and is endeavouring to encourage the Italian teacher at the Senior Campus to consider offering a CLIL program.

4.2.1. Teacher's approach to CLIL

The teacher is a highly experienced, non-native teacher of Japanese and Geography, who produced very well-structured lesson plans for each of the lessons that were filmed. Each lesson was based on a variety of materials, most of which the teacher had produced in Japanese, and others he had sourced from YouTube. Each lesson began with reference to two to three objectives written in Japanese with some words glossed in English on the side of the whiteboard, and flashcards to revise essential vocabulary as a warm-up activity to activate students' language knowledge. The teacher and the native speaking assistant (who attended one of the two lessons per week) played a number of games with the double-sided flashcards and the winning student's name was recorded on the board.

The Japanese-Geography teacher has a social constructivist approach to teaching and learning, preferring problem-solving and inquiry learning to a teacher transmission type approach. Lessons were dialogic in nature, both during whole class tasks as well as when students worked in pairs or individually using materials he had prepared beforehand. To guide students' understanding of the topic, the teacher had the students work on pre-prepared texts spread around the room at different posts. The students were expected to use the information to solve a particular issue in relation to water as a resource or over-fishing, and present their findings as a PowerPoint presentation or poster. The teacher and the native speaking assistant circulated the classroom while students worked on the issue, to assist with vocabulary and respond to students' questions about the task. When a student asked the teacher for a vocabulary item or expression in Japanese, he often referred this to the native speaking assistant, explaining that they were used to working together in this way. At the end of each lesson, time was taken to address the objectives and to check the extent to which these had been achieved. The teacher used verbal input accompanied by PowerPoint slides to activate students' knowledge. This was followed by the use of texts and worksheets which the students had to read to extract key information about the content, which would then enable them to present their solution orally to the problem posed on the worksheet. The unit concluded with students preparing a written presentation to summarise their proposed solutions to the issues discussed during the unit.

4.2.2. Strategies that work

Double-sided flashcards

In contrast to traditional word-based flashcards that are useful for consolidating print/sound relationships and providing concrete manipulatives to play with language (e.g. matching activities, sentencing building), double-sided cards add an additional layer of scaffolding without always having to rely on English. Students can flip the cards to check clues for support (i.e. related to the content or concept focus), until they can confidently work with the words alone, without the need for the additional cue or assistance.

In this class, double-sided cards were used to support students' *kana* readings (Japanese phonetics) for unfamiliar *kanji* (Chinese characters); put simply, the Japanese pronunciation on one side, with the Chinese character on the other. As a variation, it can also be used to provide a diagram/image (content cue) on one side, with the target language word (linguistic cue) on the other. In this way, students do not necessarily have to know how to read the word, but can still follow or understand the concept.

Routine quizzes

Whether at the start, end, or during the class (e.g. task transitions), routine quizzes offer a way to break up and modulate the flow of the lesson, and also to check comprehension. They

offer a quick, routine, and familiar activity that students find challenging, and provide both students and teacher with a concrete, systematic, and ongoing record of progress.

Pair work

Students can be scaffolded by putting them in strong/weak pairs. In the CLIL context, this offers students an important opportunity to not only practice and produce language, but to also check and confirm what they have understood through interaction with peers. Depending on the aim of the task, students can be strategically paired on the basis of:

- language (e.g. one strong Japanese user, with one weaker),
- content (e.g. one strong Geography student, with one weaker), or
- language/content combinations (i.e. one strong Japanese student with one weaker Geography student)

Clear objectives

It is important to clearly identify both the language and content objectives for the lesson, and also make students aware of these by writing them onto the board at the start of the lesson. Even if these are written in English, they provide students with a clear sense of what matters in the lesson ahead, rather than being anxious that they need to understand everything.

Language assistant

A language teacher assistant can be a huge asset to a CLIL program, but they need not be involved in every lesson. In this case, a language teacher assistant was only available for about two-thirds of classes, but lessons were thought-out and designed to capitalise on her presence when she was scheduled to attend (e.g. teacher-teacher demonstrations/modelling). Other ways of compensating when no assistant was present included pre-recording material and using online sites and resources (e.g. blogs and forums by native speakers).

Strategic L1 use

To maintain the role of teacher as the target language model, students were asked to provide English explanations to support other students. This sets clear guidelines on the use of English to support and encourage understanding, development, and use of the L2—not to replace it.

Visuals

Images are not only useful for presenting input, but also for having students become more actively engaged through visual modes of meaning making and representation, for example, cutting and pasting or drawing to respond to a task or show understanding.

Blooms' taxonomy

Using Bloom's (1956) framework for cognitive processes was helpful to not only plan lesson objectives and tasks, but also for scaffolding students within the lesson by different types of questioning. For example, working through the lesson by beginning with checks of lower order recall/comprehension questions, rather than jumping straight into an application or analysis task.

Confidence

It is crucial for teachers to have a strong belief in themselves and the students that they can do this. As this teacher put it, 'you need to be a bit hard headed!' As noted by other teachers within these case studies, trust, commitment, and a belief in high expectations are all essential for a CLIL program. Confidence was noted as important not only for the students—in terms of both providing a confident model that reassures them it is possible to learn content and

language together, as well as confidence in their capacity to meet the teacher's expectations and be successful in the program—but also for communicating the success of the program to the wider school community to advocate on its behalf (e.g. negotiating topics and units of work with content specialists, rescheduling clashes).

4.2.3. Some points of caution!

Dictionaries

Dictionaries have the potential to hinder meaning-making when not used effectively. In this case, online translators (e.g. GoogleTranslate) were problematic as they require students to input what they know in English, rather than to consider how meaning is made in Japanese. The results are often nonsensical, causing problems for others trying to understand these contributions, and create more confusion and frustration.

4.2.4. Challenges

Ensuring language is understandable for students' level

Start simple and begin by focusing on content first, and identifying the absolutely key obligatory language related to the fundamental idea, concept, or skill being taught. It is then vital to consider students' needs in terms of how those key ideas, and associated language, can be communicated in ways that will make sense to them.

Planning well in advance: logically, sequentially, and holistically

It is essential to think long-term by mapping a scope and sequence of lessons that incrementally builds a bank of key language features (including words, sentence patterns, and text types) from one lesson to the next, with constant reuse and recycling. In this case, the teacher and the language assistant used the same double-sided flashcards (English-Japanese) at the start of each lesson to review vocabulary needed for the lesson ahead. Another activity that this teacher promoted was the use of cards, some with visuals and others with text, which students had to match.

Collaborating with others

Working with other curriculum areas outside of the Languages department can mean having to adjust to different planning and work patterns—it is important to make allowances for those differences, and the impact that they might have on preparation; especially if material and resources need to be adapted for the CLIL context well in advance. Aim for a balance between too many meetings, etc.—which can create further pressure and stress—while ensuring that those involved are still committed to ongoing, regular communication. The teacher at this school had discussions with Maths department teachers and was accompanied by the Head of Mathematics on a visit to a Japanese immersion program in Queensland. He had also spoken with a Senior School Italian teacher to encourage her to trial a CLIL program. During this unit, he worked closely with the Geography teacher so that he followed the same content, as the end of year examination would be based on the same topics.

Incorporating opportunities for higher-order engagement

Students should have the option to use whatever language resources they have—whether their first (e.g. English) or additional language—to make meaning, use ideas, and have themselves understood. A CLIL lesson could (and should) include a wide range of tasks, including in-depth discussions and reflective writing, so long as students' contributions (be they in English or the target language) emerges from their initial understanding of the key ideas and concepts delivered in the L2. *Understanding* is only the start point, not the end point, of a CLIL-based lesson.

4.3. St Monica's College case study

As a result of keen interest by the Italian teachers in CLIL, the school applied to participate in the CLIL research project and was selected to teach one class of Year 8 Humanities (Geography topic on Antarctica) through Italian. The unit of work on Antarctica was prepared by the Humanities co-ordinator, also a qualified native speaking teacher of Italian, for an assignment within a Professional Certificate in Education (CLIL) that she was undertaking at the Melbourne Graduate School of Education. Significantly, however, the lessons themselves were not delivered by a teacher with CLIL training, although she was a native speaker of Portuguese and Italian, and taught this class for Italian and Humanities.

As this topic was part of the regular Humanities curriculum at Year 8, and the end of year exam would be in English, the teacher allowed students to refer to the textbook to confirm their understanding of concepts. However, in response to advice from the research assistant for the project, the teacher introduced a feedback chart at the start of each lesson to gauge what students had understood well, not so well, or not at all; this was accompanied by the use of red, green, and yellow cards which students held up at various points in the lesson to indicate to the teacher their level of understanding or any difficulty they were having with the content of the lesson being delivered in Italian. The teacher also paused frequently to ask individual students to paraphrase in English what had just been discussed. She made full use of cognates, drawing students' attention to these as a way of helping them to grasp the meaning of written texts more easily. She also used a coloured ball to re-motivate students when their attention began to flag, especially during 80 minute lessons. Tasks were required to be completed in Italian, and always modelled by the teacher.

This class was part of a compulsory stream, so the composition reflected a high level of mixed abilities, depth of knowledge and skills in both English and Italian, and included one native speaking student of Italian. The teacher allocated students to particular groups for each lesson and tables of four to five students were established to enable students of different levels of ability to work together. To encourage active participation in Italian, the teacher introduced a poster with stars allocated to individuals for efforts to respond appropriately in Italian.

Both the class teacher and the Humanities co-ordinator mentioned the importance of allowing time for teachers to think about how to present content in the least complicated and complex way in Italian as opposed to what they would do in English. They also referred to the need for teamwork in preparing the content-based lessons as this provided support and sharing of both content and pedagogical knowledge. They noted that for a CLIL approach, there was the need to allow time for sourcing and adapting resources, for designing a broad range of activities in order to move away from a predominantly teacher-dominated approach, and for determining the types of pedagogical approaches which would focus on developing students' thinking skills and would work for particular groups of students.

4.3.1. Teacher's approach to CLIL

As mentioned above, the CLIL teacher and the Humanities co-ordinator prepared thorough, extensive lesson plans together. These were very detailed, so the class teacher also used a running sheet with dot point notes for each stage in the lesson.

The Italian Humanities teacher made full use of the interactive whiteboard in the classroom with prepared PowerPoint slides for as many aspects of the topic as possible; in particular,

maps and pictures of flora and fauna and a range of reading texts with information about Antarctica. These, together with posters of classroom language placed at the front and the side of the classroom, enabled students to develop confidence in their ability to cope with lessons conducted entirely in Italian. Prior to beginning the Geography unit, the teacher had introduced many language items in the regular Italian classes so that students were familiar with grammatical concepts such as articles, gender and verb tenses, as well as classroom language such as instructions and management expressions. The teacher introduced the content verbally through explanations and questions, accompanying this discourse with PowerPoint slides as a visual support, and then followed this with a reading text for students to extract essential content by underlining key words and recording these on a chart.

Each lesson began with the same routine where the students entered the room in groups to which they had been allocated and sat at their allocated table. Groupings were changed over the course of the unit so students had the opportunity to work with others from different language and ability backgrounds. To activate students' knowledge, the lessons began with revision of the vocabulary needed to describe Antarctica, or a summary of the previous lesson's content, with the teacher using brainstorming techniques together with visuals on the PowerPoint slides or maps which students had been asked to copy from their English textbook.

To guide students' understanding of the topic, the teacher used a number of techniques based on pedagogical approaches from both Italian and Geography. For example, she had them read sentences aloud from a text she had created about the geographical and climatic features of Antarctica, and its flora and fauna. They then had to underline various features and classify these into given categories in a chart. This was followed by a true-false exercise about the information in the text. In the following lesson, students worked through comprehension questions on the text and a fill-in-the gaps summary of this to check meaning. The teacher also used many visuals to accompany the written texts, and had students annotate these to help them remember key vocabulary items for various geographical features. During the input stage, the teacher frequently asked students to explain in English what she had said or what they had read, including asking for direct translation of some parts of the text. Since the students had access to the English in their textbook, it was suggested that rather than resorting to translation during CLIL class time, students could read the section in their textbook before or after the lesson to clarify their understanding of key details.

After the first Geography lesson in Italian, the teacher decided to start the next lesson with a series of questions which the students wanted to ask about the previous lesson's content. This helped build students' confidence in their ability to understand the content delivered in Italian and reassured both them and the teacher that they were grasping the main points of the topic. The final lesson to be filmed involved the teacher (using Italian) and students (using English) summarising the content of the film, *March of the Penguins*, which they had recently viewed in Italian. The students were then allocated an animal from Antarctica for which they had to produce an identity kit. They worked in small groups and each group member was given a particular feature of the animal to research and write a sentence about in Italian. They were able to refer to their English textbook and to internet sites in English or Italian to find the information. Prior to students beginning the task, the teacher modelled it using the Emperor Penguin as an example; the PowerPoint for this had been prepared by the native speaking student in the class who was keen to assist with presentations of the content where possible.

4.3.2. Strategies that work

Translanguaging

This allows students to work between languages, but with the focus on using English to support and develop their understanding and use of Italian—not to replace it. For example, a PowerPoint activity where words (in Italian) were underlined, with students having to suggest words that they thought had the closest meaning in English. In this case, students were working between a factual text with information, and worksheets where they had to name and identify topographical features of Antarctica.

In the fourth filmed lesson, encouraging the students to work across the two languages was a key element of the introductory revision of the previous lesson's work (viewing the film *March of the Penguins* in Italian) where the teacher provided the Italian for the English summary produced by the students. This was followed by students using their English textbook to identify the animals as marine or land-based and note this on a chart, in Italian. They also classified the information from the text under the categories of environment, climate, and fauna. Their final task for this lesson was to use the textbook information to complete a profile of a given animal in Italian by working in groups of four where each student had a particular part of the profile to research and complete.

Lesson/transition breakers

Working in the second language can be very exhausting. As also highlighted elsewhere in this chapter, CLIL lessons tend to follow highly familiar routines to avoid creating additional confusion for students. This can lead to students becoming easily distracted, bored, and disengaged. To manage this problem, teachers break up the lesson up with brief time-out activities, especially during task transitions (e.g. throwing a ball and saying a word or idea they have learned from the lesson so far; running from the left/right side of the classroom to indicate true/false quiz answers).

Individual instruction during group work

Although group work has a number of advantages for students in terms of peer collaboration, teachers also noted its benefits in the CLIL classroom for allowing them to move around the room to work with individual students who need specific, targeted support. It also provides an opportunity to check individual progress to identify those being 'carried' by other students during whole class response tasks.

High expectations and trust

Teachers established a classroom culture where students were reassured from the outset about being able to use English if needed. However, it was also made clear that within these expectations, teachers had chosen only to use Italian, and that this was also to be respected. This helped to create a safe classroom environment where students did not feel pressured or unable to participate, but expectations on language use were also clear. Even in the short time observed as part of this trial, students often reminded teachers not to slip into English, and students were taking their own initiative to speak in Italian themselves.

Folios

The unit of work was prepared as a series of lessons compiled into a folder that students maintained, as they worked through the worksheets together as a class. In many respects, it was like a textbook, but specifically designed for CLIL, with the main emphasis on tasks and activities, rather than simply presenting information. The main benefit of this include:

- allowing teachers and students to see the unit holistically (in terms of the relationship of how one lesson built on the next)
- for students to maintain a record of what they have learned in one central location so that they can refer back to prior learning/knowledge, and
- for students to have a tangible record of their progress, to show how much they have been able to understand, learn, and do.

Glossary

Keeping a personal glossary was a useful way of systematising students' English language use, as it provided clear space for when it was acceptable to use English to support Italian, without being central to interactions taking place within the lesson itself. Like dictionary skills and note-taking (see Gladstone Park Secondary College and Xavier College case studies), this was a learning-to-learn skill that teachers actively developed through the unit of work.

Visuals via ICT

In contrast to realia that can be difficult to find and obtain, the internet provides incredible access to visual images and videos that can be copied into PowerPoint presentations for presenting new information and language. For CLIL, these can be sourced from native language websites, but this can sometimes be overwhelming for non-native students without adaptation or scaffolding within the lesson.

Repeating vs. revision and consolidation

When students do not understand, *repeating* it over and over is ineffective, disengaging, and becomes frustrating for both teacher and learners. However, *revision* features heavily in the lessons, and teachers constantly reuse and recycle ideas and language both within each lesson, and throughout the unit as a whole. For example, the Year 8 Geography and Italian teacher commented that she reminded students about grammatical features such as gender agreements for adjectives, which they had learned in their Italian lesson, when they needed to describe the Antarctic animals. Across the four lessons which were filmed, she frequently referred to the Italian text which they had read and summarised in a chart, particularly for the names of the animals and the three key features they were focussing on (environment, climate, and fauna). Teachers pointed out that students need constant reassurance that they have grasped the key points and ideas, even if they have not understood every word. The opportunity to re-do and apply the same ideas in different ways (e.g. reading the concept as a text, and then seeing it explained on video) is affirming for students who have achieved the goal, while providing additional opportunities for students who require further support and practice.

4.3.3. Some points of caution!

The need for CLIL training

This case study highlights the importance of CLIL training, because although the school was ultimately able to implement a program, its success relied heavily on the input and support of the Humanities coordinator. Although a non-classroom teacher in relation to the CLIL program, she developed the unit of work and prepared lessons with the classroom teacher. With this expertise and guidance, the classroom teacher was able to successfully facilitate lessons, although at times compromises limited the full potential of a content/language integrated pedagogy (e.g. an overreliance on L1).

Overreliance on English

Translanguaging was a useful strategy during this unit of work, and was often applied in ways that successfully scaffolded students' language/conceptual understanding and use. However, this needs to be done carefully to avoid a general overreliance or 'blanket use' of the L1, such as when students refer to L1 textbooks to check understandings of concepts. The difference lies in systemic, thoughtful, and strategic use of the L1, targeted to support the students' focus on, and development of, the target language aims. If students have unrestricted access to English to cover the same material, the need to make meaning from the target language dissipates, and the core principles underlying CLIL pedagogy are diminished.

Do not assume anything

One of the most frequently made comments by almost all teachers was how easy it is to assume too much. Often when problems occurred, it was not because students were entirely incapable of achieving the stated aim, but because a key word or concept had been overlooked—this is the catalyst for a communication breakdown, and the leap between what is planned for the lesson, and where students are at, is too great without additional steps. On other occasions, teachers can assume that having covered a concept in another subject or earlier in the year should be sufficient. An example of where this was problematic was when the teacher asked students to classify different features of an area, but they struggled to come up with 'environment' as the third grouping. The teacher interview produced the following exchange which illustrates how assumptions may not work:

RA: What was going on in your head as they weren't getting it?

Interviewee: Yeah, because I'm thinking, 'How come they can't think of environment?' Yeah, I found it surprising. You see, sometimes ... and that's the thing I find ... but generally we teach, and sometimes we really do assume and we shouldn't, because I thought that was going to be so easy. Instead, they got stuck in there.

Anticipating these misunderstandings before the lesson makes it much easier to work through the lesson as planned.

4.3.4. Challenges

Emotional work

Being in a class where everything is 'foreign' can be overwhelming and tiring for students. It is easy for them to disengage and become negative. Teachers point out that the most effective solution to this problem is ensuring connections between what they have been learning are always clear and tight (as mentioned above, lots of opportunities for revision, consolidation, compiling work into a workbook so they can see links between tasks, etc.). Routines are also helpful for creating comfortable, familiar lesson patterns to avoid additional uncertainties and anxiety in the CLIL context, but lesson breakers then become essential for tweaking the pace for each lesson to avoid monotony.

Dealing with compulsory, multilevel classrooms

CLIL during the middle years of the compulsory curriculum is challenging, with some students questioning: 'Why do I need to do this?' Furthermore, this tension is compounded by classes comprising students from a wide variety of knowledge and skill levels; not only linguistically, but also in relation to the content area being studied. This can be especially confronting for teachers within schools where Languages are studied mainly as an elective, rather than a mandatory curriculum subject.

While these are very real concerns, it must be also recognised that the cause of this problem is not CLIL. Issues with having to study various curriculum areas by compulsion, and having students with a very wide range of learning needs, are inherent within the mainstream curriculum space, irrespective of the language of instruction. Indeed, as outlined earlier in the introduction to this report, research has established that CLIL has much to offer all learners, irrespective of academic background, due to its dedicated focus on producing high quality comprehensible input that is meaningful and engaging across content, cultural, communicative, and cognitive domains for development (Coyle, 2006; Muñoz, 2002).

4.4. Carrum Primary School case study

In 2012, the school was selected as part of the CLIL research project. For an assignment for the Professional Certificate in Education (CLIL) in 2011, the German teacher had planned a unit of work for Year 3-4 students based on an integrated unit that had been delivered in English for a number of years, *Hatch 'n Scratch*. The unit was part of the theme of 'Lifecycles' and involved the observation of eggs from incubation to the chickens hatching. The Year 3-4 classroom teacher responsible for planning the unit was very happy for it to be trialled in German, and together with the Principal and the German teacher wrote a project brief for the CLIL trial to take place during Term 3, depending on the availability of eggs for incubation. As a result of being selected to participate in the trial, the classroom teacher organised the purchase of two incubators, one which would hold 15 eggs and one 6 eggs, with an attachment to allow viewing of the eggs as they incubated over 21 days. She also ordered eggs from a supplier and arranged for these to be delivered at the end of Term 2 so that the incubation period could begin during the mid-year winter recess.

4.4.1. Teacher's approach to CLIL

Three Year 3-4 classes were involved in delivery of CLIL content through German, but only one class was filmed at four points over a 6 week period.

The German teacher, a generalist primary teacher who had studied German at university as part of a re-training program, believed in the importance of having a native-speaking assistant. The school was fortunate that a teacher from an early partial immersion German program at Bayswater South Primary School lived in the area and was available to work with the non-native German teacher to select resources, prepare materials, and provide pedagogical advice based on her experience. The unit originally designed by the German teacher had been much longer and had included examining different animals and their life-cycles. However, due to time restrictions (the Year 3-4 classes had one German lesson of 50 minutes per week), and the need to ensure the topic was completed before the chicks had grown too large (a total of 32-35 school days), the *Hatch 'n Scratch* unit was re-designed and pruned back so the focus was solely on the incubation and hatching of the chicks.

The *Hatch 'n Scratch* unit of work was implemented using PowerPoint slides to show the life-cycle of the chicken, a German children's story book, and many flashcards and other visuals which were displayed in both the German room and the Year 3-4 home classroom. Other specialist teachers (the Art, Music and Kitchen Garden teacher) were also involved in the development and display of the resources, making the project one that was integrated across a number of discipline areas.

The German teacher introduced the vocabulary using these resources during German lessons. This was then reinforced during other lessons that took place in the students' regular room

once the eggs had been placed in the incubator in the thoroughfare outside their classroom. The teacher was able to use this physical space and time, occasionally extended to 60 minutes, to introduce and practise the language with the real objects as well as the prepared materials (PowerPoint slides, books, etc.). Over the course of the unit, the students monitored the eggs until they hatched, and then kept a daily record of their growth in German until they were ready to be put outside in the farmlet.

The generalist classroom teacher commented on the strong links between the school and families, with students taking home photos of their chick once it had hatched. She also mentioned that some students had started to use German not just in the German classroom, but also while talking with each other around the incubators during non-German time. Many parents also visited the incubation and hatching area which was part of the main thoroughfare in the Year 3 to 6 area, and there was a very strong school/community link through this unit and its focus on CLIL.

4.4.2. Strategies that work

Focusing on parts of the whole

It helps to plan each individual lesson with a clear focus on medium to long-term aims, and by identifying precisely what concepts, skills, lexis, syntax, and text types need to be taught in relation to the final goals and outcome of the unit. For this unit of work, the original plan was to begin by looking at a range of different animals that laid eggs (crocodile, birds, platypus, etc.), but it was unclear how this related directly in terms of content or language to the final outcome (keeping a record of the lifecycle of a chicken from egg to its first weeks of life). As a result, it was decided to begin the unit by starting with parts of the egg.

Although this decision might appear trivial, it had a major impact on what language would need to be taught in the first lesson; i.e. many different German words for various animals. Not only would this create significant work for lesson preparation and materials development, but other issues included:

- none of those words (other than ‘chicken’) would be helpful to document the lifecycle of a chicken
- it detracted from time available to focus on language and content relevant to the main conceptual learning focus
- it confused students with the link from one lesson to the next (especially as there were no opportunities to reuse and recycle those words/ideas in subsequent lessons)

Having *now* studied chickens in detail, it might have been appropriate to expand this in-depth understanding to other animals for further extension and consolidation. The key is that every decision be considered with reference to the final product and goal, to determine a logical scope and sequence of lessons that builds on one set of outcomes to the next.

Language teaching support and background language students

This program did not have access to a classroom language assistant, but it did form a strong network of alternative support through parents, other students, past students, and friends of the school from the local language community (including another language teacher who provided support for planning and materials development, without having to be within the classroom setting). This demonstrates creative possibilities that exist for supporting the CLIL program, and the level of support programs can attract within even smaller size schools.

However, teachers also emphasised the need to ensure care with how students are used as assistants in the CLIL classroom—especially those who might be background or first language speakers. Given the integrated focus on curriculum content (in contrast to purely language) it is essential that all students have opportunities to focus fully on their own learning. If first or background language speaking students are called upon for support in the CLIL classroom, it should only be done sparingly, and with thought to how it will also help the student to better understand the content being taught.

Working with mainstream colleagues

The collaborative relationship between the Language teacher and mainstream generalist was very strong, and much more evident than other Language/non-language teacher partnerships observed in any of the secondary settings. One reason for this might be that the secondary teachers were also specialists in their other content area, reducing the need to work as closely with another specialist teacher.

But it is also likely to reflect the structure of Australian primary schools, where a single generalist teacher has the main responsibility for one class for the majority of day, and the curriculum is well integrated. Students are therefore used to daily routines established by their regular teacher. Primary CLIL programs which build closely on what already takes place as part of the students' regular school program seem to have considerable potential.

Hatch 'n Scratch was the regular mainstream program that students would have studied in English, even if the CLIL trial had not taken place. It was well-known (and well-liked) within the school, with the students' older siblings having done the unit when they were in Year 3, and it was popular with parents who came before and after school to see how the chickens were growing.

Finding ways to build on existing, well-established routines and programs within schools offers a good starting point to introduce CLIL into the school community.

Creating a language rich space

By working with the mainstream generalist teacher, it was possible to decorate the mainstream Year 3 classroom with a range of L2 materials, such as posters and big books, which remained in the room at all times. For this program which had a daily CLIL element (i.e. the weekly main Science lesson + daily chicken observations), being in the classroom surrounded by L2 materials was helpful for the CLIL teacher.

However, if lessons are less regular, then relying only on the mainstream classroom, with no access to a dedicated Languages classroom, can be disadvantageous. This is considered later in relation to the Coatesville Primary School case study.

Perfect opportunities: 'We wouldn't teach the causative case in primary school!'

CLIL provides conditions for working with language in ways that are real, purposeful, and authentic. When analysing the curriculum content, some topics may seem untenable due to a perception that they would require 'complex language'. Teachers found that no matter how complex, students were able to work successfully with language, so long as it was made comprehensible when presenting the new content. Choices about language should be made on the basis of the content and language needs, not the perceived complexity of syntax or lexis.

Parking lot

The teacher set up an easel that stayed in the room, designed as a ‘parking lot’ for any student questions about language or content that they left on a post-it note. This was useful in a number of ways, including providing feedback for the teacher on areas that children were not understanding and which needed more attention, allowing students who were shy during whole class activities to leave questions and comments, and enabling individual students to gain assistance on specific questions related to their daily independent recording-keeping (e.g. ‘How do I say my chicken is still fluffy?’).

4.4.3. Some points of caution!

Plan B and C

All of the teachers stressed that a commitment to careful planning was the key to a successful CLIL program. But it was also recognised that deviating from the plan had to be an option for lessons to be most effective. Like many aspects of CLIL practice, this is a quality of any good teaching. However, given the emphasis on careful planning and preparation within CLIL, it can be tempting to follow the script at all costs. With so many uncertainties inherent in the CLIL setting due to the students’ unfamiliarity with language (and content), it can be daunting to deviate from what has been carefully planned—but a good plan will provide that basis for flexibility.

4.4.4. Challenges

The demands placed on colleagues

In this case, the relationship between the Language specialist and generalist primary teacher worked exceptionally well, and was very strong and collegial. However, it became clear that CLIL could impact the relationship between language specialist and the primary generalist considerably in many settings.

Different approaches to CLIL will place different types of demands on other colleagues working with the Languages teacher. It is essential that their needs and commitments are also taken into consideration when introducing a CLIL program. This is especially so in primary contexts, but also in secondary schools, where there is a need to establish regular meetings and patterns of collaboration that are strong enough to support the program, but without creating extraneous demands on other departments if it can be avoided.

Ensuring a focus on output

Especially in the early stages of the program, it is tempting to focus on providing significant amounts of input to lay a foundation for other skills later in the unit. Input is essential, but every lesson must also include opportunities—no matter how small (e.g. answering response questions to a story, writing a sentence to sum up a diagram)—for students to use new target language (while also recycling language and content from previous learning).

The provision of input never stops; it occurs every time students are introduced to new language and content concerning the outcome of that lesson. In the same way, opportunities for output should also be a planned, essential part of every lesson—not just a focus on receptive skills and comprehension.

4.5. Coatesville Primary School case study

In 2012, the school was selected to participate in the Department of Education and Early Childhood Development’s CLIL research project. The language teacher, a native speaker of

Spanish, persuaded the school administration and Year 2 teachers to allow a topic from the International Baccalaureate Primary Years Program on Science and Technology to be taught through this language rather than French, which she normally teaches at the school. Students in two Year 2 classes were provided with four 50 minute introductory lessons in Spanish before the CLIL program began in Term 3. For the six weeks of the project, students had 150 minutes of instruction in Spanish covering four experiments on 'Cause and Effect', in line with the Primary Years Program. At the start of the project, the teacher relied on student translators to convey new vocabulary items to the rest of the class in English, but soon realised that this would need to stop as it was defeating the purpose of using a CLIL approach. Although the students had minimal exposure to Spanish prior to the start of filming, they appeared to make excellent progress in their listening skills due to the intensive and extensive input and modelling of vocabulary and structures on the whiteboard, and the concrete, hands-on experiments with a range of materials. All four experiments were thoroughly demonstrated by the teacher who called on student volunteers to assist before allocating the class to groups to undertake the experiments and record the results in Spanish on pre-prepared charts.

4.5.1. Teacher's approach to CLIL

In the initial lesson for the topic, the teacher read an illustrated story which she had translated from English into Spanish. All of the Year 2 classes were using this story as the means of activating students' knowledge about causes and their relationship to effects. However, as the teacher pointed out during the follow-up interview, this had not worked well in Spanish for two reasons. First, the students had limited exposure to the language, and she needed to focus on a small number of key vocabulary items rather than overall comprehension of the story. Second, the cause and effect sequences in the story were more social than physical, whereas the following lessons focussed on scientific concepts of cause and effect such as friction, weight with force of gravity, and air pressure. The social nature of the story did, however, enable the teacher to draw the students' attention to some intercultural aspects of the behaviour of Spanish speakers in the situations compared to their expectations based on Australian cultural assumptions.

The three lessons involving student experiments followed a similar pattern, with the teacher preparing a lesson plan based on a model adapted from Coyle, Hood, and Marsh (2010) and Dale and Tanner (2012). Each lesson began with a warm-up activity to activate students' Spanish vocabulary with the teacher using games to revise previously learned words and new ones needed for the particular experiment. To guide students' understanding of the particular cause and effect concept, the teacher demonstrated the experiment, and then asked a student to demonstrate it with her, each time explaining in Spanish what they had to do and asking questions of the class to ensure they had understood the process and were able to explain it in Spanish. To consolidate the cause and effect comparative structures, the teacher wrote examples on the whiteboard with gaps for students to complete using their own data and conclusions. The teacher also used prepared flash cards with words in Spanish to put examples from the students' own findings about the results of each experiment, and placed these on the magnetic whiteboard so they could complete their individual charts. Students worked in pairs or small groups to support each other during each of the experiments, but wrote their own results in Spanish on pre-prepared charts. At the end of each lesson, the teacher summarized what had been done, focussing on the language of predicting and hypothesizing related to each cause and effect experiment and the materials used.

The language focus for this topic centred on lexis for the materials used in each experiment, and syntax for comparatives. The ‘hands on’ nature of the teacher’s approach meant that the macro skills focus was on listening and responding orally and in writing, by completing set sentences where the basic elements were provided and students wrote one or two words per gap to complete their own sentences.

As a final product, students worked in pairs to produce a poster illustrating each of the experiments and writing a short paragraph of three to four sentences to record what they had discovered during this topic.

Through the content of this inquiry unit, the teacher was able to develop the students’ thinking skills by asking them to predict what might happen with each experiment and to provide a possible explanation of this. During the experiments, she circulated around groups of students, talking to them in Spanish and helping them to formulate their conclusions in a mixture of English and Spanish. Scaffolding was provided both orally and in writing, with students encouraged to use the outline of the sentences on the whiteboard to describe the result of each experiment where they used different materials or processes.

4.5.2. Strategies that work

Routines

Especially when working in English only settings, routines help to establish a new context for Language in the period ahead for CLIL. In this class, the teacher brought students in from lunch and had them sit on the carpet, but also had them each go around and finish her sentence. This is a simple routine revision activity, but it helps students to settle down and focus, and also reminds them that the next period is for talking and communicating in Spanish, and opening up opportunities for output/production.

Language cues: ‘Nice flower, Señora!’

Non-verbal cues are helpful reminders for maintaining expectations throughout the lesson, especially when students should be trying to use the target language, rather than English (see Carrum Primary School, ‘Ensuring a focus on output’). At this school, the teacher wore a flower to indicate she wanted students to address her in Spanish, and students recognised these parts of the lesson were times for Spanish only. While this promoted Spanish use during specific sections of the lesson, it also relieved pressure on students who would otherwise feel they could only use Spanish at all times.

Hands-on language

As also demonstrated by Carrum, Science offers an advantage for CLIL as many of the concepts can be represented in both concrete (e.g. experiments) and symbolic (diagrams and formulae) form. For example, the teacher modelled each experiment with the help of a student volunteer. While the experiment was being conducted, the teacher explained what was happening (the car was going more quickly or less quickly when the surface was rough or smooth or slippery) and asked the student to respond to questions or to repeat the key vocabulary items.

As with points made elsewhere on the need for constant revision, recycling, and consolidation—focusing on depth, rather than breadth—experiments and diagrams offer multiple ways of engaging with the same or related language, ideas, and concepts, without the material merely being repeated.

Demonstrating and modelling

In addition to the practical hands-on tasks for students, teachers found the most effective way of giving instructions and explanations was to simply model what they wanted students to do through short demonstrations. By watching the teacher, detailed verbal instructions that potentially distract or confuse the student were avoided. In cases when students struggle, it was apparent more modelling would be an extremely effective solution to aid comprehension, rather than trying to give students even more language to process.

In this case, the teacher introduced the first experiment with a game to convey the concepts of ‘stop’, ‘faster’, and ‘slower’. This was followed by pushing a toy car across a number of different surfaces with one child using a stopwatch to record how long it took for the car to cross the surface and fall off the table. The number of seconds or minutes was then recorded on a chart which the teacher had drawn on the whiteboard. The data from this chart then provided the information to complete the sentences on the whiteboard (‘El coche va más rápido cuando ...’; ‘El coche va más despacio cuando ...’) by manipulating cards on which the teacher had written the words corresponding to the materials used.

Storyboarding

Like other non-verbal techniques (e.g. dramatization at Gladstone Park Secondary College and drawing at Kew Primary School), storyboarding is a useful strategy for having students represent knowledge without needing to rely on complex language. This involves giving students a series of pictures that they then reorganise to illustrate an idea or concept. This is especially useful when teachers are either trying to avoid an over-reliance on English, or possibly underestimating what students understand due to their limited target language productive skills, rather than their actual level of knowledge.

However, in contrast to techniques such as drama and drawings which require students to demonstrate a significant amount of their own understanding, storyboards offer an additional layer of scaffolding for students who are still developing their understanding of the content being studied.

Strong conceptual/verbal links

Non-verbal modalities (e.g. demonstrations, drawings, and storyboarding) are extremely helpful within CLIL for teachers to explain new ideas, as well as for enabling students to express understanding, without the need for complex words or grammar. However, to foster the development of students’ emerging language skills and literacy, it is important to emphasise the conceptual/verbal relationship between what is represented (e.g. drawings) with language (e.g. labels) as much as possible by including additional support and cues. If students can grasp the idea by non-verbal means, then this is an opportune time to integrate the associated language.

To take one example from this case, students were requested to pick up a cardboard label with the equipment when they collected lab utensils from the front of the class, and had to ask for it and then match the card to the corresponding item.

Trust—‘They just get it’

One of the biggest impediments to CLIL is faith that the students will be able to cope. An observation made by the teachers in this trial is that these fears are not warranted. As long as lessons are carefully planned with a focus on understanding, and students are given opportunities to produce output, following the CLIL approach, students are able to engage in the learning experiences. As this teacher remarked,

If we've been practising the words, they start using it ... that's something that at the beginning I thought, 'That's strange that happened' ... but it happens more and more!

4.5.3. Some points of caution!

Adapting existing L1 units to be suitable in the CLIL context

Because CLIL works on the principle of matching content against what students would normally cover in the corresponding monolingual curriculum, it is understandable that existing mainstream units of work are used as initial reference points for developing CLIL adaptations on the same topic. This can be highly effective as in the case of Carrum Primary School's *Hatch 'n Scratch* unit. It is also useful to identify key learning objectives and topics.

However, it became apparent that the most productive way of working with previous units of work is to see them as points for inspiration, and then departure, rather than attempting to follow or emulate them too closely as the basis for the CLIL unit. Problems that arise have less to do with concerns about compromising academic content or integrity, than simply the way the same ideas are conceived of and taught in the native language and culture.

For example, the unit of work in this case, when taught in English, introduces cause and effect through a storybook around social relationships: the person wakes up grumpy (cause), and then becomes angry at the supermarket attendant (effect). The teacher reported that the story was hard to adapt for CLIL, because the ideas did not really translate well into Spanish narrative around social relationships with strangers; according to the teacher, it did not make sense. However, rather than struggling to get the original material to fit, the key conceptual point—cause and effect—need not be taught based on same materials or tasks, and it is often more productive to focus on other ways of arriving at the same learning outcome.

4.5.4. Challenges

Sharing learning spaces

Where there is no dedicated Language classroom, students may associate their regular classroom as an English learning environment, making it difficult to establish a culture and set of expectations where teaching and learning takes place in a Language other than English. Unless lessons are very regular (e.g. daily, as in the case of Carrum Primary School), the CLIL teacher might feel like an invader when trying to use walls, cupboards, etc. to leave material in classrooms given the already limited space within many settings.

It would therefore be helpful for schools to commit a dedicated space for CLIL, where teachers can use the room and wall-space to build a rich L2 learning environment specifically for the target language and content. This would also help with preparation, since materials (posters etc.) need only be created once, rather than multiple sets being made for different classes that the teacher works with.

Isolation and impact of the wider school community

Even with considerable whole school support, it can still be very isolating as a CLIL teacher. There are usually very few—if any—other staff with experience of teaching the curriculum through an additional language in the school to discuss problems or issues, and most teachers already have their own demanding workloads that make it difficult to offer additional support or time. This is also the case with generalist or co-teachers with whom the CLIL teacher might be collaborating—it can be difficult to secure times for meetings, discussion, and preparation.

In developing a CLIL program, it is necessary to think through how other non-immediate staff will also be given support. If that is not possible, then it will be necessary to think through other options which mean the Languages teacher will not have to rely so heavily on others to ensure the program can be delivered (i.e. focusing on content that is not part of the generalist's unit of work).

However, even if the program does operate more autonomously (e.g. a weekly CLIL lesson as part of the regular Languages program), rather than being more heavily integrated into the regular school structure (e.g. co-teaching a unit of work with the generalist teacher), it is still essential that the CLIL teacher be a core member of the wider school community. This then helps to better raise whole school awareness, and be in a position to provide input on whole school decisions that may adversely impact the quality or success of the program (scheduling of camps, etc.).

This should also be the case with Languages, but CLIL teachers, in particular, need to be advocates. A successful CLIL lesson depends on well-planned programs, and the wider school community needs to take some responsibility for supporting CLIL teachers to enable that to happen.

4.6. Kew Primary School case study

The Content and Language Integrated Learning project at Year 3 involved co-operation and collaboration between the French and Art teachers. Although the Art teacher had limited proficiency in French, she was keen to be involved, particularly in the practical aspects of the chosen theme ('le pointillisme' in French paintings and Australian Indigenous dot paintings), which provided the basis for a high level of intercultural awareness for students. The students had one Art lesson through French 50 minutes per week. For this topic, they spent approximately half of this time learning vocabulary associated with the two types of paintings and the other half producing their own dot painting. The French teacher focussed on both the pronunciation of the words and the sound/symbol correspondence as many cognates meant students were tempted to use English pronunciation. As literacy is a key focus of the school, she believed that it was important for this to be part of the French lessons. During the practical part of the lesson, both the French and the Art teachers circulated around the class to assist students and ask questions, in French, about what they were painting.

As part of the theme, students went on an excursion to the National Gallery of Victoria where they were shown two examples of Indigenous dot paintings and three impressionist ones, including one example of pointillism. The Gallery excursion was delivered bilingually with the Gallery's Art educator explaining the paintings in English, and the school's French teacher highlighting particular aspects in French. Although only one of the Year 3 classes was filmed as part of the research project, all three classes studied this topic through French. The CLIL teacher, with some background in the language through her primary and junior secondary schooling, also had qualifications in Art History. She emphasised the need for her to learn the target language vocabulary for this discipline area (pointillism and dot paintings) prior to teaching the unit to the students. She also expressed the need to access resources such as posters in French for basic vocabulary and for classroom expressions which the students could then refer to as needed during lessons. She believes such resources are essential for Year 3 students to engage and motivate these students. In order to reinforce new vocabulary for this topic, the French teacher produced illustrated posters of essential vocabulary and these were placed around the classroom. Both teachers are keen to continue a CLIL approach during Art lessons and would like to see the program extended to other year levels, especially where classes have a teacher with some French knowledge and skills.

4.6.1. Teacher's approach to CLIL

The French teacher believed in the importance of routines to start and finish each lesson. Her beginning lesson routine was to always ask students for the date to be given in French, and this fitted very well with the Art topic as the period in French painting and the dates of the artists' births and deaths were considered an important component. Each lesson then continued with the introduction of colours which the students needed to know (e.g. warm and cool colours, primary and secondary colours) presented on flashcards of the colour with the French word. The teacher believed that students should learn to recognise the particular sound/symbol combinations and pronounce them correctly, to avoid interference from English. This was part of the literacy approach in the school where phonetics played a role in learning to read in English and the Year 3 students were used to this approach. Activating students' knowledge each lesson was done through the use of visuals. There were large reproductions of two paintings (one French, one Indigenous) at the front of the classroom where students gathered on the mat, and these were used to explain how the combination of colours produced a certain effect. Lessons were centred around listening and responding verbally to the teacher's prompts or questions before students moved to tables to paint their own pictures. During this practical activity, the French teacher circulated the room, asking individual students questions about the colours they were using in their 'special painting' to reinforce the vocabulary, and commenting and praising them in French. The Art classroom also had labels for the painting and drawing tools in French so that students could refer to these if needed when asking the teacher a question, or the teachers could refer to them when giving instructions to students about what to use on their painting.

4.6.2. Strategies that work

Routines

Mentioned by all teachers as a key feature of their classroom approach, routines are absolutely vital within a CLIL program. Familiar routines provide a safe, familiar space for students, while also signalling that the period ahead has a specific focus: to use the target language as much as possible. The routines that teachers use are important, and focus on the needs of learners for each particular situation in light of the lesson ahead; e.g. to reactivate prior knowledge, review the words for primary colours paying particular attention to spelling, practise numbers.

In this case, the teacher began each lesson by asking students to tell her the day and date in French. She pointed out that this helped the students to focus on the change of language, but was also important for this particular topic as they were learning about artists and the period in which they painted. She also made use of the many French language posters on display, as did the students who were able to help her to locate particular vocabulary items by drawing her attention to where one was located on a poster.

Commitment

Together with having faith in students and high expectations, teachers need to be committed to the program long-term. Especially at the start, lessons will be difficult—despite the best preparation, some students will still look anxious, overwhelmed, and even distraught. Teachers mention that it is very tempting to give up all together, or at the very least make concessions or compromises on expectations about their level of L2 use.

Don't! These issues were mentioned by nearly all of the teachers as initial concerns, but they continued the program because they were committed to the trial.

In all cases, teachers commented on the result being surprising, rewarding, and worth it. This teacher, discussing a lesson in the final week of the trial, reflected:

We're getting them to understand the concepts I'm trying to get across, and the language that I'm trying to get across. And I get some wonderful moments where they pick up on things and ... which is always the joy of a teacher, when you think something's ... there's been that communication and it's worked. So I'm feeling very happy about it and looking forward to seeing it through with the remaining weeks of the term and the year.

Representing the same idea in different ways

Rather than merely repeating words in the hope students understand the second or third time (see St Monica's College, 'Repetition vs. Revision'), teachers *re-present* the words and concepts in different ways and modalities. For example, showing students a written explanation of a process on the board, but reading it aloud slowly with actions and gestures to provide further cues to help the students make connections. In this Art class, where a practical application was being explained in French, the teacher also demonstrated the technique for making dots and placing colours side-by-side so that the painting had the appearance of a different colour when viewed from a distance. She then went to the reproduction of a Seurat painting and asked the students sitting closest to identify the colours of the dots.

Learning from the learners' perspective

When planning, it is natural to work through the lesson from our own perspective: What would work for us? The problem within a CLIL context is that teachers already bring a background understanding of language and content to the learning experience, which are the very building blocks that CLIL students are missing.

Teachers spoke of the value of coming to look at each learning experience from the students' perspective: What is the most important idea that I need to be able to say about this content at the end of the lesson? What language will help me say it? The next step is to think of how that idea and key language can be conveyed to students in ways that they will understand.

Looking at lesson goals and outcomes from this perspective helps to distil the essence of the learning episode, and identify the most useful strategies and materials that will help convey meaning. Within CLIL, the aim is to first provide conditions for comprehensible input. Whether the syntax or lexis is simple or complex is irrelevant, but the *idea* must be understandable. By understanding, language development will occur, along with follow up tasks that encourage students to use what they have understood through interaction and tasks.

Non-language texts

A challenge mentioned by many teachers working in CLIL programs is the difficulty of sourcing appropriate texts for the students' language level. Native texts tend to be too overwhelming unless well scaffolded, while non-native texts rarely exist in ways that address the content needs of the area being studied.

This case study provided plentiful examples of the power of texts that contained no language: works of art, especially paintings, but also other forms of media including visual posters and online animation clips and video (e.g. YouTube).

Teachers were able to use these as stimulus for generating new language, which was then named and labelled; in effect, co-producing and constructing language materials with

students as the lesson unfolds, providing valuable ‘teachable moments’. In one lesson, the teacher revised key vocabulary items (‘premier plan’, ‘seconde plan’, ‘arrière plan’) by pointing to these sections on the picture displayed, and then asking one student to describe her own special picture, reiterating the need to use these words, and to point to the three different sections in the picture.

4.6.3. Some points of caution!

Competing discipline interests

Teachers who come together each with their own specialist area cannot approach planning and teaching for CLIL in the same way that they understand their ‘native’ specialism, be that language *or* content. Both teachers have to work together within each other’s ‘mind space’.

An extreme example of how this can be problematic occurred during this case study, when the Language teacher had to concede control to the specialist curator for much of the Art Gallery based lesson. On reflection, the Language teacher said she would now try to lead the tour herself, having understood the aim and intent of the curator, but being able to recast it in a way that would have been more meaningful to her students; not as Art students, but as CLIL learners of Art.

It is understandable why the Art curator led the tour as she did, being a non-Language teacher, let alone a CLIL specialist, and this was an exceptional example. However, it does illustrate tensions that can exist between co-teachers from different disciplines working on a CLIL program, and the understandable desire to plan and teach the lesson according to what they know from their specialist background.

To avoid this, both teachers need to be mindful of rethinking their existing assumptions about teaching from the perspective of each other’s discipline—and then ultimately understand the lesson from the point of view of the learner, who has neither the background language nor content (see *Learning from the learners’ perspective* above).

4.6.4. Challenges

Finding room for individuality

Due to the relative teacher-centeredness of the CLIL approach (see Gladstone Park Secondary College), and the reliance on the teacher as the primary source of language input, it can be difficult to provide opportunities for individual creativity and language use. Especially in the early stages, the tendency is to follow the model sentences and texts provided.

To create spaces for individuality, remind students that they can use English for certain words to say what they mean, if they cannot think of any other way of using the target language. This provides teachers with important insights into what students still want (or need) to know, rather than keeping them restricted only to the language that they have been taught.

However, to avoid an overreliance on English, students should also be taught other compensatory strategies, such as paraphrasing and consulting dictionaries. As discussed earlier (see Gladstone Park Secondary College, Xavier College), these techniques need to be taught to students as learning-to-learn skills, and not left to chance. For younger grades, the ‘parking lot’ technique (see Carrum Primary School) provides a controlled setting for English language use and questions. It allows students to seek help for specific individual questions

offline (e.g. by leaving a note for the teacher), which they can then apply during target language tasks in class or for homework.

5. Discussion and implications

In six very different Victorian school settings—government and non-government, primary and secondary, different languages, and different areas of content—teachers were able to apply the CLIL pedagogical framework to successfully plan, implement, and deliver an integrated approach to content and language instruction.

The findings establish that CLIL has definite viability in the Victorian school context.

In terms of existing contextual factors and sentiment, the introduction of such an approach seems timely, with solid and consistent levels of stakeholder support for CLIL across different groups. One particular factor that cannot be underestimated is that *students*, when questioned directly, indicate that they do take Languages seriously. In contrast to public rhetoric and opinions sometimes presented in the popular media suggesting Languages are not an important part of students' school experience (e.g. Price, 2011), the findings from this study are firmly consistent with research elsewhere on students' perceptions of Languages in Victorian schools, which confirms students do value high quality, effective Languages programs (Lo Bianco & Aliani, 2008), and there is a need to address this gap.

Furthermore, and perhaps of special importance given the context of the present study, students also believe that CLIL is a workable approach. As revealed in the survey data, they hold the view that through an integrated approach to instruction, it is possible to learn both language and content effectively.

Parents and principals are also supportive of Languages, desire high quality Languages programs, and believe that CLIL has potential. These levels of support were largely consistent irrespective of parents' own linguistic background, or principals' previous experiences of working with bilingual programs.

However, a caveat was also noted in terms of a need for strong and open lines of communication with parents and the wider school community.

Although levels of parental support for CLIL remained consistent before and after the trial, they did report being less certain about the benefits of the approach at the end of the study. This could be related to a level of dissatisfaction also indicated by parents on the extent to which they had been kept informed of progress during the unit of work. This signals the significance of teachers having to communicate regularly with parents about CLIL programs. Although a whole school approach is not required to successfully deliver a CLIL program in terms of substantial commitment or wider school reform (discussed in more detail later), a strong profile within the school for the CLIL program would help to support teacher/parent communication and showcase the benefits of the program.

There also appeared to be some discrepancy between teachers' and principals' views on the perception of the CLIL approach among other teaching staff beyond the Languages area. Whereas teachers reported even higher levels of support from content teachers by the end of the trial, principals expressed possible concern about how the approach had been perceived by the broader school community. This difference seems to lie in the positive reception reported by teachers related specifically to non-language/content teachers with whom they collaborated closely in developing the CLIL program, compared to the wider teaching community within the school when taken as a whole (per the principal survey item).

As with parents, the implication here is the need for clear lines of communication beyond staff immediately involved in the program. This ensures those without direct involvement understand the nature and scope of the initiative, removing uncertainty around the perceived threat of CLIL. As implied by the content integrated dimension, CLIL has the *potential* to impact other curriculum areas. With immersion programs, the likelihood that it *will* impact other areas is very high, since at least 50% of the curriculum is being delivered in the target language (Baker, 2006). Even with compromises (e.g. reducing target language exposure to 25-30%, or 7.5 hours per week, under the Victorian Bilingual Schools Program), this still has a considerable effect on timetabling and other aspects of school organisation (recruitment, etc.) which, directly and indirectly, also impacts other teachers.

However, CLIL does not necessarily require whole school reorganisation or change. Rather, as demonstrated by the cases in this report, it can be done successfully by Languages teachers either working largely alone, or in small-scale partnerships with individual content teachers or classroom generalists. This mirrors the experience of CLIL elsewhere in that it can take multiple forms, without depending on whole school commitment (Mehisto et al., 2008). In this sense, it can be contained within the Languages program, while also having the potential to draw in other teachers as they desire, without necessarily having to impose whole school reform to achieve those goals.

To recapitulate, irrespective of setting, context, or language/content focus, all six trial schools were able to deliver CLIL programs that were overall valued by key stakeholders: teachers, students, principals, and parents. In this regard, the data speaks for itself: the CLIL framework does not present a source of problems for teaching Languages in Victorian schools. To the contrary, the CLIL approach was shown to be useful for helping teachers to work with content and languages successfully through an integrated pedagogical approach to enhance their Languages program. Using CLIL, teachers were able to:

- a) use the 4Cs model to work with content and develop language/content integrated units of work, often in successful collaborative partnerships with others (including non-specialist language teachers, primary generalists, secondary content area specialists, and even external members of the community), and
- b) use the 6 pedagogical principles to deliver the lessons effectively in classroom practice, formulating a range of strategies and techniques that led to the development of students' content knowledge and language skills.

5.1. Final considerations

In conclusion, what therefore becomes most significant in the context of the Victorian education system for the future success and expansion of CLIL seems two-fold:\

1. Generating confidence in the CLIL approach
2. Developing and maintaining quality CLIL teacher professional learning and practice

Despite an increasingly culturally and linguistically diverse community, the Australian education system continues to default to the 'primacy of English' (Lo Bianco, 2003, p. 25)—and monolingual assumptions on literacy (Cross, 2009, 2011b)—with Languages still largely at the margins. This may be why, despite their overall support for CLIL, marked differences nevertheless remain between parents at primary and secondary levels, given the pervasive rhetoric on the importance of (English) literacy within the early years.

A real difficulty for implementation and expansion will therefore lie in confidence that CLIL can actually be done. Although we now take for granted that Canadian immersion is by far one of the most successful approaches to language instruction ever attempted, when first trialled as a pilot experiment in the 1960s, the idea was largely untried, untested, and radical. To deliver the entire early years' curriculum through a foreign language that students cannot understand seems to run against reason.

However, as discussed earlier, the time does seem ripe for the introduction of CLIL in Victoria, with support identified among key stakeholders for schools to at least try such programs. As also highlighted in the data, however, we reiterate that with this opportunity comes the responsibility to ensure strong lines of communication with parents and wider school staff to alleviate any fears or concerns.

The second implication concerns the need for the highest quality teaching to ensure CLIL's success. Here, we deliberately emphasise the role of teachers rather than whole school commitment. While not to suggest that a supportive school environment is not significant, it is important to distinguish between whole school *support*, and whole school *commitment*.

On *commitment*, the study confirms that an effective CLIL program can be delivered without necessarily having to make significant demands on existing school structures. This included cases where teachers were able to successfully form collaborative relationships with staff beyond the Languages department, including generalist classroom teachers and content area specialists (even those external to the school). While some changes to regular work practices were required for those who chose to be involved—as would be expected with the introduction of any new approach—these were still able to be negotiated within existing school structures. In contrast to conventional immersion programs that rely heavily on school timetabling, staffing, curriculum organisation, etc., substantial school reorganisation was not a requisite or essential condition for a successful CLIL program.

Even financially, the majority of expenses seemed to be costs generally absorbed by schools (e.g. consumables), rather than requiring expensive CLIL specific items. The largest noticeable expenditure in the study appeared to be directed towards IT equipment (iPads) which, if necessary, could have also been purchased through other funds or grants (e.g. ICT schemes). Establishing a central pool of CLIL specific resources, through a CLIL teacher network or the Languages and Multicultural Education Resource Centre (LMERC), made up of commercially produced texts as well as shared teacher-made resources, would also help alleviate costs for classroom materials.

However, in all of the schools studied, it must be acknowledged that there were strong levels of *support* for attempting the CLIL approach, both at an executive/administration level from principals, as well as from parents. It did not seem relevant or necessary for principals to have had previous experience or background in Languages or bilingual programs, but a high level of support was a clear characteristic across all cases examined in this report.

For introducing CLIL to Victorian schools, we would therefore argue for an ambitious approach that encourages as many schools as possible to take up the framework, while also limiting initial opportunities to only those with clear school-based support. In this way, following the outcomes from this trial, supportive school environments will be best positioned to deliver successful programs. This, in turn, will convince those currently sceptical of an integrated approach to reconsider its potential, benefiting CLIL in the medium to long-term.

For a Language teacher to attempt CLIL in an unsupportive school, and then have the program fail, will only reinforce existing negative perceptions/uncertainty about its potential.

CLIL's success therefore ultimately depends on the quality of individual or small groups of teachers, working within supportive school environments. Initially, the size of programs need not matter, but it is critical that teachers have an excellent understanding of the approach to ensure best practice in the programs that are being developed. The medium to long-term growth of CLIL depends absolutely on positive perceptions generated by well-implemented programs, no matter how small. They, in turn, then offer the potential for wider expansion within their own schools, and then throughout the education system more broadly.

Although this trial found that it was possible to successfully develop and deliver CLIL programs across six very different Victorian schools, it needs to be acknowledged that the nature of the research process (weekly post-observation interviews to talk through lessons, etc.) also contributed to these teacher participants' understanding of CLIL. As emphasized earlier, CLIL's success is less dependent on whole school commitment, than on individual teacher expertise, knowledge, and skill. All six case studies included teachers who had done previous introductory training in CLIL (either a Professional Certificate or had worked with the research team on related CLIL projects), but levels of confidence and understanding varied among individuals. In cases where teachers were less confident, the vicarious support and guidance provided through the study helped to further develop and refine the skills necessary to realise the full potential of their programs. There are concerns as to whether this would have been possible without mentoring, or if the programs can continue without a stronger independent knowledge base.

Thus, while the study finds that the CLIL framework is viable for application in Victorian schools across a range of varied contexts, it is absolutely critical that teachers be adequately trained with its use, and are confident to work independently with it effectively in practice. This will require high quality teacher professional learning beyond a fundamental introduction to CLIL, together with opportunities for ongoing, continuing professional development.

5.2. Recommendations

To address these issues outlined above, we make four broad recommendations:

1. Establish a CLIL Advisory/Reference Group (with inter-school networks)
2. Establish a framework for recognising CLIL professional competence
3. Support CLIL teacher professional learning
4. Monitor CLIL student learning

5.2.1. Establish a CLIL advisory/reference group (with inter-school networks)

There is a need to establish a CLIL advisory/reference group, comprising representatives from education systems (DEECD, ISV, and CECV), professional organisations (e.g. MLTAV), teacher educators and academics with expertise in CLIL, and teachers and principals from schools with CLIL programs. The group's goal should be two-fold:

- a) To support quality CLIL teacher practice and the growth of programs by providing a forum to facilitate communication between CLIL schools. As an outcome of this,

schools should be able to establish links to form professional learning networks that support individual or small groups of CLIL teachers in schools.

- b) To monitor the needs of CLIL teachers and schools as programs grow or face challenges. This includes identifying emerging issues, opportunities to pool or share resources, planning for staff recruitment or development, and ways of profiling CLIL programs within the education system.

In addition to facilitating links between schools to form their own inter-school networks, terms of reference for the advisory/reference group should also include an annual professional learning event for participating schools, such as a full-day workshop or teacher mini-conference.

This recognizes not only the need to monitor the growth and quality of CLIL programs and practice occurring within schools, but the importance of encouraging CLIL teachers who might otherwise feel professionally isolated—even within supportive whole-school contexts.

For this to be successful, a budget should be committed to support group meetings (e.g. administrative assistance) and to host an annual event.

Terms of reference should also include the preparation of an annual review, summarizing:

- growth of CLIL programs throughout schools within systems
- CLIL professional learning initiatives between schools/within systems
- challenges that CLIL faces, with advice for further action
- outcomes of CLIL programs, to generate greater confidence in the use of a content and language integrated approach.

5.2.2. Establish a framework for recognising CLIL professional competence

The long-term viability of CLIL at a system level depends heavily on the success and quality of programs in the short-term.

To monitor the quality of CLIL being delivered, only those schools with qualified staff should be permitted to offer programs. As a measure to recognize quality, a framework for establishing CLIL professional competence should be developed that considers different levels of professional knowledge, expertise, and experience.

At a *minimum*, schools should not offer a CLIL program until at least one staff member with direct involvement in that program has successfully completed an entry-level qualification in CLIL. This should be an award course to establish external accreditation, and an opportunity for long-term professional development (e.g. through to Masters).

An entry-level CLIL qualification should cover:

- the CLIL 4Cs Framework
- the pedagogical principles underpinning the CLIL approach
- the relationship between CLIL and other language teaching pedagogies
- an awareness of language in content/language integrated approach.

However, as an introductory course, it needs to be acknowledged that entry-level qualifications do not necessarily develop adequate levels of competence or confidence to work with CLIL independently. Significant degrees of variability can be expected from graduates, depending on the individual, and the nature and demands of their CLIL program.

For this reason, access to inter-school professional learning networks is absolutely essential to support ongoing CLIL professional development, along with opportunities for medium to long-term further professional learning (e.g. Postgraduate Certificate or Masters level). Indeed, with time, it would be expected that this level of preparation should match a level equal to basic expectations in other teaching areas (i.e., 50 points at postgraduate level, as for Languages and EAL).

Additionally, although the *minimum* requirement should be at least one staff member has successfully completed an entry-level CLIL qualification for schools to offer a CLIL program, wherever possible (e.g. the distribution of scholarships or grants), schools with multiple staff teaching in a CLIL program should be supported so that as many staff as possible undertake formal qualifications. In this way, staff can then better support each other.

5.2.3. Support CLIL teacher professional learning

To endorse the value of a CLIL professional competence framework, as outlined above, in-service teachers should be supported to upgrade their qualifications in the area of CLIL.

Current DEECD initiatives that provide sponsorships for Victorian Languages teachers from both government and non-government schools to undertake formal professional learning in CLIL must therefore be commended. It is essential that this continue to build a critical mass of teachers within the education system who understand and are aware of the CLIL approach.

As noted above, an entry-level qualification does not necessarily prepare all graduates to be ready to use the CLIL approach, and some will still require considerable support. However, by increasing the overall number of teachers within the system who have CLIL knowledge and training, teachers will be better positioned to collaborate and support each another to trial and use the approach.

In addition to an in-service focus, pre-service Languages teacher education should also include CLIL pedagogy. Again, at a minimum, this should cover the same aspects of an entry-level qualification for in-service teachers:

- the CLIL 4Cs Framework
- the pedagogical principles underpinning the CLIL approach
- the relationship between CLIL and other language teaching pedagogies
- an awareness of language in content/language integrated approach.

A shared, common professional knowledge base on CLIL will help to facilitate greater professional dialogue between teachers and school support networks within the system.

As this trial demonstrates, it is possible to teach using CLIL without formal training in the content area being taught. Teacher participants were able to form successful working partnerships with other qualified teachers to support their programs as necessary.

However, in the long-term, the inclusion of CLIL within pre-service Languages teacher education raises the possibility that applicants for future entry into Languages teaching degrees must also qualify for a *content*-based learning area (e.g. Mathematics, Science, etc.). This would foster a generation of future Language teacher graduates with the knowledge, skills, and confidence to attempt CLIL, having specialized in Languages, a content area specialization, and CLIL pedagogy.

Graduate recruitment should also specify 'CLIL' as a formal recognized specialization to encourage pre-service CLIL training prior to entering the profession, and further validate the framework for recognizing CLIL professional competence outlined earlier.

5.2.4. Monitor CLIL student learning

To instil confidence in CLIL to support its expansion within the Victorian mainstream, it will be necessary to assure parents and the wider community that it has no negative effects on student learning.

Although CLIL's positive effects are already well documented within the international research literature (Dalton-Puffer, 2008), monitoring student learning is an expectation of any education system, and will also help to ensure the quality of CLIL programs being delivered in Victorian schools.

However, given the dominance of monolingual instructional approaches within Australian education systems, it will be necessary to show that CLIL not only has no negative effects, but that it is worth doing due to the *additional* benefits of additive bilingual education (Baker, 2006).

An assessment framework should therefore be established that collects longitudinal student data to monitor:

- academic development
- second language and literacy development
- first language and literacy development
- intercultural and social development.

The inclusion of qualitative data will be valuable for in-depth and complementary analysis, but the primary emphasis should be on large-scale quantitative data to establish a strong degree of statistical reliability.

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7. Appendices

7.1. Gladstone Park Secondary College CLIL unit of work overview sample

Year 9 – Immersion 2012 – Teaching and Learning Content – Unit 3 Overview
 City Experience: 23rd July - 27th July (9A,B,C), 30th July - 3rd August (9D, E, F),
 6th August - 10th August (G, H, I) and 13th August - 17th August (9J, K, L).

| Week | Content Humanities | Content Italian | Assessment |
|------|--|---|---|
| 1 | <ul style="list-style-type: none"> ✓ Sustainability in Aboriginal society. | <ul style="list-style-type: none"> ✓ Concert/festival (Heineken, umbria jazz, abruzzo wave, festivalbar) Introduction to conditional tense | Table: what we can learn from aboriginal culture to create a sustainable Australia. |
| 2 | <ul style="list-style-type: none"> ✓ Case Study: William Buckley • Use Immersion Tutorial per presentazioni italiani | <ul style="list-style-type: none"> ✓ Typical day of a musician (Raggae music?) | <ul style="list-style-type: none"> ✓ Italian: Diary entry of musician ✓ Humanities: reading understanding (cartoon strip from diary WB) |
| 3 | <ul style="list-style-type: none"> ✓ Case study: Simon Wonga ✓ Double reading | <ul style="list-style-type: none"> ✓ Choice of Italian festivals ✓ Research on one aspect and oral presentation with ppt or video support. ✓ (MLC Style) | <ul style="list-style-type: none"> ✓ Double reading (2 articles: SW and a case of contemporary racism) – Organize information in a graph |
| 4 | <ul style="list-style-type: none"> ✓ Comparison between WB and SW. Prediction for movie Rabbit proof fence | <ul style="list-style-type: none"> ✓ Research on one aspect and oral presentation with ppt or video support. | Mini Essay on how Europeans and Aborigines perceived each other? What values did they have? If you were the governor at the time, what would you have done differently? |
| 5 | <ul style="list-style-type: none"> ✓ FILM: RABBIT PROOF FENCE (prepare activities for reading comprehension) | | Reading: Film review Rabbit proof fence |
| 6 | <ul style="list-style-type: none"> Shake a leg. Pizza tribal | | Cartoon Story Maker: both subjects |
| 7 | Comparing racism in European settlement in Australia and WW2 and | Modal verbs | |
| 8 | Forms of racism | Compare multi-ethnicity in different contexts/nations e.g.: Einstein – mairranos y moriscos | |
| 9 | | | |
| 10 | | La Vita è Bella – Show movie | |

7.2. Gladstone Park Secondary College CLIL worksheet samples

Completa gli spazi con le parole nella

casella

Attenzione! Certe parole non servono/ci sono più parole del necessario!

Canguro, bambini, Australia, Bunjil, serpente, Waa, cucinare, donne, tante, sempre, spiriti, qualche volta, Aquila, le leggi aborigine, cacciare, la natura, la creazione, diaframma, canzoni, bande, gli uomini, la poligamia, sogno, i luoghi sacri, disegnare.

La società aborigena è strutturata in clan e _____. Le responsabilità sono divise tra uomini e _____. Per esempio, gli uomini devono _____, mentre le donne devono _____ e prendersi cura dei bambini. Solo _____ possono suonare il Didgeridoo perchè rovina i muscoli del _____ e può compromettere la gravidanza. Inoltre, esiste _____, cioè un uomo può avere tante mogli.

Le credenze aborigine sono le storie e _____ del Tempo del _____. Queste storie spiegano _____ del mondo. Secondo il Tempo del Sogno, gli aborigeni hanno _____ abitato in _____. Gli _____ degli antenati hanno _____ creato _____, _____, cioè il giusto modo di vivere e i _____. In molte storie c'è il _____ arcobaleno, ma nella versione locale, per la nazione Kulin (centro sud Victoria) lo spirito creatore padre si chiama _____ e appare sotto forma di _____.

1. Lavorate in coppia. Scegli un'immagine rispondi alle domande (individuale)



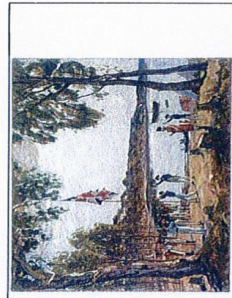


2. Lui/lei fa domande e deve **indovinare** di quale immagine parli. Chi usa meno tempo per indovinare vince! Se sbagli risposta 20 secondi di penalità. Usate queste domande per stimolare la conversazione.

- ⇒ Ti piace l'immagine? Sì, perchè? / No, perchè?
- ⇒ È un'immagine ironica o seria?
- ⇒ Che sensazione ispira l'immagine?
- ⇒ Cosa fanno le persone nell'immagine?
- ⇒ Puoi imitare le persone dell'immagine?
- ⇒ Sono inglesi o aborigeni?
- ⇒ Cosa significa l'immagine?



I PRIMI AUSTRALIANI

Guarda gli appunti e scrivi la frase appropriata vicino all'immagine.

| | |
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| |  |

- 1788 – Primi insediamenti australiani in Australia
- Nell'Australia aborigena ci sono 500 gruppi linguistici: lingue e dialetti
- Gli aborigeni sono raccoglitori
- 50.000 anni fa – Le prime persone arrivano in Australia
- 2008 – Kevin Rudd chiede ufficialmente "scusa" agli aborigeni
- Gli aborigeni sono cacciatori
- *Tipica cerimonia aborigena*

7.3. Xavier College CLIL unit of work overview sample

CLIL MODULE PLANNER

| | |
|---|--|
| CLIL Language: Japanese | |
| CLIL Discipline/ Subject Area: Geography | |
| MODULE TITLE: Rivers | |
| YEAR LEVEL: 10 | |
| TOTAL NUMBER OF LESSONS: | 15 |
| PRIOR KNOWLEDGE: | |
| GOALS/ FOR THE UNIT: | |
| CONTENT GOALS | LANGUAGE GOALS |
| -characteristics of rivers | - rivers vocabulary, including river basin, watershed etc. |
| -understanding the water cycle | -になります・くなります grammar (processes) |
| -Human impacts on rivers | -Water cycle vocabulary |
| -natural processes, such as plunge pools, erosion | |
| TEACHING AIM/S (what I want to teach for each of the 4Cs) | |
| CONTENT: | |
| The water cycle – content and processes; | |
| Concept of amounts of water and power of water erosion etc. | |
| Classifying streams and cross-sections | |
| Examining a specific local example: The Yarra River – characteristics and different stages of the river; | |
| Human impacts and natural processes | |
| COGNITION/THINKING SKILLS: | |
| Understanding erosion; | |
| Matching concepts | |
| Listening to Japanese content and making sense of it | |
| CULTURE/INTERCULTURAL KNOWLEDGE: | |
| Meander = 'snake-movement' in Japanese | |
| COMMUNICATION:- | |
| Language OF learning: | |
| Language FOR learning: | |
| Language THROUGH learning | |
| ASSESSMENT TASKS: | |
| Vocab Quiz online: with studystacks.com | |
| Research assignment – research on a river, using Japanese to illustrate man-made impacts and characteristics of rivers. | |
| RESOURCES: | |
| Online resources, as guided by ilibrary : | |

(adapted from Coyle, D. Hood, P & Marsh, D. 2010. *CLIL- Content and Language Integrated Learning*. Cambridge, Cambridge University Press, pp. 84-85)

ACTIVITIES IN EACH LESSON

| TEACHER ACTIVITY | | LEARNER ACTIVITY |
|--|---|---|
| 2 | <ol style="list-style-type: none"> Vocab game (Rie) Slideshow – of précis maps and PQE – fill in the table: Purpose/BOLTSS/Symbols Précis map – students create a précis map using brushes app; take a photo of it... Then continue map work in booklet... | Complete supplement! |
| Term 3: Lesson 1: FRIDAY (English lesson yesterday: Mapping next period) | <ol style="list-style-type: none"> Greeting Check re parent consent forms Discuss today's plan Review answers for Japanese mapping... New vocab: Rie: to introduce: 上がります・下がります・おちます・ふります・くも 雨・雪・海 Jumbled words activity The water cycle: introduction (powerpoint if time) Port Campbell map and test revision. | Homework: Study for test (Mapping booklet!) |

CLIL Geography course Geography A: Week 3: Rivers

| Student activities | | Homework/Assessment |
|--|--|--|
| 1 | <p>Introduce initial vocabulary</p> <p>Students match English to Japanese cards for Water cycle</p> <p>Discuss responses</p> | Complete Mapping supplement for Test next period. |
| 2 | <p>TEST of Mapping</p> | |
| Outcomes: - Drainage basin concept りゅういき Classifying streams | <ol style="list-style-type: none"> Greeting Check re parent consent forms Review water cycle placing onto board. A video and reference to amounts of rain and power of rivers http://www.youtube.com/watch?v=Uszbdjovz8 http://en.wikipedia.org/wiki/Kii_Peninsula - can you imagine 950mm in a day? 雨りょう Rainfall in Japan - about 1500 mm in Tokyo, compared to 1000 on Mt Dandenong and 650 mm in Melbourne - Use "up the creek" powerpoint to continue on RIVERS Classifying streams Practical: Crystal creek and cross-section | Homework: Complete Crystal creek and cross section work. |

(adapted from Coyle, D. Hood, P & Marsh, D. 2010. *CLIL- Content and Language Integrated Learning*. Cambridge, Cambridge University Press, pp. 84-85)

CLIL Geography course Geography A: Week 4 Rivers and Yarra River

| Lesson | Student activities | Homework/Assessment |
|---|--|---|
| 1 | <p>Greeting</p> <p>Check re parent consent forms</p> <ol style="list-style-type: none"> Students match English to Japanese Review water cycle placing onto board. A video and reference to amounts of rain and power of rivers http://www.youtube.com/watch?v=Uszbtqjvz8 http://en.wikipedia.org/wiki/Kii_Peninsula - can you imagine 950mm in a day? 雨りよ ー Rainfall in Japan - about 1500 mm in Tokyo, compared to 1000 on Mt Dandenong and 650 mm in Melbourne A d j e c t i v e く な り ま す な A d j / N o u n な り ま す Use "up the creek" powerpoint to continue on RIVERS Students take notes... Classifying streams C o p y た ん ぞ り ス ト F o r Q u i z | <p>Complete questions 11-15 on pages 12-15.</p> <p>Vocab Quiz: 水食 だ行 (だこう) もつと さんかく さんかくす D e l t a 上りゆう 中りゆう 下りゆう ひろい・せまい 少し・おおい (たくさ ん) あさい・ふかい</p> |
| 2 | | |
| <p>Outcomes: - Drainage basin concept りゆういき Classifying streams</p> | <ol style="list-style-type: none"> Greeting Review water cycle placing onto board. A video and reference to amounts of rain and power of rivers http://www.youtube.com/watch?v=Uszbtqjvz8 http://en.wikipedia.org/wiki/Kii_Peninsula - can you imagine 950mm in a day? 雨りよ ー Rainfall in Japan - about 1500 mm in Tokyo, compared to 1000 on Mt Dandenong and 650 mm in Melbourne - Use "up the creek" powerpoint to continue on RIVERS Classifying streams Practical: Crystal creek and cross-section | <p>Homework: Complete Crystal creek and cross section work.</p> |

(adapted from Coyle, D. Hood, P & Marsh, D. 2010. *CLIL- Content and Language Integrated Learning*. Cambridge, Cambridge University Press, pp. 84-85)

CLIL Geography course Geography A: Week 5: fieldwork at the Yarra River

| Lesson | Student activities | Homework/Assessment |
|--------|--|--|
| 1 | <p>Greeting</p> <p>Check re parent consent forms</p> <p>1. Vocab Quiz using online flashcards</p> <p>2. Review Upper reaches, Middle, lower with picture on powerpoint</p> <p>3. Firstly use pictures below... and discuss: What? And Why? (influences/impacts)</p> <p>4. Students take notes while I talk about Yarra River: 4078えいほうキロメートル;長さ: 242キロ、へい さん50メートル広さ、49の川が入る、だこう、みずうみ、ピクトリアの人口の3分の一がいます。上 流からメルボルンのお水がある。</p> <p>Look at Figure 5: Label the human impacts onto the picture</p> <p>かく エネルギー Nuclear energy せき たん Coal こころ Mine ぼくじょう Rubbish おころじょう Farm こころじょう Wheat たてもの Factories おつり Buildings せう Fishing</p> <p>ぶた Cows, sheep, pigs ひつじ、 Poisonous substances ゆうどくぶつ Littering • Careless tossing away ぼいす ぼいす ス ス</p> | <p>Homework/Assessment</p> <p>Complete questions 11-15 on pages 12-15.</p> <p>Vocab Quiz: 水食 だ行 (たごう) もつと さんかく D e l t a さんかくす 上りゆう 中りゆう 下りゆう ひろい・せまい 少し・おおい (たくさ ん) あさい・ふかい</p> |

CLIL Geography course Geography A: Week 6: fieldwork follow up and Human impacts discussion

| Lesson | Student activities | Homework/Assessment |
|--------|---|--|
| 1 | <p>Greeting</p> <p>Paul: Parent consent</p> <p>1. Excursion follow up: いくこ? どこ? 何?</p> <p>人工 (じんこう)</p> <p>2. Discussion with Rie/Hiro re Human impacts on the river</p> <p>3. Introduce pair activity</p> <p>4. Students write script to perform tomorrow..</p> | <p>Homework/Assessment</p> <p>Prepare performance to video</p> |

CLIL Geography course Geography A: Week 8: Sugarloaf completion and Rivers' research

| Lesson | Student activities | Homework/Assessment |
|--------|--|--|
| 1 | <p>Greeting</p> <p>Paul: Parent consent</p> <p>1. Rivers quiz... ペアでやって、確認する。 2. リサーチ: 日本語のたんごを紹介する。 3. 個人リサーチ</p> | <p>Homework/Assessment</p> <p>Prepare performance to video</p> |

LEARNING OUTCOMES (related to VELS and/or Australian Curriculum/and/or International Baccalaureate PYP or MYP):

REFLECTION/SELF-EVALUATION:

(adapted from Coyle, D. Hood, P & Marsh, D. 2010. *CLIL- Content and Language Integrated Learning*. Cambridge, Cambridge University Press, pp. 84-85)

7.4. Xavier College CLIL lesson plan sample

Proposed CLIL Lesson Plan

MODULE TITLE: RIVERS

YEAR LEVEL: 10

LANGUAGE: JAPANESE

DISCIPLINE AREA/TOPIC: Geography - rivers
LENGTH OF LESSON: 50 minutes

OVERALL AIM/AIMS OF THE LESSON to examine some potential solutions for Melbourne's water resource problem

TEACHING OBJECTIVES (what I plan to teach) 1. The problem of Melbourne's water storage and providing water to Melbourne
2. Some potential solutions

CONTENT
Problem and Solutions to Melbourne's water problem
もんだい・かいけつほう

COGNITION
How to use criteria to evaluate potential solutions. Thinking issues and solutions through. Working in a team.

CULTURE (intercultural knowledge and awareness)

COMMUNICATION
Identifying a problem;

Language FOR Learning
もんだい・かいけつほう

Language THROUGH Learning
Incidental language on solutions; Also language for questions in water quiz.

LEARNING OUTCOMES (for content and language)

1. Introduction to Melbourne's water problem
2. Consideration of potential solutions and evaluation according to a criteria.
3. New vocabulary or reapplication of vocab learnt previously.
4. Dealing with language of Problem/Solutions

ASSESSMENT INSTRUMENTS:

| | | |
|--------------------------------|---|--|
| TIME 3 minutes 3 minutes | TEACHER ACTIVITIES Collect assignments from last class Warm-up: Flashcard: Review and introduction of vocabulary. Prior Knowledge. | LEARNER ACTIVITIES Students call out English meanings. 1. Students look at words/Kanji and |
|--------------------------------|---|--|

Adapted from Coyle, Hood & Marsh, 2010: pp. 80 – 83.

1

| | | |
|---------------|---|--|
| 8 minutes | 1. Review: Flashcards Teacher writes on board/screen: 2. もんだい (PROBLEM): メルボルンでお水がありません。かいけつほう (SOLUTION)がいろいろあります。 今日、私はお水の Consultant になりました。 | call out English definitions. 2. Students copy down from screen |
| 10-12 minutes | Activating knowledge: Show slideshow on water trivia: Teacher keeps score on whiteboard. | Choose from the multiple choice quiz : 1. Students respond to quiz by selecting numbers and displaying. 2. Students have numbers 1,2,3 and 4 to hold up. Prize for student with most correct at end. |
| 5 minutes | Guiding understanding: Teacher hands out 'Consultant's evaluation sheet'. Instruct students to work in pairs and 1 group of 3 to evaluate the possible solutions to Melbourne's problem. Put groups on projector. Solution sheets are distributed around the room for students to examine and complete their evaluation. Thinking Activity: | |
| 15-20 minutes | | Students work in groups and evaluate the solutions. |
| 5 minutes | Ending the lesson: Ask student representatives (4) to read the completed sentence on the bottom of their sheet. | Students read completed sentence on bottom of the page OR alternatively write their answer on the board. |

SCAFFOLDING TIPS

Language for the teacher

Language for the learners

Comments/Notes:

Adapted from Coyle, Hood & Marsh, 2010: pp. 80 – 83.

2

7.5. St Monica's CLIL unit of work overview sample

CLIL MODULE PLANNER - Antarctica

CLIL Language: Italian

CLIL Discipline/ Subject Area: Geography

MODULE TITLE: Antarctica

YEAR LEVEL: Year 8

TOTAL NUMBER OF LESSONS: 20 lessons of 44 minutes

PRIOR KNOWLEDGE:

Instructional Language: to draw, to listen, to work together, to use dictionary, to check, to compare, to understand, to summarise, to list, to explain, to organise, to research and find, to apply, to categorise...

Cognitive Language: Analysing, comparing, interpreting, creating, classifying, producing, finding, summarising, recalling and repeating, reasoning and questioning

Geography Language: geospatial skill language of map producing, genre language specific to natural habitats and human environments, language related to predicting and classifying, historical language about past events and situations to predict changes over time and future predictions (previous topic on Rainforests).

GOAL/S FOR THE UNIT:

CONTENT GOALS

Students will understand and explain the geophysical characteristics and natural environment of Antarctica. They will create maps and read information related to the natural environment of Antarctica and the reason for its geophysical location and topographic features. Students will explore where Antarctica is located and why its environment and fauna are subject to harsh conditions of survival. They will be predicting, describing and inquiring about the continent and its natural environment.

LANGUAGE GOALS

Students will brainstorm in Italian & English the natural geophysical environment of Antarctica. They will learn to write and speak about the natural environment of Antarctica using simple phrases in present tense describing its location, features as an environment and facts about life on the Antarctic continent. Students will be using specific geospatial (related to Direction, Distance and measurement) and geophysical lexicon (related to movement of sun, rotation of earth, plate tectonics etc), present tense verbs and adjectives describing the environment and its seasons. They will be using new vocabulary and grammatical forms which require inferring and stating reasons for geophysical processes (present tense) and making noun and adjective agreements.
Cognates at this level are low as the above content and language is required to introduce the what? and where? Antarctica is located – but also requires

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| <p>Students (in pairs) will learn about how life is sustained on Antarctica through a range of visual inputs (film) and scientific classification of fauna on the continent. Students will research and present to the class an identikit on an animal (marine or land) in modelled format to understand food webs and how animals survive on the Antarctic continent. They will be able to explain and produce charts and diagrams which illustrate the adaptability of animal life to the harsh environment of the continent.</p> | <p>students to think about <u>how</u> Antarctica's environment came to exist as it does in the present time.</p> <p>Students will develop and reinforce prior instructional language about 'classifying' and categorising content with a range of visual inputs, charts and graphic organizers. They will reinforce singular and plural noun forms, demonstrative adjectives and agreements. They will have a modelled identikit of a Penguin which outlines the features of what will be required to research and present on a chosen Antarctic animal. Students will be required to construct phrases in using the 'impersonal' form (3rd p singular) and descriptive language about parts of the animal body and its adaptability. Cognates at this level are still in relation to <i>what, where, how</i> - however it is important in the research task to require students to explain <i>why</i> these animals survive in the climate.</p> |
| <p>Students will identify and demarcate the territorial zones of Antarctica which are used for conservation and research. The Antarctica Treaty will be introduced to students which outlines the purpose for which nations are permitted to conduct research in order to sustain and preserve the Antarctic continent. Students will create an overlay map of the national subzones, identify the stations of each country and list the research objectives of the research stations. Specifically students will look at the Italian/French station Concordia and Australian base stations as case studies. They will apply the Treaty and its conditions to the motivations and studies undertaken by each station. Students will be able to table the cross cultural concerns, activities and differences in the work the research stations complete in preserving Antarctica. Students will send an email to members of the Concordia Italian team requesting information about their current research.</p> | <p>Students will be provided with text to extract meaning, vocabulary and syntax structures related to the Antarctic Treaty. They will learn specific language that will enable them to classify and evaluate what humans are/are not able to do on Antarctica using imperatives, interrogatives, modal verbs and infinitives of verbs to describe and explain these human functions on the continent. They will learn to express ideas in a modelled format using the subjunctive tense about why the Treaty is important, as are the research stations, and use language to express opinions about these human activities and objectives.</p> <p>Students will be formally introduced to formal language structures for email/letter writing in order to send an email to researchers at the Concordia Station on Antarctica. They will have a model template to assist them in the construction of such an email – and learn to express new ideas and opinions by modelling the Treaty text and its expressions.</p> |
| <p>Students will learn and identify the conservation and protection groups of Antarctica. Using case study articles and texts, they will learn to decipher, extract and construct opinions about key groups and issues related to the conservation of Antarctica and its environment. Key issues such as climate change and protection of marine life and sustainability of the environment will be explored.</p> | <p>Students will be provided with input on political language concepts in relation to Non Government Organisations (NGOs) and conservation protection agencies and their 'role' in addressing the issues of whaling, climate change and research in Antarctica. They will learn to construct paragraphs using the College's Literacy framework for essay paragraph writing and learn to write a simple expository piece about the NGO and its role and aims. They will learn to construct a simple topic sentence, explain and connect ideas and evidence in written form, repeating previous impersonal form learnt and describing the organisations activities.</p> |

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| <p>Students will have a choice of 3 multi option tasks for summative assessment. Students will be provided with 3 hypothetical situations which relate to either Antarctica's research, or impacts or presentation of facts for specific audience/purpose. Students will either prepare a formal letter to the Minister for the Environment and Conservation and explain the motives for continuing to preserve and foster research on the Antarctic environment. Students will use ideas and opinions from the Concordia and Australian research station's reports to assist in preparing their points and demonstrate an understanding of the reasons why this environment is important to preserve. Students can respond in English or Italian (as they have a model) – demonstrating their knowledge and awareness of the issues presented. Students can prepare a pamphlet stating the Sea Shepherd's views about impacts and conservation on Antarctica. Students are involved in a marketing exercise by Intrepid Travel and need to persuade tourists to go to Antarctica and experience what the continent has to offer.</p> | <p>Students will reinforce and develop the learning of previous letter writing material structures and forms. A model template for polite forms of address and construction of a letter will be reinforced in Italian. A main template will be provided with the formal structures and then students must insert their views (language expressing opinions and describing consequences for inaction) into the letter. Students therefore will be guided through learning conditional "if" form of descriptive language writing. It is a modelled scaffold of learning language in this genre text type context and purpose. Students will be reinforcing and producing a text type previously used but for more formal purpose/audience. Students will be required to complete a final summative assessment piece of a hypothetical situation in English or Italian – to demonstrate their content, cognitive and linguistic acquisition over the unit. Students will need to focus on verbs related to activities, persuasive techniques of language using modal verbs and infinitive forms.</p> |
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TEACHING AIM/S (what I want to teach for each of the 4Cs)

CONTENT:

Content:

Describing the natural and human environments on the Antarctic Continent and the geophysical processes of the continent and its habitat.
 Classifying and distinguishing the difference between marine and land animal life on Antarctica and their adaptability to survive in that climate
 Explaining and analysing the human uses and activities on Antarctica and the impact of research on the global community
 Understanding the impacts on Antarctica
 Understanding and evaluating the importance of Antarctic Conservation and Research for the future
 Planning, producing and creating a variety of summative and formative tasks linked to geographic knowledge and understanding, geospatial skills and communicative language assessments for variety of purposes and audiences (maps, graphs, letters, emails etc...)

COGNITION/THINKING SKILLS:

Cognition:

Remembering: recalling geography vocabulary in specific lessons and instructional language (testing knowledge, reviewing and following instructions for completion of tasks)
 Understanding: Interpreting & classifying (animals and food webs), inferring (future impacts), comparing and explaining the diversity of animals and human environments), inferring solutions to situations and evaluating and critiquing the importance of Treaties, organisations and research institutes on Antarctica
 Applying: map creating with GIS overlay, food web chart creation
 Analysing: organising information – notes, charts, tables, maps
 Creating: notes on topic from texts, maps, flow charts, timelines. Creating a letter (modelled) for specific audience.

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Factual Knowledge: terminology and vocabulary on Antarctica – natural and human environments, changes over time, impacts over time and responsibilities of nations in preserving and conserving the Antarctic environment.
Conceptual Knowledge: classifying animals and food chain on Antarctica
Procedural Knowledge: map making, timeline creation, letter writing (modelled), flow chart creation
Metacognitive knowledge: hypothesizing and interpretive knowledge about future impacts – inputting self knowledge about Antarctica (deduction) and empirical knowledge from class content.

CULTURE/INTERCULTURAL KNOWLEDGE:

Culture:

Identifying and comparing the links between the Australian research and conservation stations (Mawson & Casey) & Italian research station at Concordia on Antarctica. Explaining and summarising the mutual benefit between each research station and its benefits for world climate and conservation on Antarctica.
Analysing the fact that the Italian's are using the Concordia station within French territory is also an important cultural exchange linking language, conservation and research between Italy and France. This will then enable students to compare and attribute that within Geography there is a common 'ethos' about Antarctica amongst the nations which have signed the Antarctic Treaty.
Understanding of global citizenship in relation to Antarctica and Australia's conservation history and inter-cultural links with research stations in other subdivision areas of Antarctica.
Differentiating and producing formal letters for specific audiences and purposes; planning and recalling language conventions, formal and polite language structures, greetings and layout of formal letter to a recipient – whether on line or formal written letter. Students will learn to decipher knowledge and language about cognitive and cultural expressions of language in variety of text-types. Language appropriate forms and the criteria for when to use appropriate cultural conventions are interchanged.

COMMUNICATION:-

Communication:

Modelling of 4 macro skills – reading in Italian, speaking and listening - repetition of geographic language on the topic and interactive language when working on maps, food webs and discussing/hypothesizing on future importance of Antarctica.
Content Based instruction: each lesson will focus on specific lexicon required to access the content of the lesson
Task Based instruction: each student activity has cognitive based thinking and instructional language being applied

Language OF learning:

Language vocabulary specific to each content area: natural environments, human activities, animal behaviours and habitats, food webs, impacts of climate change, human activities and political policy on Antarctica.
Language specific to Geography in explaining physical processes, climate, seasons and change over time (impacts, conservation and resolutions)
Language specific to cognition: describing, informing, explaining, persuading, predicting, discussing, hypothesizing, recounting, creating, presenting, analysing, organising, classifying, building factual knowledge and awareness.

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Language FOR learning:

Instructional & operational language for geospatial skills such as map making and task based learning for research, viewing and note taking, discussion work, group activity work, organising information, presenting facts and writing up assessment pieces in a modelled framework.

Recycling of language specific vocabulary and conceptual knowledge from previous unit on natural and human environments of the Asia-Pacific region – such as food webs and impacts of human activities for the application and transferral of information and language to the Antarctica unit.

Each lesson has content specific vocabulary for students to interact with and use in their application of activities and tasks.

Communicative specific structures to complete activities in Italian – use of grammar specific tenses, content and terminology for geospatial knowledge and skills.

Language THROUGH learning:

Dictionary learning and support in relation to activities related to habitats, behaviours, and other incidentals as required in discussion, research and presenting – producing activities and assessment pieces.

Modelling language communicative forms in a second language: food web, identikit on animal, letter to Minister (formal language & customs of greetings and presentation of information – intercultural awareness).

Specific procedural & genre specific language forms for more complex skill work (contour maps), letter writing conventions and food webs, ICT formats for tasks and activities.

ASSESSMENT TASKS:

Map on natural geographic features of Antarctica with an overlay GIS map of 7 national territories & research bases (English/Italian).

Animal identity card – based on food chain of marine and animal life of Antarctica (Italian)

Modelled letters to Italian Research team at Concordia Station (Italian only)

Choice of 3 Hypothetical Situation Tasks where students are asked to respond to specific situation in Italian (letter to Italian Minister for Environment, Intrepid Travel Brochure or Sea Shepherd petition in Italian

Unit EXAMINATION – specific task on the Antarctica topic in the CLIL language (rest of the exam in English).

RESOURCES:

Mind Maps (Inspiration)

Flow charts (food webs, timelines)

DVD (March of the Penguins, 2005 in Italian)

Maps of Antarctica – natural geophysical and topographic & human political territorial subdivisions (as well as overlay maps)

Identikit Charts for animals and marine life

Visuals on climate and impacts on Antarctic environment

Charts on Non-Government Organisations (Greenpeace & Sea Shepherd)

Modelled letter scaffolds

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ACTIVITIES IN EACH LESSON

TEACHER ACTIVITY

LEARNER ACTIVITY

| | Geography Content | Language Content |
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| <p>Lesson 1: Location and Natural Environment of Antarctica. 2 x 44 mins</p> | <p>Brainstorm Activity of Continents and Location of Antarctica in Italian & English. Powerpoint as input with contextual information about the above. Vocab building lesson. Labelling/creating map of natural geophysical features of Antarctica</p> | <p>Developing vocabulary required for describing natural features and location of the topic. Teacher will reinforce interrogative forms and model responses using the appropriate nouns and verbs in conjugated forms. Language through learning – how to state information and express ideas about nouns, adjectives and geographical information. Pronouns of <i>there is/there are</i> Language specific to task of creating map – applying skills in creation of map; classifying and organising information; recalling of language and vocabulary described.</p> |
| <p>Lesson 2: Description of Antarctic Continent: Natural Environment, animals & climate 44mins</p> | <p>Text description of Antarctic environment with key vocab and geographic knowledge. Students will be given facts about what, where and why Antarctica is located in the southern hemisphere and specific information about climate, seasons and topographic features of the continent.</p> | <p>Developing use of present tense, interpreting information and recording language and terminology about topic. Specific vocabulary on seasons, weather and topography will be introduced. How to express natural environment features with superlatives and absolutes, verb forms in 3rd person singular to describe weather, seasons etc...</p> |
| <p>Lesson 3: Listening Activity Description of Antarctic Environment, animals & climate 44mins</p> | <p>Listening activity – multiple choice/cloze exercise task. Students to ascertain from text and listening activity important facts about Antarctica and write/reproduce these key facts in a chart – their own FACT SHEET in Italian.</p> | <p>Listening activity – aural and written comprehension task. Reflecting student understanding about key knowledge and concepts about the topic Activities require checking of information learnt and generating their own fact sheet reproducing text. The text and listening activity in Italian will hopefully prompt students to question WHY and form basis of inquiring about theories about</p> |

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| <p>Lesson 4: Geophysical features of Antarctica: The <i>why</i> processes of topography and the ice shelf 44 mins</p> | <p>Pair task: Visual input of topography and natural environment. Students to generate answers to questions (word and phrase association task) on the topic, and then state why a process or feature occurs. Why there are volcanoes, mountains and land on Antarctica and why it is so different to the Arctic Circle. Students will be asked to find and record features on a map in order to create a topographic map.</p> | <p>Antarctica's natural geophysical features and process – to introduce in lesson afterwards. Students to describe what they see in visual cues/pictures and diagrams to generate answers and reinforce adjectives and nouns specific to topic. They will be inferring and stating <i>why</i> something occurs in this way using simple sentence forms and using "perché" /because to form basis of response. Comparatives will be modelled Previous text and listening/cloze activity will be used and their Fact Sheet chart information in Italian. Instructional imperative forms of language cues to be used: 'find', colour, draw, locate and highlight.. This specific lesson requires formal instructional language on <i>How to complete a cross section graph</i>. There are simple imperatives being used, along with mathematical lexicon dealing with numbers, axis', map labelling and instructional language to follow. The task is a reinforcement of a skill learnt in another earlier topic – but the students will need to follow steps in Italian and recall and infer both skill cognition language and instructional language dealing with the task.</p> |
| <p>Lesson 5: Geophysical feature of Antarctica – Ice shelf – Cross section graph 2 x 44 mins</p> | <p>Ice shelf – Cross Section task. Students will be instructed to produce a cross section of 3 points across the Antarctic Continent. Procedural steps will be put in place to assist students to follow guidelines and instructions (imperatives).</p> | <p>Reinforcing content about natural environment Interrogatives and responses Describing Antarctica using <i>there is/there are</i> Explaining features about Antarctica's seasons, climate, topography. Stating why facts about Antarctica, superlatives and comparisons. Students will require specific language to describe, sort and classify animals using nouns, adjectives, indefinite articles and demonstrative adjectives. Language specific to describing parts of the body will require students to build a vocab list in exercise books using dictionary (or game activity</p> |
| <p>Lesson 6: Test – Summary of Content and Language learnt 1 x 44</p> | <p>Test activity will involve listening matching task and writing simple phrases from content thus far covered. Reinforcing content through the language thus far given.</p> | <p>Reinforcing content about natural environment Interrogatives and responses Describing Antarctica using <i>there is/there are</i> Explaining features about Antarctica's seasons, climate, topography. Stating why facts about Antarctica, superlatives and comparisons.</p> |
| <p>Lesson 7: Natural habitat of Antarctica – Introduction to animals and marine life 44 mins</p> | <p>Animals – marine and land which can be identified on Antarctica. Visuals of animals and connecting these with nouns (matching task). Classification of animals into species (marine or land) and describing the features of the animal. Students will produce a table with list of animals, its</p> | <p>Students will require specific language to describe, sort and classify animals using nouns, adjectives, indefinite articles and demonstrative adjectives. Language specific to describing parts of the body will require students to build a vocab list in exercise books using dictionary (or game activity</p> |

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| <p>Lesson 8: Food Webs – who eats who on Antarctica ? 2 x 44 mins</p> | <p>classification and description of its body features and colours.</p> <p>Food web – what is a food web and what does it illustrate? Students given group of pictures with animals/arrows and text to work out and match pictures how the Antarctic food web works. Students will then be asked to classify the animals as land or marine – or both in a chart/table.</p> <p>Final synthesis question: if 1 or 2 animals were taken out of the food web equation – what would that mean for Antarctica's wildlife?</p> | <p>using dictionary to find body parts of animals). Questo è... E' un..... Ha un becco....</p> <p>Students will need to be given language structures that require them to interact with each other – interrogative forms and being able to respond about animal or phrase they have to match up. Language to work out order: ordinal numbers and to put things in order with demonstrative adjectives.</p> <p>Students will require time to work on exactly what information they have and how to look for the 'matching' item – dictionary work. The description will have clues about a predator or feature in order that a process of elimination (and this vocabulary) is learnt; therefore expressing positive and negative forms (e` and non e`). Simple use of "if" hypothetical – what would happen if.... Responding with <i>there will be more or less</i>....</p> |
| <p>Lesson 9: Natural habitat of Antarctica – Animals – Emperor Penguin – Identity card 44 mins</p> | <p>Power point illustrating the key features about the Emperor Penguin as a species of Antarctica. There will be a modelled outline with facts about the animal, its habitat, its survival, predators and behaviours.</p> <p>A prezi presentation of the Emperor Penguin</p> | <p>Power point will outline the basis of 'research structures' for students to apply to their own animal they research. They will be modelled the 'impersonal forms', reflexives, singular and plural forms of nouns and adjectives describing the animal; language to describe its adaptability, survival and predators descriptions. This scaffold will be applied to their own learning activity language and content outcomes/criteria in the activity whereby students have to research their own animal applying similar language functions.</p> |
| <p>Lesson 10: Natural habitat of Antarctica – Animals – Emperor Penguin – March of Penguins – documentary in Italian 2 x 44 mins</p> | <p>Viewing of snippets of film that illustrate the scaffolded description and facts about the Emperor Penguin. Students will observe, listen and reinforce the linguistic and language functions previously inputted about the emperor penguin's environment, its survival patterns,</p> | <p>Reinforcement of language functions; this time with specific freeze framing of film and asking in Italian – what are they doing, what is happening etc..., and students learn to answer question in Italian using the interrogative functions/responses.</p> |

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| | <p>habitat, predators and behaviours. Students will view the feature in Italian and have questions in English/or Italian (depending on group).</p> | <p>Impersonal forms will be reinforced as with the language functions above mentioned.</p> |
| <p>Lesson 11: A day in the Life of Research and presentation of an animal of Antarctica 2 x 44 mins</p> | <p>Research Task and Presentation – Student’s own production of Identikit of an Antarctic animal. Content criteria Language functions criteria Models to follow and websites in the language for student access. Poster or prezi - Pair activity</p> | <p>Authentic language websites and pathfinders for students – aimed at their level with the important content and language functions to be modelled. Students will need to learn to decipher content of text and images from the websites – and therefore will require instructional and procedural language to assist them in managing the task. By modelling and scaffolding language forms from authentic sources, students can recognise and recall language functions previously learnt in text to apply to their own identikit. Assistance with language functions, procedures, language required for, of and through learning and applying the research skills. Interrogative skills in the impersonal form.</p> |
| <p>Lesson 12: Final preparation for the presentations. 44 mins</p> | <p>Preparation work for Presentations - Guidelines for presentations Model the Emperor Penguin as a guide to assist students formulating questions for the presentation listening activity.</p> | |
| <p>Lesson 13: Presentation of Antarctica’s animals Student centred activity. 2x 44 mins.</p> | <p>Students to listen to information presented by students and identify the animal through descriptions and record information about the animal (therefore students not passive – they have to listen and record what they hear) – at the same time they need to inquire about the animal in order to ascertain, classify and build knowledge about the animal being presented. Students will complete a table with name of animal, its features and colours, what it eats, where it lives/habitat, its predators and behaviours (in Italian/English)</p> | <p>Students will be given in their rubrics instructions <u>on how to present</u> the information to the class group. The aim is to have this lesson as a peer listening activity whereby the students might describe the animal’s features or predators and students have to guess what the animal is (like a celebrity heads activity). Therefore students will also need to ask impersonal forms of questions such as, “Does your animal eat penguin eggs?” or “Which animal is a predator to your animal?”</p> |
| <p>Lesson 14a: Quick matching test on Animals of Antarctica 20 mins</p> | <p>Food web matching task Listening to descriptions of animals and choosing from series of possible answers.</p> | |
| <p>Lesson 14b: Human Activities on Antarctica:</p> | <p>Students will need to draw a map outlining the 9 National</p> | <p>Reinforce map procedural language for creation of</p> |

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| <p>National Subdivisions as a result of the Antarctic Treaty</p> <p>20 mins</p> | <p>subdivisions of Antarctica and specifically locate the Australian Research Stations & the Italian/French research Station of Concordia is located in Australian territory.</p> <p>Students will more than likely question why Italian's don't have their own territory (will need an historical statement of text facts to respond – or likewise competition for students to find the reason <i>why</i> this is the case using the internet).</p> <p>Warm up activity: What is permitted and prohibited ? Students will do a warm up activity which asks them to view images and state whether it is permitted or prohibited – ie: to rubbish the school or to count chickens etc... this is so that when they commence the Treaty analysis they are familiar with the outline/guidelines of what is permissible and prohibited according to the Treaty.</p> <p>Text analysis and comprehension of the Antarctic Treaty. What can and cannot be permitted on Antarctica Why were the objectives set up ? Which nations signed the Treaty – students given flags to identify which nations signed the treaty. Deciphering task – pulling apart the Treaty and tabling what can and cannot be permitted on Antarctica. Text – interpreting why Antarctic Treaty exists and its importance.</p> | <p>map and its important features. Nouns and specific vocabulary related to the human features of Antarctica.</p> <p>Translating of response.</p> <p>Modal verbs – can, do, must and their negative forms. Modelling subjunctive form to express an opinion or idea about use of Antarctica. Procedural and interactive language to communicate in pairs on parts of the Treaty and its meaning – interpreting and translating (<i>What does this mean? Can they do this or can't they do something?</i> etc.).</p> <p>Language to construct phrases about the objectives and purposes of research. Adjectives to describe location and direction; use of comparative adjectives, asking questions in polite form, concluding remarks.</p> <p>Formal language forms and structures for letter</p> |
| <p>Lesson 15: Antarctic Treaty</p> <p>2 x 44 mins</p> | <p>Lesson 16: What do the Concordia (Italy) and Australian research stations research ?</p> <p>2 x 44 mins</p> | <p>Comparative task to identify and summarise the key research purposes of the Australian and Italian stations on Antarctica. Websites for this activity. Differentiating but also acknowledging the cross-cultural links of nations on the Antarctic continent and their environmental objectives for preservation and conservation for the global community.</p> <p>Role play activity using formal letter writing.</p> |
| <p>Lesson 17: Letter to researchers at Concordia</p> | <p>(adapted from Coyle, D. Hood, P & Marsh, D. 2010. <i>CLIL- Content and Language Integrated Learning</i>. Cambridge: Cambridge University Press, pp. 84-85)</p> <p>© Ester Mareuccio St.Monica's College Epping 2012 (for content in this module planner)</p> | <p>10</p> |

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| <p>2 x 44 mins</p> | <p>Students divided into groups and will role play writing letters to each other; one group will be the students requesting information – the other the researchers replying to them.</p> <p>Students will have already worked out what the station researchers – but they will be required to explain and write the questions and responses.</p> | <p>writing, greetings, introductions, purpose and requesting information.</p> <p>Formal letter writing forms and templates to model and insert information. Model different text forms of formal letter writing so students use a variety of approaches</p> <p>Formal interrogative forms and responses.</p> |
| <p>Lesson 18: Impacts on Antarctica</p> <p>44mins</p> | <p>Before and after visual photo story which illustrates impacts on environments.</p> <p>Erosion, pollution, tourism, whaling.</p> <p>Describing what they see and how they can change things.</p> | <p>Interrogative forms</p> <p>Modal verb – can to express what can be done, changed to fix impacts on Antarctica.</p> <p>Model past tense – <i>it was like this – now it is like this – why? How can we change it.</i></p> |
| <p>Lesson 19: Conservation of Antarctica – Organisations promoting Conservation & Protection (Australian Antarctic Division, Greenpeace & Sea Shepherd Conservation Society)</p> <p>2 x 44 mins</p> | <p>What are Non-Government Organisations? Aim, purpose, solutions of organisations.</p> <p>Table of facts task using websites to infer and construct list of aims and objectives of these organisations in relation to Antarctica or Whaling.</p> | <p>Expressing from English into Italian the aims and purpose of Non-Government organisations using preposition <u>to</u> + infinitive form of verbs.</p> |
| <p>Lesson 20: Conservation of Antarctica</p> | <p>Why do we need to preserve Antarctica ?</p> <p>Brainstorm with students why Antarctica’s environment should be protected.</p> <p>Text analysis to decipher from content specific reasons for the preservation of Antarctica</p> | <p>Use of expression forms to explain <u>why</u> and for what purpose is Antarctica important to preserve.</p> <p>Use of modelled subjunctive form to express / <i>believe that... It's important to/for...</i></p> <p>Specific lexicon and vocabulary building on environmental impacts – noun constructions.</p> |
| <p>Lesson 21: Hypothetical Situation Task – Summative Assessment Task</p> | <p>Hypothetical situation 1: The Minister for the Environment in Italy is pulling the research funds for the Concordia Team. Write a letter to the Minister arguing why the station is important and why Antarctica should be preserved.</p> <p>Hypothetical Situation 2: You are a member of the Sea Shepherd and need people to sign a petition on-line to preserve Antarctica’s environment and wildlife.</p> | <p>Modelling formal letter writing structures expressing previously learnt forms</p> |

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| Lesson: 22 - 24: Completion of Task | Hypothetical Situation 3: You work in marketing for Intrepid Travel and need to persuade/entice tourists to go to Antarctica for a holiday. | |
|-------------------------------------|---|--|

LEARNING OUTCOMES (related to VELS <http://vels.vcaa.vic.edu.au/support/progression/geography.html#lev5>)

VELS working towards Level 5

Geographic knowledge and understanding standard

Students will demonstrate knowledge and understanding of the characteristics of the regions of Australia and those surrounding it: Antarctica. They explain, using examples, how the interaction of physical processes and human activities create variations within the regions. They demonstrate understanding of environmental issues based on inquiry and propose ways of ensuring the sustainability of resources.

Geospatial skills

Students will collect geographical information from electronic and print media, and analyse, evaluate and present it using a range of forms, including satellite images and atlas maps. They construct overlay theme maps using map conventions of scale, legend, title, and north point. They identify and gather geographical information from research and organise, process and communicate it using a range of written, oral, visual and graphic forms.

LOTE Pathway 2 Italian

Communicating in a LOTE – working towards Level 5

Students manipulate modelled language. They read or listen to passages and extract basic factual information on defined topics. They show awareness of the language requirements of a range of specific situations related to a given topic, and adapt language and gesture appropriately for the role, audience and purpose of the discourse. They acquire and use new information and language, and recycle previously learnt language skills and knowledge in new contexts. Students explore word meanings, word associations, cognates, and so on, and apply this knowledge to their own work.

Intercultural knowledge and language awareness

At Pathway 2 Level 5, students actively contribute to the establishment of a physical and language environment in the classroom that reflects the language and culture. They select, interpret and present knowledge about the language, its speakers, and countries where it is spoken. Students demonstrate understanding of aspects of interpretation and translation by using appropriate language and levels of respect in different circumstances, thus reflecting the relationship between the speakers of the language. They interact with a variety of speakers of the language, possibly from different countries and communities, including Australia, to gain understanding of diverse views and beliefs within and between these communities. Students express their own views and values in relation to simple scenarios or propositions.

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 Cambridge University Press, pp. 84-85)

LANGUAGE Goals for this UNIT

Students will be able to write in present tense forms and model subjunctive forms to express ideas and opinions about future and hypothetical events/facts.

Students will be able to use formal and informal language forms to express content related information

Students will be able to respond to questions and respond in the language using all 4 macro skills of language communication.

Students will learn through the content a variety of language functions to suit a variety of purposes and audiences and present factual and conceptual knowledge through the unit in the Italian language.

REFLECTION/SELF-EVALUATION:

As I am not teaching the unit overall, but will be able to observe my colleague Katy Destro implementing the unit and lessons, it will be interesting to see how much we will change and adapt both within the lesson and the overall unit as the needs of the students arise. The unit checks the boxes for the Vels Curriculum standards for Year 8 Geography on the unit of Antartica both in terms of content knowledge and geospatial skills. In relation to the VELS outcomes and dimensions for LOTE Pathway 2 Level 5, students are within the standards and already beyond the language standards for their level with this unit of work. Most of Professor Coyle's CILU Unit Checklist (Coyle et al, 2010, pp:84 – 85) in terms of the 4C Framework and the learning activities and scaffolding are present.

We are being optimistic that we can complete the unit in 5 weeks – total of 20 – 25 lessons within the Geography periods – but a lot of the skill language specific to geography and the communicative language skills will be taught also in the 3 x 44 minute lessons of Italian – meaning there is on average 7 lessons a week dedicated to the CILU course and its content and language objectives. This suits us as we can therefore take to administration information about our needs and the 'realities' of working on a project such as this. We have been able to find internet sources, but we can work with authentic and English based resources and modify these; further addressing our needs with administration about time allowance and funds to create resources for the programs we aim to implement in 2013.

What resources we create we will be sharing with Gladstone Park Secondary College, therefore building a community relationship and cross-school collaboration for units or work and resources. We have already modified this unit planner outline to suit a variety of learning styles and prepared more 'creative' lessons and activities. No doubt these will change and adapt for next year's groups and suit the students we have in our schools.

An alternative Summative task could be to have an on-line blog with a school in Italy working on the same topic, to exchange information and opinions. Likewise emailing the Concordia researchers directly (which can be done) is also a more authentic cultural approach to the unit's Cultural objectives and exchanges. At this stage in the year, we don't have the time to set up these activities – but hope for next year – these can be done.

(adapted from Coyle, D. Hood, P & Marsh, D, 2010. *CILU- Content and Language Integrated Learning*. Cambridge, Cambridge University Press, pp. 84-85)
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7.6. St Monica's CLIL running lesson outline sample

Lesson Outline Wednesday 17th October

Profile on Antarctica: the Natural Environment.

| Time | Teacher Activities | Learner Activities |
|-------------|---|---|
| 5 min | Warm up | Run through previous lesson's knowledge and vocabulary Classification of facts from exercise book. Instructional language and reminders about what to do if one does not understand during class |
| 10 min | Activating Knowledge | Instruction to students they will be reading a text on Antarctica. Before commencing to read text students have to match words in glossary to access text and its content. First without dictionary – then with dictionary. Work through responses with teacher |
| 15 min | Guiding Understanding | Reading Text: Profile on Antarctica Facts about the natural environment and topography of Antarctica. Teacher and students will take turns reading the information about Antarctica. Asking students to read aloud sentences and phrases. Underline key words and verbs familiar with or would require additional assistance with. |
| 15 minutes | Thinking Activity | Students to re-read text and classify information into various categories from the text – as previous lesson into Environment, Climate and Fauna classifications |
| 10 – 15 min | Guiding Understanding Activating Knowledge | Presentation findings and classifications – write up in ex books Reinforce language and grammar functions/syntax/ pronunciation. Students to repeat responses with the teacher. |
| 10 | Activating Knowledge | Listening Activity – True or False questions related to the reading text. |
| 10 min | Ending the Lesson | Finalising answers |

7.7. St Monica's CLIL unidentified student work sample

IL PINGUINO IMPERATORE

GRUPPO
PINGUINI
(PUNTI 5 E 6 A PAGINA 237 DEL LIBRO)

Andate a pagina 236-237 del libro di geografia e guardate le immagini da 1 a 13. Poi, completate la carta d'identità del vostro animale.

❖ Nome: Pinguino Imperatore

❖ Dove abitano: Antartica


❖ Che cosa mangiano: gamberi, pesci e calamari
(ci sono 17 tipi di pinguini, ma nel libro ce ne sono solo 2.)

❖ Quanti tipi ci sono? _____

❖ Di che specie è? Animale di terra e d'acqua

❖ Stato: non vulnerabile

❖ Descrizione
Fisica: è lungo 1,20 metri e pesa 40Kg.



7.8. Carrum Primary CLIL unit of work overview sample

| Week beginning | Lesson | State of the chick | High level topic | Purpose of lesson | Vocab | Materials |
|-----------------------------------|--------|-------------------------|--|---|---|---|
| 16/07/12 | 1 | Egg Pre-incubation | Egg experiment 'Das Kraft Ei' | Strength of egg to protect chick | Ei, Eierschale, stark, Gewicht, Küken, beschützen | <ul style="list-style-type: none"> Egg experiment recording sheet egg shells, food cans, scales, calculator 'Das Ei und die Eierschale' worksheet to write 'Die Eierschale ist stark.' 'Die Eierschale beschützt das Küken.' |
| 23/07/12 | 2 | Incubator | Vom Ei zum Küken' Life cycle of chicken: egg - hen/incubator Difference between fertilised & unfertilised egg The egg, chickens and why we need the incubator | Introduce vital vocab and basic principles Why a supermarket egg won't hatch a chick | Henne, Hahn, Mutter, Vater, Bruckkasten, warm, befruchtet | <ul style="list-style-type: none"> Mutter & Vater Huhn = befruchtetes Ei; nur Mutter Huhn = unbefruchtetes Ei 'Was halt das Ei warm?' worksheet 'Vom Ei zum Küken' worksheet to match pictures and sentences |
| 30/07/12 | 3 | Incubator | Vom Ei zum Huhn - das Lebenszyklus Life cycle of a chicken: incubation - chick - chicken | Complete high level overview of lifecycle | Riss, schlüpfen, klein, flaumig, Größe, größer, schwerer | <ul style="list-style-type: none"> lifecycle materials empty egg shell Chick life cycle days 20 & 21 Toy chick and egg Rum 'B'Run chicken 'Vom Ei zum Huhn' worksheet Observation sheets |
| 6/08/12, 13/08/12, 20/08/12 | 4 | Incubator - hatching | How to complete the daily observations 'Beobachtung von unserem Küken' | Ensure children can complete daily observation sheets | gelb, weiß, braun, schwarz, essen, trinken, piepen, laufen, Pipi und Aa machen | <ul style="list-style-type: none"> 'Vom Ei zum Küken' worksheet Observation sheets August calendar Reference pictures and sentences Picture book - <u>Mama Huhn sucht ihr Ei</u> |
| 27/08/12 | 5 | Brooder box | Parts of the egg 'Aufbau des Hühnerreis' | Detailed look at the egg - what each part looks like and its purpose | Eiweiß, Eigelb/Eidotter, Keimscheibe, Luftkammer, Kalkschale, Hagelschnur | Worksheet - match the labels to different parts of the egg |
| 3/09/12 | 6 | Brooder box | Parts of the chicken 'Die Körperteile des Huhns' | Detailed look at the body of a chicken | Eizahn, Kopf, Bein, Körper, Flügel, Schnabel, Feder | Dot-to-dot worksheet - count and connect numbers, colour chicken, label body parts Origami and tangram activity sheets |
| 10/09/12 | 7 | 'Release' | Wir kochen mit Eiern' - cooking an omelette in the kitchen classroom | How we can use eggs | Zutaten: Eier, Wasser, Salz, Pfeffer, Butter, Käse üchengeräte: Schale, Schneebesen, Messlöffel, Pfannenwender, Pfanne | Ein Rezept - Omelette mit Käse - ingredients and utensils Cooking with class teacher, kitchen specialist teacher, parent helpers |
| 17/09/12 | 8 | Rum-B-Run pen | Decoration of masks | Decorate a mask with coloured pencils/felt pens to resemble one's chicken | Mask, Farbe/n, Feder, Küken | Cardboard masks, coloured pencils/felt pens, coloured feathers |

7.9. Carrum Primary CLIL lesson plan samples

Hatch & Scratch: German immersion egg hatching project at Carrum Primary School
MODULE TITLE: Eggs in incubator – Lesson 1
YEAR LEVEL: 3/4
LANGUAGE: German
DISCIPLINE AREA/TOPIC: Science – lifecycle of a chicken egg
LENGTH OF LESSON: 1 hour

| | |
|---|---|
| OVERALL AIM / AIMS OF THE LESSON | |
| <ul style="list-style-type: none"> Introduction of the topic Introduction of immersion language teaching Introduction of key vocabulary | |
| TEACHING OBJECTIVES (what I plan to teach) | |
| <ul style="list-style-type: none"> Get children used to the idea of immersion language teaching What an egg – and especially the shell – is needed for Teach some of the most important words they will need going forward in German | |
| COGNITION | |
| <ul style="list-style-type: none"> The children to be able to answer questions about what an egg shell is needed for To start the topic of eggs To help children transition into a language immersion environment | |
| CONTENT | |
| <ul style="list-style-type: none"> Egg strength experiment with student involvement Children get to weigh things and predict whether the egg shells will break with the weight or not Consolidate the concept as well as the language with a quick worksheet | |
| CULTURE (Intercultural knowledge and awareness) | |
| <ul style="list-style-type: none"> Enable students to understand that they can learn in almost any language Students develop awareness of their responsibility to care for and nurture the school's chickens | |
| COMMUNICATION | |
| Language OF Learning | Language FOR Learning |
| Ei Eierschale stark Gewicht Kükken beschützen | <ul style="list-style-type: none"> Können Sie das wiederholen, bitte? Ich verstehe Sie nicht. Was ist das? |
| Language THROUGH Learning | |
| <ul style="list-style-type: none"> Das ist... Ich sehe... | |
| LEARNING OUTCOMES (for content and language) | |
| <ul style="list-style-type: none"> Content: The egg shell is strong in order to protect the chick while it is developing Language: Ei, Eierschale, stark, Gewicht, Kükken, beschützen | |

ASSESSMENT INSTRUMENTS: Worksheet with egg and two sentences in German saying 'The egg shell is strong' and 'The egg shell protects the chick to fill in.'

| | | |
|-------------|---|--|
| TIME | TEACHER ACTIVITIES | LEARNER ACTIVITIES |
| 10 mins | <ul style="list-style-type: none"> "Start with a bang" Hold up an egg and ask what it is What will happen if it is dropped? (mimic dropping the egg) Answer children by rephrasing their answers into German ("Gehau – das Ei geht kaputt." "Da hast du recht – die Eierschale zerbricht!") Drop the egg into a bucket to show if it will break Show egg shell and repeat phrases in German | <ul style="list-style-type: none"> Predict outcome of egg being dropped |
| | Prior Knowledge: | |
| | <ul style="list-style-type: none"> N/A as first lesson Assume none | |
| 10 mins | | <ul style="list-style-type: none"> Predicting what will happen |

Adapted from Coyle, Hood & Marsh, 2010, pp. 80 – 83.

| | | |
|-----------|--|---|
| 30 mins | <ul style="list-style-type: none"> Explain that we need the egg shells in halves so they stand better and briefly show how the halves we already have were made Put the egg shell halves on the table, put cardboard square on top and then let the children that we will put some weight onto the cardboard (introducing language) Ask a child to come forward and help Have the child record the weight and then put on the egg shells "Will it break?" – maybe thumbs up or down for prediction? (showing what needs to be done all along whilst explaining it as well) Did the egg shells break? If no → onto the sheet (hopefully, the first few will be → smaller ones. Use smaller cans anyway as that will allow more children to be involved.) Continue with the process until an egg shell breaks → onto the recording sheet Sum the total weight that the egg shells took before breaking (get someone to add the weights on the calculator whilst reading out the numbers so doesn't have to understand the German numbers in order to do this!) "Are the egg shells strong?" Why does the egg shell need to be strong? What does it protect? Show slide 6 "Gehau – die Eierschale beschützt das Kükken" (show "Eierschale" and "Kükken" on the picture) Write on the board the sentences "Die Eierschale beschützt das Kükken" and "Die Eierschale beschützt das Kükken" Show worksheet with chick inside the egg and explain where the two sentences have to be written If there is time do a theatrical representation of the chick within the egg shell using a sheet and repeating the sentences above Each child gets to have a turn at being the someone else while saying the sentences about the egg shell being strong and protecting the chick | <ul style="list-style-type: none"> Weighing Recording weight Recording outcome of adding weight Predicting if egg will break or not each time Make assessment whether or not the egg shells are strong |
| 10 mins | <ul style="list-style-type: none"> Work out the reason why the egg shell has to be strong Complete simple worksheet | |
| [10 mins] | <ul style="list-style-type: none"> Pretend to be the chick inside the egg shell Practice the German sentences | |

RESOURCES:

- Slices of egg shell experiments → laminated to hold up
- 3 prepared halved egg shells as per experiment sheet
- 1 egg to demonstrate what was done to prepare the egg shell halves
- Masking tape
- Fingernail scissors / serrated knife
- Different sizes of food cans
- Square of rigid cardboard
- Kitchen scales
- Egg experiment recording sheet
- Calculator
- Egg worksheet – simple picture of egg with a chick inside
- White sheet for activity if there is time

SCAFFOLDING TIPS

| | |
|--|--|
| Language for the teacher | Language for the learners |
| <ul style="list-style-type: none"> See separate document for German language to be used | <ul style="list-style-type: none"> Ei Eierschale stark Gewicht Kükken beschützen |

Adapted from Coyle, Hood & Marsh, 2010, pp. 80 – 83.

“Hatch and Scratch” – German immersion egg hatching project at Carrum Primary School

MODULE TITLE: Eggs in incubator – Lesson 2
YEAR LEVEL: 3/4
LANGUAGE: German
DISCIPLINE AREATOPIC: Science – lifecycle of a chicken egg
LENGTH OF LESSON: 1 hour

OVERALL AIM / AIMS OF THE LESSON

- Gain understanding of the difference between a fertilised and an unfertilised egg
- Understand why we use an incubator and what it does
- Introduction of key vocabulary

TEACHING OBJECTIVES (what I plan to teach)

- Introduce the difference between a fertilised and an unfertilised egg
- Introduce the reason for using an incubator
- Teach some of the most important words they will need going forward in German

CONTENT

- Introduce the concept and language of family and transfer to chickens
- Introduce first part of the lifecycle of a chicken up to and including the brooding hen, which in our case will be replaced by an incubator

COGNITION

- The children will be able to explain why some eggs hatch chicks and some don't
- To enable the children to communicate what an incubator does
- To continue the journey into a language immersion environment

CULTURE (Intercultural knowledge and awareness)

- Enable students to understand that they can learn in almost any language
- Students develop awareness of their responsibility to care for and nurture the school's chickens

COMMUNICATION

| Language OF Learning | Language FOR Learning | Language THROUGH Learning |
|--|---|---|
| <ul style="list-style-type: none"> Henne Hahn Mutter Vater Brutkasten warm befruchtet | <ul style="list-style-type: none"> Können Sie das wiederholen, bitte? Ich verstehe Sie nicht. Was ist das? | <ul style="list-style-type: none"> Das ist... Ich sehe... |

LEARNING OUTCOMES (for content and language)

- Content: Supermarket eggs are unfertilised, chicks come from fertilised eggs; the incubator replaces the hen sitting on the egg
- Language: Henne, Hahn, Mutter, Vater, Brutkasten, warm, befruchtet

ASSESSMENT INSTRUMENTS: Worksheet with the main sentences as a matching activity – match the picture to the relevant sentence.

| TIME | TEACHER ACTIVITIES | LEARNER ACTIVITIES |
|---------|--|--|
| 5 mins | <p>Prior Knowledge:</p> <ul style="list-style-type: none"> Vocab from last week: <ul style="list-style-type: none"> Ei Eierschale stark Gewicht Küken beschützen The egg shell protects the chick. Reverse vocab from last week with pictures Reverse vocab from last week with pictures and sentences from last week | <ul style="list-style-type: none"> Review vocab |
| 10 mins | <ul style="list-style-type: none"> Show pictures of a stereotypical family Ask who the people in the picture are, then tell the children in German and write each word on the board Move on to picture of the 'chicken family' and repeat process Get children to stick the arrows onto the correct picture of the hen and the rooster. | <ul style="list-style-type: none"> Identify people in the picture Identify hen, rooster, chick and repeat words in German Attach correct sentences to hen and rooster |

Adapted from Coyle, Hood & Marsh, 2010, pp. 80 – 83.

| | | |
|-----------|---|---|
| 15 mins | <ul style="list-style-type: none"> Show egg carton with eggs from supermarket. Ensure they know they've been bought at the supermarket? Will these eggs turn into chicks? Why not? The eggs we buy at the supermarket come from a hen who made the egg alone Eggs that turn into chicks were made by a hen and a rooster The egg was made by the hen and the rooster 'fertilised' ('befruchtet' – write on board) and it can turn into a chick, the hen and rooster's child | <ul style="list-style-type: none"> Respond to questions Turn to chicks Repeat the words and sentences |
| 20 mins | <ul style="list-style-type: none"> Here is an egg that the hen and the rooster made – so it's what (point to word on the board)? – a fertilised egg How does it turn into a chick? What needs to happen? Why? The egg needs to be kept warm (Warm in German is 'warm' – write on the board, but emphasise that it is pronounced differently in German) How does that normally happen? Who keeps the egg warm? How does the hen do that? Yes, by sitting on it. → Show picture of brooding hen But we don't have hens to sit on each of our eggs, so we use an incubator Our eggs warm in order for them to turn into chicks? → Record a couple of good answers (maybe in pictures and words on the board?) We are going to use an incubator (Brutkasten) – write on the board Show incubator (leave it covered with a cloth beforehand) Explain how it works, what makes the heat escape (the hole at the top) will be closed) Get children to attach the correct arrows with sentences onto the brooding hen and the incubator The eggs will have to be in here for 21 (!) days before they hatch | <ul style="list-style-type: none"> Give some suggestions as to what needs to happen in order for the fertilised egg to turn into a chick Think about what we can do given we don't have hens to sit on the eggs to keep them warm Attach correct sentences to brooding hen and incubator |
| 10 mins | <ul style="list-style-type: none"> Do the first 3 sentences on the worksheet – to the correct picture. Copy the sentences and link each sentence to the correct picture. Get children to attach the arrows to arrange them again Repeat sentences and practice. | <ul style="list-style-type: none"> Complete the worksheet Practice pronunciation |
| [10 mins] | <ul style="list-style-type: none"> Repeat sentences and practice. | |

RESOURCES:

- Pictures of vocab learned last week as well as the main sentences on A3 slides
- Family slides
- Egg carton (supermarket brander)
- Slides with hen and rooster
- Arrows and pictures slides laminated and arrows cut out

SCAFFOLDING TIPS

| Language for the teacher | Language for the learners |
|--|--|
| <ul style="list-style-type: none"> See separate document for German language to be used | <ul style="list-style-type: none"> Henne Hahn Mutter Vater Brutkasten warm befruchtet |

Adapted from Coyle, Hood & Marsh, 2010, pp. 80 – 83.

7.10. Carrum Primary CLIL L2 'script' planning samples

| | | |
|---|---|--|
| <p>Did the egg shells break? If no → ☺ onto the sheet (hopefully, the first few will be ☺ - making sure that the first few cans are smaller ones. Use smaller children to be involved).</p> <p>Continue with the process until an egg shell breaks → ☹ onto the recording sheet</p> <p>Sum the total weight that the egg shells took before breaking (get someone to add the weights on the calculator whilst reading out the numbers in German [child can see the numbers so doesn't have to understand the German numbers in order (0 to 10)]</p> <p>Are the egg shells strong?</p> | <p>Welche möchtest du? Ist die leichter? Kannst du sie auf der Waage wiegen? Gut. Wieviel wiegt sie? Ahh – xxx Gramm. Gut gemacht.</p> <p>Kannst du das bitte hier aufschreiben? Das Sewich ist xx Gramm.</p> <p>Was meint ihr – ist die Eierschale stark? Oder geht's sie kaputt? (stark – thumbs up, kaputt – thumbs down)</p> <p>Dann gucken wir mal. Legt du die Dose auf die Puppe drauf?</p> <p>Wow – die Eierschalen sind nicht kaputt! Die Eierschalen sind stark. Maist du hier ein smileyface hin, bitte? (show on the record sheet)</p> <p>Repeat...</p> <p>Oh nein! Die Eierschalen sind kaputt! Sie haben aber lange gehalten!</p> <p>Wieviel Sewich haben sie ausgehalten? Wer kann mir helfen? Hier – nimm den Rechner und sag mir wieviel Gramm die Eierschalen gehalten haben. Wow – xxx Gramm! Gut gemacht. Danke.</p> <p>Also – sind die Eierschalen stark?</p> <p>Das Kind braucht einen Helm, um sein Fahrrad zu fahren und diese Eierschalen tragen einen Helm um den Kopf zu beschützen</p> <p>Also, warum braucht man die Eierschale? Was beschützt die Eierschale?</p> <p>Genau – die Eierschale beschützt das Küken wunderbar.</p> <p>Oh ja, ich verstehe, dass ihr dieses Blatt so füllt, bis alle Eier hier sind, die ihr braucht. Was passiert das? (get translation) Sehr gut. Danke, xx (chase the German child)</p> <p>Die Sätze müssen hier so sein.</p> <p>Auf geht's!</p> | <p>Lasst und mal Küken und Eierschale spielen</p> <p>Jeder kann einmal das Küken sein</p> <p>Die Eierschale beschützt das Küken und hier ist die Eierschale. Wer möchte die das Küken sein?</p> <p>...</p> <p>Fantastisch, wunderbar. Bis nächste Woche...</p> |
| <p>10 mins</p> | <p>Thinking Activity:</p> <ul style="list-style-type: none"> Show slide 6 (a child wearing a helmet) and slide 7 (an egg with a construction helmet on top). Why does the egg shell need to be strong? What does it protect? Show slide 8 Genau – die Eierschale beschützt das Küken! (show 'Eierschale' and 'Küken' on the picture) Write on the board the sentences 'Die Eierschale ist stark' and 'Die Eierschale beschützt das Küken' Show worksheet with chick inside the egg and explain where the two sentences have to be written | <p>Ending the lesson:</p> <ul style="list-style-type: none"> If there is time, do a theatrical representation of the chick within the egg shell using a sheet and repeating the sentences above Each child gets to have a turn at being the chick and at putting the sheet around someone else while saying the sentences about the egg shell being strong and protecting the chick |

| TIME | TEACHER ACTIVITIES | German LANGUAGE |
|---------|---|--|
| 10 mins | <p>Lesson 1</p> <p>Warm-up:</p> <ul style="list-style-type: none"> Start with a bang Hold up an egg and ask what it is What will happen if it is dropped? (mimic dropping the egg) Answer children by replacing their answers in German (Genau – das Ei Eierschale zerbricht) Drop the egg into a bucket to show if it breaks Show egg shell and repeat phrases in German <p>Prior Knowledge:</p> <ul style="list-style-type: none"> N/A as first lesson Assume none | <p>Was ist das?</p> <p>Genau – das ist ein Ei</p> <p>Was ist das? Könnt ihr das sagen? E</p> <p>Wunderbar. Sehr gut</p> <p>Was passiert wenn das Ei unterfällt?</p> <p>Genau – das Ei geht kaputt</p> <p>Da hast du recht – die Eierschale zerbricht. Die Eierschale geht kaputt.</p> |
| 10 mins | <p>Activating Knowledge:</p> <ul style="list-style-type: none"> So the egg broke when we dropped it – but does that mean it's weak? Show pictures of someone about to walk on eggs (slides 1 & 2) and ask what will happen When children say the egg shell will break say that we will try it out with an experiment Show slides 3 to 5 while talking about the experiment | <p>Ist das stark? (show muscles maybe?)</p> <p>Was passiert wenn man auf Ei tritt? (slide 1)</p> <p>Und hier? Wenn der Junge auf den Stein läuft? (slide 2)</p> <p>Ich glaube wir müssen das ausprobieren. Ich glaube wir müssen ein Experiment machen. Was ist ein Experiment? Genau...</p> <p>Ist das stark?</p> <p>Wir werden ein Experiment machen, in dem wir Sachen auf die Eierschale legen und gucken ob sie kaputt gehen. So wie auf dem Bild hier – schau mal.</p> <p>Wow – das sind aber viele Bücher auf den Eierschalen. Und sie sind gar nicht kaputt!</p> <p>Was meint ihr – kann man da auch etwas Schwere drauf tun? Vielleicht ein Haus? Geht das? Geht die Eierschale kaputt? Was meint ihr?</p> <p>Wir müssen die Eierschale (robieren weil sie sonst umfallen (eggs), show this part)</p> <p>Ich habe die Eg entfernt und dann durchgeschritten – schaut mal. So...</p> <p>Aber das dauert jetzt zu lange, deswegen habe ich sie schon vorbereitet</p> <p>OK, ich lege jetzt die Eierschalen auf den Tisch und dann lege ich die Puppe darauf</p> <p>Was ist das? (point to egg shells)</p> <p>Genau – Eierschalen. Fantastisch.</p> <p>Jetzt müssen wir da Sewich drauflegen damit wir sehen können ob die Eierschalen stark sind. Wer kann mir helfen?</p> <p>Kannst du dir eine Dose aussuchen?</p> |
| 30 mins | <p>Guiding understanding:</p> <ul style="list-style-type: none"> Explain that we need the egg shells in halves so they stand better and briefly show how the halves we already have were made Put the egg shell halves on the table, but choose where on the table to put them Let the children that they put some weight onto the cardboard (introducing language) Ask a child to come forward and help Let him/her choose a food can, weigh it, record the weight and then put it on the egg shells (Will it break? – maybe thumbs up or down for prediction?) (showing what needs to be done all along whilst explaining it as well) | <p>Wir müssen die Eierschale (robieren weil sie sonst umfallen (eggs), show this part)</p> <p>Ich habe die Eg entfernt und dann durchgeschritten – schaut mal. So...</p> <p>Aber das dauert jetzt zu lange, deswegen habe ich sie schon vorbereitet</p> <p>OK, ich lege jetzt die Eierschalen auf den Tisch und dann lege ich die Puppe darauf</p> <p>Was ist das? (point to egg shells)</p> <p>Genau – Eierschalen. Fantastisch.</p> <p>Jetzt müssen wir da Sewich drauflegen damit wir sehen können ob die Eierschalen stark sind. Wer kann mir helfen?</p> <p>Kannst du dir eine Dose aussuchen?</p> |

| TIME | TEACHER ACTIVITIES | German LANGUAGE |
|---------|---|--|
| 5 mins | <ul style="list-style-type: none"> Revise vocab from last week with pictures | <ul style="list-style-type: none"> Könnst ihr euch noch an alles von letzter Woche erinnern? Lasst uns mal ueben. Was ist das? Wie sagt man das? |
| 10 mins | <ul style="list-style-type: none"> Show picture of a stereotypical family Ask who the people in the picture are, they tell the picture in German Move on to picture of the chicken family and repeat process Get children to stick the arrows onto the correct picture of the hen and the rooster. | <ul style="list-style-type: none"> Was ist das? Wie heißt die Familie. Wer gehört zu der Familie? Ja, ein Vater, eine Mutter und 3 Kinder. Das ist ein Junge und das ist ein Mädchen. Sie sind alle Kinder. Das ist ein Kind, und das ist ein Kind. Ohhh – und was haben wir hier? Ja, das ist auch eine Familie. Aber eine Hühnerfamilie. Hier gibt es auch einen Vater, das ist der Hahn. Und die Mutter ist die Henne. Hier gibt es auch viele Kinder. Das sind die Küken. Hier ist ein Küken, und hier ist ein Küken. Wunderbar. Was ist das? Und das? Könnst ihr diese Sätze an das richtige Bild kleben? Wo gehört dieser Pfeil hin? Ahhh – das hier kennt ihr. Was ist das nochmal? Ja – Eier. Wo kommen die her? Stimmt, von Coles (or wherever! ☺), vom Supermarkt. Kann man diese Eier essen? Werden aus diesen Eiern Küken? Warum nicht? Hmmmm – komisch, wir haben doch gelernt, dass aus einem Ei ein Küken wird. OK – diese Eier werden nicht zu Küken. Sie sind aus dem Supermarkt, und dieses Ei wurde nur von der Mutter, von der Henne, gemacht. Wenn ein Ei von der Mutter und dem Vater, also der Henne und dem Hahn, gemacht wird, dann kann es ein Küken werden. Das Küken ist das Kind von der Henne und dem Hahn. Wenn ein Ei von der Henne und dem Hahn gemacht wurde, dann ist das Ei befruchtet, das heißt, dass aus dem Ei ein Küken werden kann. Aber diese Eier wurden nur von der Henne, von der Mutter, gemacht, also werden aus diesem Ei kein Küken. Diese Eier kann man essen. Hier ist ein Ei von der Henne und dem Hahn – das heißt, es ist ... befruchtet. Wie wird aus diesem Ei ein Küken? Was muss man machen damit aus dem Ei ein Küken wird? Muss man es in den Küchenschrank ... Oder auf den Boden schmeissen? Oder es |
| 15 mins | <ul style="list-style-type: none"> Show egg carton with eggs from supermarket (Coles branded, to ensure they know they've been bought at the supermarket?) Will these eggs turn into chicks? Why not? The eggs we buy at the supermarket come from a hen who made the egg alone Eggs that turn into chicks were made by a hen and a rooster The egg that was made by the hen and the rooster is 'fertilised' ('befruchtet') and it can turn into a chick, the hen and rooster's child | <ul style="list-style-type: none"> Do the first 3 sentences on the worksheet – Copy the sentences and link each sentence to the correct picture. |
| 20 mins | <ul style="list-style-type: none"> Here is an egg that the hen and the rooster made – so it is what? – a fertilised egg How does it turn into a chick? What needs to happen? Yes – the egg needs to be kept warm How does that normally happen? | <ul style="list-style-type: none"> Ich habe hier ein Arbeitsblatt. Könnst ihr bitte die ersten 3 Sätze abschreiben und dann einen Pfeil machen zu dem richtigen Bild? Ich habe euch das eben vorgemacht – so moeschte ich, dass ihr das macht. |

| | | |
|-----------|---|---|
| 10 mins | <ul style="list-style-type: none"> Who keeps the egg warm? How does the hen do that? Yes, by sitting on it. → Show picture of brooding hen But we don't have hens to sit on each of our eggs so what will we do? How will we keep our eggs warm in order for them to turn into chicks? → Record a couple of good answers (maybe in pictures and words on the board?) We are going to use an incubator cloth (beforehand) Show incubator (leave it covered with a cloth beforehand) Explain how it works, what makes the heat etc and where the eggs are /will be with sentences onto the brooding hen and the incubator The eggs will have to be in here for 21 (? days before they hatch | <ul style="list-style-type: none"> streichen? Oder ein Lied singen? Was muss passieren? Das Ei muss warm bleiben! Wie bleibt das Ei normalerweise warm? Genau – Mutter-Huhn, die Henne, setzt sich auf das Ei und macht es warm. Das Ei muss warm bleiben, und Mutter Henne macht das Ei warm. Hier ist ein Bild von einer Henne, die ihr Ei warm macht. Aber wir haben nicht so viele Hennen, die unsere Eier warm machen können. Was machen wir? Wie können wir unsere Eier warm halten? Was meint → Gute Idee! Fantastisch! Das waren alles tolle Ideen, aber wir benutzen diese Maschine hier – einen Inkubator. Er funktioniert so, so: Könnst ihr die richtigen Sätze an die Bilder kleben? Die Eier werden 21 Tage in diesem Brutschrank sein bevor die Küken ausschlüpfen. |
| [10 mins] | <ul style="list-style-type: none"> Mix up all pictures and sentences on arrows and get the children to arrange them again Repeat sentences and practice | <ul style="list-style-type: none"> Ich habe hier ein Arbeitsblatt. Könnst ihr bitte die ersten 3 Sätze abschreiben und dann einen Pfeil machen zu dem richtigen Bild? Ich habe euch das eben vorgemacht – so moeschte ich, dass ihr das macht. |

7.11. Carrum Primary CLIL worksheet samples

Das Ei und die Eierschale

Schreibe diesen Satz an die Eierschale:

“Die Eierschale ist stark.”



Schreibe diesen Satz in das Küken:

“Die Eierschale beschützt das Küken.”



Vom Ei zum Küken

Die Henne ist die Mutter.

Der Hahn ist der Vater.

Das Ei muss warm bleiben.

Das Ei hat einen Riss.

Das Küken schlüpft aus dem Ei.

Das Küken ist gelb und flaumig.



7.12. Coatesville Primary CLIL unit of work overview sample

CLIL MODULE PLANNER

CLIL Language: Spanish
 CLIL Discipline/ Subject Area: Technology
 MODULE TITLE: How the world works
 YEAR LEVEL: Grade 2
 TOTAL NUMBER OF LESSONS: 21 lessons (50 min)

PRIOR KNOWLEDGE:
 Students have done 4 lesson of 50 minutes in Spanish. They have learned greetings, colours, numbers and few expressions to say how they feel

GOAL/S FOR THE UNIT:
 Students show an understanding of the concept of
 Students can make sentences about cause and effect

| CONTENT GOALS | LANGUAGE GOALS |
|---|--|
| <ul style="list-style-type: none"> Understanding of cause-effect and apply this understanding to simple mechanism. Data- exploring them through experiment. Exploring the concepts of friction (car experiment), gravity and air pressure Understanding relations between time and distance (speed) | <ul style="list-style-type: none"> Learn vocabulary to be able to make a sentences that express cause and effect Learn the third person of verbs to go and fall, Write sentences about cause and effect Write comparative sentences Name the different material used in the experiments |

TEACHING AIM/S (what I want to teach for each of the 4Cs)

CONTENT:
 Cause effect.
 Friction, gravity and air pressure .
 Time, distance and collecting data
COGNITION/THINKING SKILLS:
 Understanding the concept of Causation
 Understanding the application of simple objects
 Classify and making lists. Observing and annotate .
 Understanding the concept of speed
CULTURE/INTERCULTURAL KNOWLEDGE:
 Spanish names. Be able to use the names and understand the different roles in a story.
 Appreciate science as a media to solve most of that phenomenon.
 Look at everyday phenomena to explain processes
COMMUNICATION:-

(adapted from Coyle, D. Hood, P & Marsh, D. 2010. *CLIL- Content and Language Integrated Learning*. Cambridge, Cambridge University Press, pp. 84-85)

1

Language OF learning: Materials names, speed up/ slows down. Adverbs (rapido, lento, quantity words. Mas/ menos/ un poco/ bastante (comparatives)
 When I use ... the car goes ...
 Cuando uso 1 clip/ 2clips/ 3 clips... el paracaídas vuela mas rapido/ mas despacio/ bien/ no vuela bien/ vuela igual. When I use more weights to the parachute it will fly go faster/ slower/ igual/ better/ worse than when I use 6.
 Cuando soplo (numero) el globo avanza _____ metros _____ centímetros . Globo, cuerda, pajita, cinta adhesiva.
Language FOR learning: writing sentences to express cause and effect, comparative expressions, explain a process, make predictions (... porque ...
Language THROUGH learning: classroom instructions language for the different activities; sit down, match up, put in order.. Ready, steady, go...

ASSESSMENT TASKS:

- ✓ Write sentences that explain cause and effect
- ✓ Name different materials
- ✓ Cooperate when they are working in pairs and groups
- ✓ Putting sentences in order to make sentences that explain their findings in their experiments.

RESOURCES:

Inursion about toys.
 Who is Mrs Green? Translation in Spanish with pictures and sentences laminated.
 Worksheets to collect data
 Car experiment; different material that can create friction. Cars with a weight at the end so they can move by themselves
 Balloon experiments; Balloons, straws, masking tape, string and tape measure
 Parachute experiment; Fishing rope, cellophane paper and paper clips
 Sentences strips for each of the experiments.

ACTIVITIES IN EACH LESSON

TEACHER ACTIVITY

See lesson plans

LEARNER ACTIVITY

LEARNING OUTCOMES (related to VELS and/or Australian Curriculum/and/or International Baccalaureate PYP or MYP):

Understanding the concept of Causation
 Write sentences following a model
 Understanding the concept of speed

REFLECTION/SELF-EVALUATION:

Children enjoy the experiment and even if everything was done in Spanish they were able to collect data.
 The first two lessons were very hard to get students to do simple tasks, after the third lessons children pick up the routine.
 The book about Mrs Green was very difficult to start with. I will change that lesson for another experiment. (Maybe starting with the concept of speed, "less time more space = faster)
 It is easier for the students to understand than to produce language. I will encourage more speaking of the target language with more speaking activities from the students next time.

(adapted from Coyle, D. Hood, P & Marsh, D. 2010. *CLIL- Content and Language Integrated Learning*. Cambridge, Cambridge University Press, pp. 84-85)

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7.13. Coatesville Primary CLIL lesson plan sample

Proposed CLIL Lesson Plan

MODULE TITLE: Cause-effect
YEAR LEVEL: Grade 2
LANGUAGE: Spanish
DISCIPLINE AREA/TOPIC: Science/technology
LENGTH OF LESSON: 2x 50 Min

| | |
|---|---|
| OVERALL AIM/AIMS OF THE LESSON | |
| Explore materials that create enough frictions in order to slow down the momentum of a toy car. | |
| TEACHING OBJECTIVES (what I plan to teach) | |
| Cause and effect. Friction. | |
| CONTENT | COGNITION |
| Friction; cause and effect. | Exploring, creating, comparing |
| CULTURE (intercultural knowledge and awareness) | |
| Male and female nouns???? | |
| COMMUNICATION | |
| Language OF Learning | Language THROUGH Learning |
| Materials names Sleep up/ slows down... Adverbs (rapido, lento, quantity words. Mas/ menos/ un poco/ bastante (comparatives) When I use... the car goes... | Sentences structure When... Suave/ rugoso Preparados, listos, ya Classroom language (1,2,3 silencio por favor) |
| LEARNING OUTCOMES (for content and language) | |
| Understand and explain that friction can be created using different materials. To use when I use (material) the car Goes faster/slows down in Spanish (cause and effect) Cuando uso _____ el coche vamos rápido/ más despacio | |

ASSESSMENT INSTRUMENTS:

| TIME | TEACHER ACTIVITIES | LEARNER ACTIVITIES |
|------|---|--|
| | Warm-up: Traffic light activity; rápido/despacio/ para. | Students move their hand fast/slow depending of the word that the teacher says. After some practice one of the students can be the person calling out rápido/despacio/para. |
| | Activating knowledge: Present the problem; Car close to the end of the table with weight at the end; how can I | |

Adapted from Coyle, Hood & Marsh, 2010; pp. 80 – 83.

| | | |
|--|---|--|
| | stop/slow down the car. Leave on display all the materials that children can use to stop the car. | |
| | Guiding understanding: With sentences strips on the board. And model the task Thinking Activity: Compare the data that students have collected. Model an example | Students work in pairs and use different materials to slow down a toy car. They have to write down the material and the time (they use a stopwatch) on a worksheet Students write 5 sentences following the structure: Cuando uso... el coche va más deprisa/ más despacio.... Students can compare with different materials, trying to slow down the toy car. Write 4 sentences following the writing frame. |
| | Ending the lesson: | Share some sentences; first in a circle, then with three others. (Spanish) Students share their experience with the person sitting next to them in the circle (English) |

RESOURCES:

| SCAFFOLDING TIPS | |
|---------------------------------|--|
| Language for the teacher | Language for the learners |
| | Cuando uso _____ el coche va mas rapido/ mas despacio/ se para Cuando uso _____ el coche va mas rapido/ mas despacio que cuando uso _____ |

Comments/Notes:

Students had a 40 min session the day before and they learnt the names of the materials that they use to slow down the car.
 Ready, steady go, teach them the expression in Spanish
 Some students find difficult to collect the data because they did not understand time. (Some of them could not understand that **more time** is **slower** not faster) Teacher support was need in writing the sentences. (all the support was given in Spanish) and by the end of the lesson they could explain it in English

Adapted from Coyle, Hood & Marsh, 2010; pp. 80 – 83.

7.14. Kew Primary CLIL unit of work overview sample

Une idée de lieu: la peinture des points en France et en Australie

GRADE 3 LEVEL – Outline of sessions

The unit of work comprises 9 sessions, as follows:

- Oral introduction of Seurat's **La Grande Jatte** and Clifford Possum, Tjapaljarri & Tim Leura Tjapaljarri's **Spirit Dreaming Through Napperby Country**. Focus on visual analysis and appreciation of iconography. ✓ *17 OCT*
- Les couleurs chaudes, les couleurs fraîches. ✓ *17 OCT*
- Art Activity:** Students complete their name in bubble writing using a dot/poinillist technique and warm and cool colours.
- Written tasks: completion of Venn diagram comparing above two paintings in terms of the following three criteria: ✓ *17 OCT*
 - Les couleurs
 - L'histoire/le sujet
 - Le plan et la technique
- Complete worksheet of questions (written in French) on **La Grande Jatte**. ✓ *17 OCT*
- Art Activity:** Dessine ton animal favori avec la technique poinilliste.
- Excursion to the NGV to view indigenous artworks and French examples. ✓ *24 OCT*
- Introduce class mural of Seurat's **La Grande Jatte** where each child will complete an individual section of the painting to create a large version. ✓ *31 OCT*
- Art Activity:** Commence individual panel piece of mural.
- Written task: responses to worksheet questions from session two to be translated into French. ✓ *7 OCT*
- Art Activity:** Continuation of individual panel piece for class mural.
- Students will complete individual mural panel and, using the Venn diagram from session 2, they will reflect upon their individual mural section and comment on: 'Ma composition montre', 'J'ai utilisé les couleurs:'. ✓ *14 OCT*

Students will begin planning their personal final canvas piece: 'Un lieu spécial'.

Art Activity: Completion of mural piece and commencement of final personal canvases.

- Written task: complete rubric assessment sheet. ✓ *21 OCT*
- Art Activity:** Continue painting of personal canvas piece.
- Aim for completion of personal canvas piece. ✓ *28 OCT*
- Finalise canvases, and compilation of portfolio.
- Portfolio to include brief description of the project; student's dot/poinillist technique practical examples; a copy of the completed class mural and the original Seurat painting; and each student's personal canvas board of 'un lieu spécial'. ✓ *5 DEC*

7.15. Kew Primary CLIL lesson plan sample

Proposed CLIL Lesson Plan

MODULE TITLE: 'Une idée de lieu: la peinture des points en France et en Australie'

YEAR LEVEL: Grade 3

LANGUAGE: French

DISCIPLINE AREA/TOPIC: Art/French

LENGTH OF LESSON: 50 minutes = 1 lesson

| OVERALL AIM/AIMS OF THE LESSON | | |
|--|--|---------------------------|
| <ul style="list-style-type: none"> - To present the content of the unit - To introduce the concepts of 'pointillisme' + 'dot painting' + their main features - To build confidence in using the language - To engage learners of all abilities - To introduce art equipment - To introduce technique of dot painting as preliminary planning process | | |
| TEACHING OBJECTIVES (what I plan to teach) | | |
| CONTENT <ul style="list-style-type: none"> - Introduction of topic - What 'pointillisme' is - What 'dot painting' is - Features of each - Comparison of two styles - Introduction to art equipment - dot/point technique in practice | COGNITION <ul style="list-style-type: none"> - To provide learners with opportunities to understand key concepts + apply them in comparative contexts - Enable learners to explore use of colour, shape, texture, line, space, symmetry, imagery + technique - Enable learners to describe a painting: vocab. building, learning + using - Creative use of language + learner questions | |
| CULTURE (intercultural knowledge and awareness) | | |
| <ul style="list-style-type: none"> - Identify the painting techniques of the two countries of France + Australia to portray an image - Understand the importance of appreciating the different personal interpretations of each country + their sense of place - Be confident that they can learn, regardless of which language they are using | | |
| COMMUNICATION | | |
| Language OF Learning | Language FOR Learning | Language THROUGH Learning |

Adapted from Coyle, Hood & Marsh 2010: pp. 80 – 83.

| OF | FOR | THROUGH |
|---|--|---|
| Key vocabulary + phrases: Colours, shapes, lines, objects, instructions, basic art terms, giving opinions of an artwork ("It's great... I like...") | Posing + responding to questions using evidence - "What... Why?" Comparing + contrasting, differences + similarities Classifying - e.g. shapes, colours Noun genders Spelling | Determine language functions + notions they don't already know familiar with what language is needed to do activities by using feedback Strategies to access new language Retain language received by both teacher + learners Recycle discussion skills at a higher level |
| LEARNING OUTCOMES (for content and language) By the end of lesson 1 learners will be able to: <ul style="list-style-type: none"> - Develop basic observational skills - Interpret visual information - Classify information - Demonstrate understanding of the technique of painting with a 'dot' style - Distinguish between two separate cultural contexts | | |

ASSESSMENT INSTRUMENTS:

| TIME MINUTES | TEACHER ACTIVITIES | LEARNER ACTIVITIES |
|--------------|--|--|
| 5 | Warm-up: Introduction - Greetings + date Title of unit + explanation | Oral response to questions + posing of questions to enable understanding |
| 5 | Prior Knowledge: Checking understanding of colours + shapes | Oral activities identifying colours + shapes through use of posters + flashcards - seeing + listening |
| 10 | Activating knowledge: Introduce specific examples of artworks + definitions, key vocabulary | Answering questions |
| 10 | Guiding understanding: Critical colour mixing concept | Practical painting activity (2) |

Adapted from Coyle, Hood & Marsh 2010: pp. 80 - 83.

| | | |
|----|--|--|
| 10 | Thinking Activity: Group work: Venn diagram - compare + contrast / similarities + differences of two contexts | Completion of Venn diagram Brainstorm in groups & report back to the class |
| 10 | Ending the lesson: Instructions to complete individual dot painting sample | Creating of name plate in dot technique. |

RESOURCES: Flashcards, posters, reproductions of artworks,
worksheet, Venn diagram templates, paints, brushes,
paper, pencils, cotton buds, filters

SCAFFOLDING TIPS

Language for the teacher

Welcome to the class...
Today is...
What can you see...
How many...
What colour...
How would you describe this
what can you remember ^{shape?}...
Why do you think...
How are these similar/different?
Do you think... Why?
Repeat after me
What have you discovered?
You are working so well today!





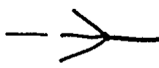

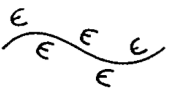









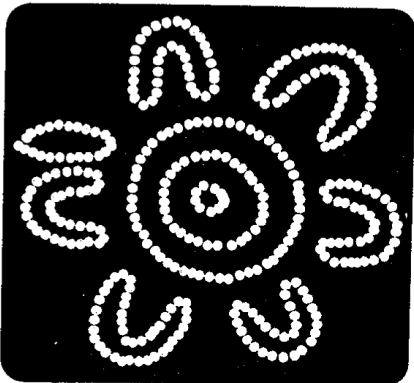


Language for the learners

I can see the colour X... because...
There is no colour X here... because...
I like this image because...
The technique is the same/not the
same...
The colours + shapes in one picture are...
but in the other they are...
Both pictures use dots because...
It's great/good/o.k./bad

Comments/Notes:

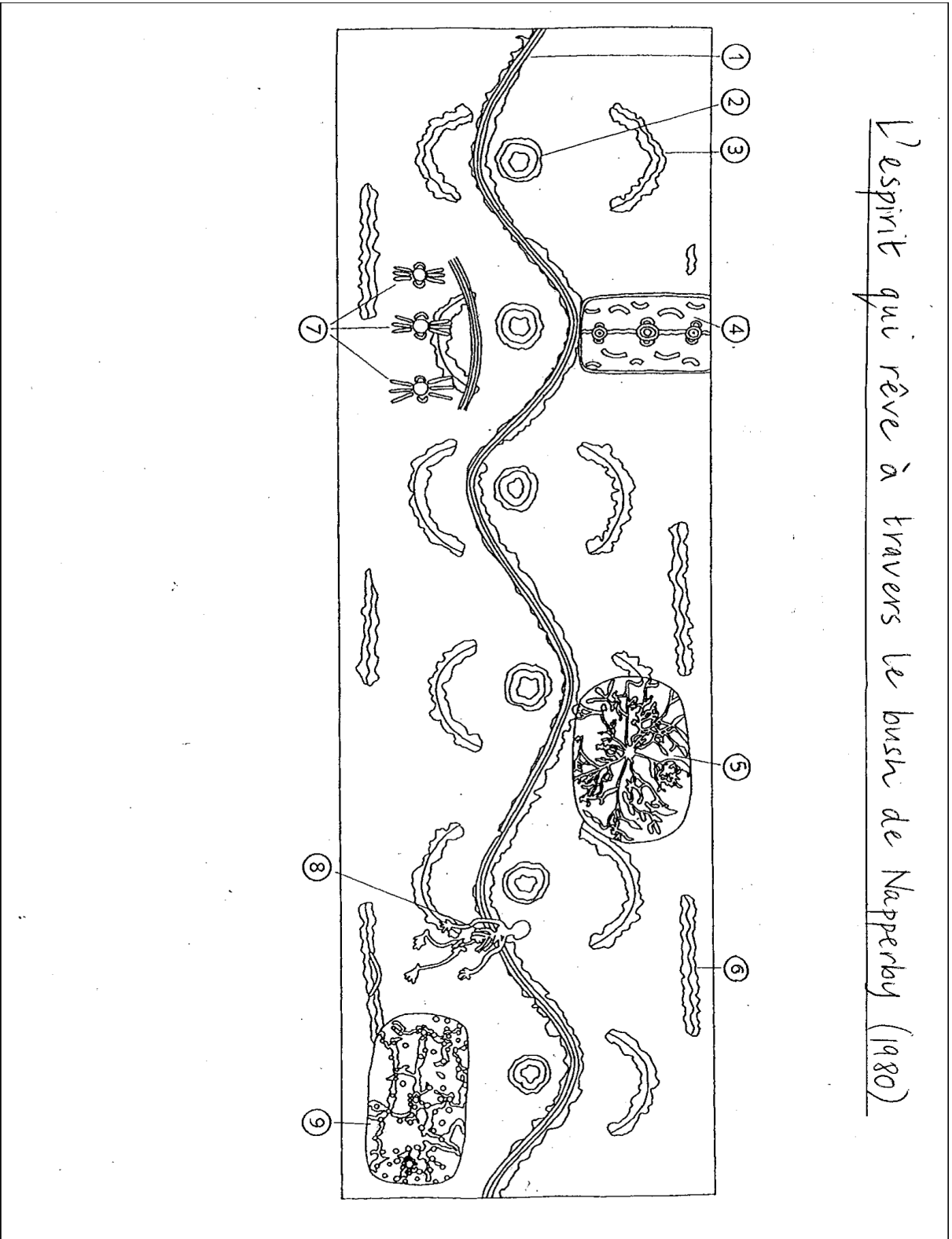
7.16. Kew Primary CLIL worksheet samples

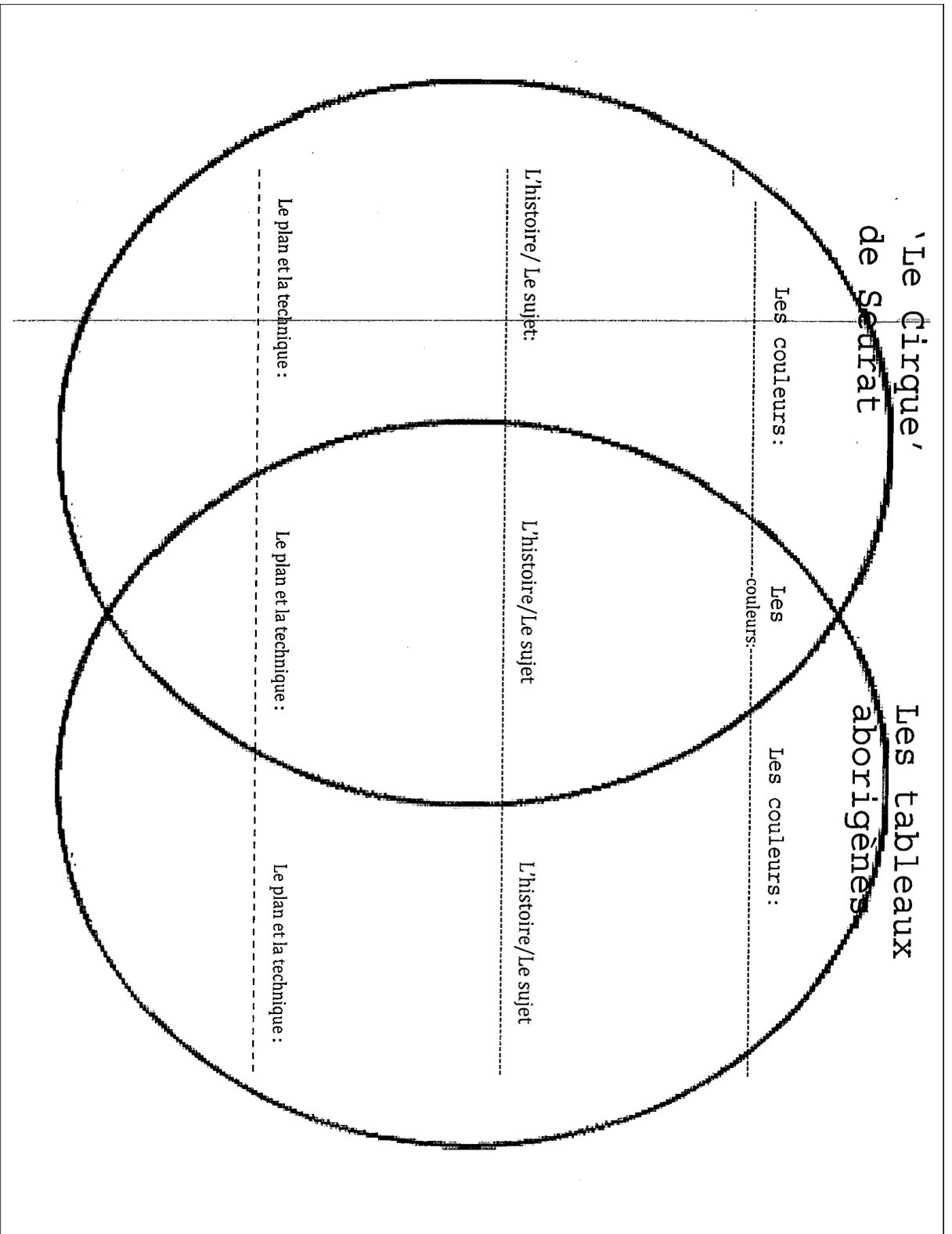
SYMBOLES UTILISÉS DANS LA PEINTURE ABORIGÈNE AUSTRALIENNE

| | | | | |
|---|---|--|---|---|
|  |  |  |  |  |
| étoiles | | étoile ou lune | soleil levant | émeu (grand oiseau coureur proche de l'autruche) |
|  |  |  |  | |
| kangourou | opossum (petit mammifère qui vit dans les arbres) | dingo (chien sauvage d'Australie) | aigle | |
|  |  |  |  |  |
| igname (racine comestible) | fruit ou graine | campement | galerie ou chemin | eau |
|  |  |  | | |
| quatre personnages à un campement | deux personnages sous un abri ou dans une grotte | | | |
|  |  | | | |
| femme avec "coolamon" (plat en bois) et bâton | homme avec propulseur et lance | | | |

« Femmes aborigènes au campement »

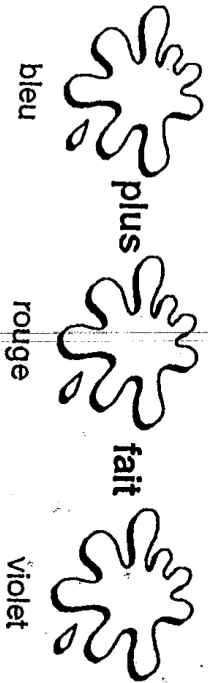
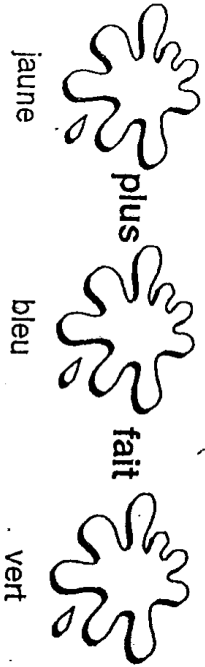
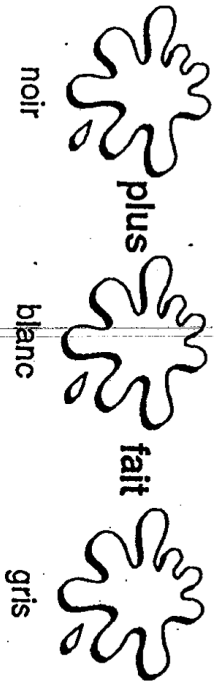
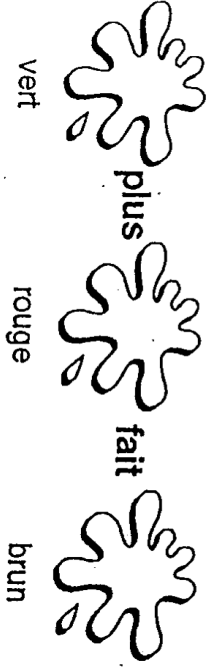
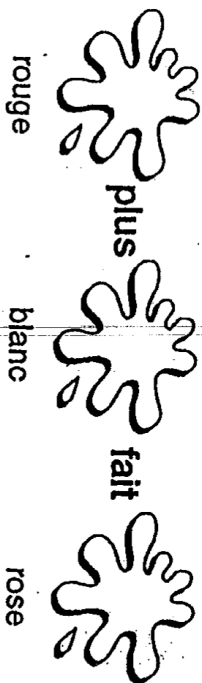
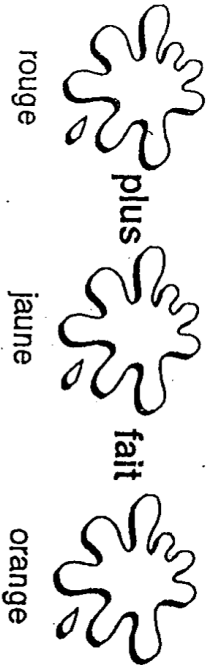
L'esprit qui rêve à travers le bush de Napierby (1980)





Mélange = Mix

Mélange deux couleurs pour en faire une nouvelle. = Mix two colours to make a new one.



7.17. Kew Primary CLIL class materials sample

KEY VOCABULARY, PHRASES AND CONCEPTS

Pourquoi?
 Qu'est-ce que vous voyez?
 Qu'est-ce qu'il y a dans cette image?
 Quel est le sujet?
 Quelles couleurs? Pourquoi ces couleurs?
 Quelles formes? Pourquoi ces formes?
 Quelle est la technique dans ce tableau?
 Quelles sont les couleurs primaires? Combien y-a-t-il? (rouge, jaune, bleu)
 Quelles sont les couleurs secondaires? Combien y-a-t-il? (rose, blanc, noir, marron, gris) ?
 Comment fait-on une couleur secondaire?
 Les couleurs complémentaires (orange, violet, vert) → $\text{orange} + \text{bleu} = \text{vert}$
 Les couleurs chaudes
 Les couleurs fraîches
 J'aime parce que
 Je n'aime pas parce que
 C'est super C'est bien C'est comme ça, comme ça C'est nul
 Je vois la couleur x parce que
 Il n'y a pas de
 Je ne vois pas la couleur x
 J'aime la couleur
 Les couleurs et les formes ici sont mais ici les couleurs et les formes sont
 Le technique est pareil/pas pareil
 C'est un style des points les taches/points de couleur
 Les formes (simples) C'est un triangle

La symétrie
 Les lignes
 Les points/les touches/les petites touches
 Une bordure/un cadre
 Le tableau/la composition
 Le mélange optique

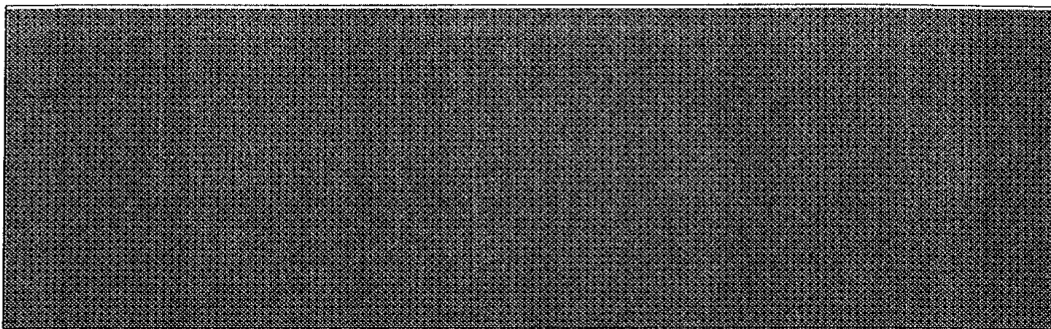
Du papier un crayon un pinceau – fin/moyen/gros une brosse un coton-tige
 de la peinture un filtre des ciseaux de la colle des pastels (crayons à la cire)
 un bûche une palette

Entrez Cherchez
 Levez-vous Prenez
 Asseyez-vous Choisissez
 Ecoutez-moi bien Mettez
 Avez-vous des questions? Trouvez
 Regardez le tableau Collez
 Qui a fini? Coupez
 Qui sait la réponse? Mélangez
 Vite! Indiquez
 Levez la main Utilisez

7.18. Kew Primary CLIL assessment task sample

Year 3 Collaborative Visual Arts and French Assessment Task **Content and Language Integrated Learning Project**

The Year 3s have completed an exciting C.L.I.L. French immersion programme to discover the benefits of a dual focused approach to the teaching of both subject content (in this case the Visual Arts) and the French language. A giant mural of Seurat's painting, 'Sunday Afternoon at La Grande Jatte' was completed and a personal canvas was created. The canvas appears within this Portfolio, as does a photograph of the original painting and the group mural.



Gently write your name in grey-lead, bubble-writing within the box above. Colour the background with a dot/pointillist technique using warm colours. Highlight the name in a contrasting, cool-coloured dot/pointillist technique.

To achieve the effect of *vert* from a distance a dot-technique would use these 2 colours together:

_____ et _____

(en français)

To achieve the effect of *orange* from a distance a dot-technique would use these 2 colours together:

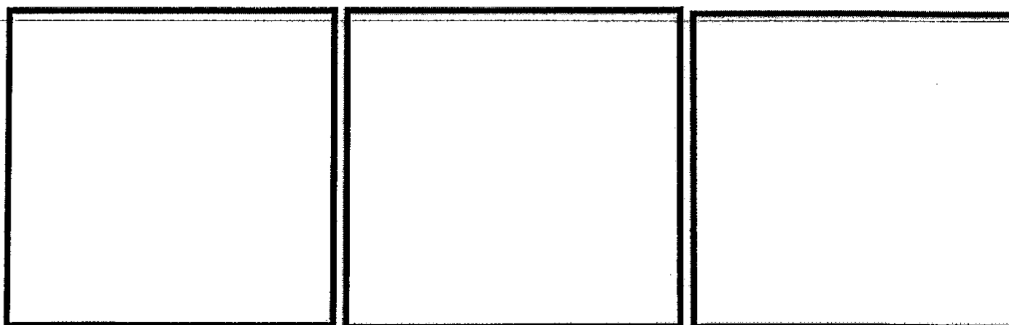
_____ et _____

(en français)

To achieve the effect of *violet* from a distance a dot-technique would use these 2 colours together:

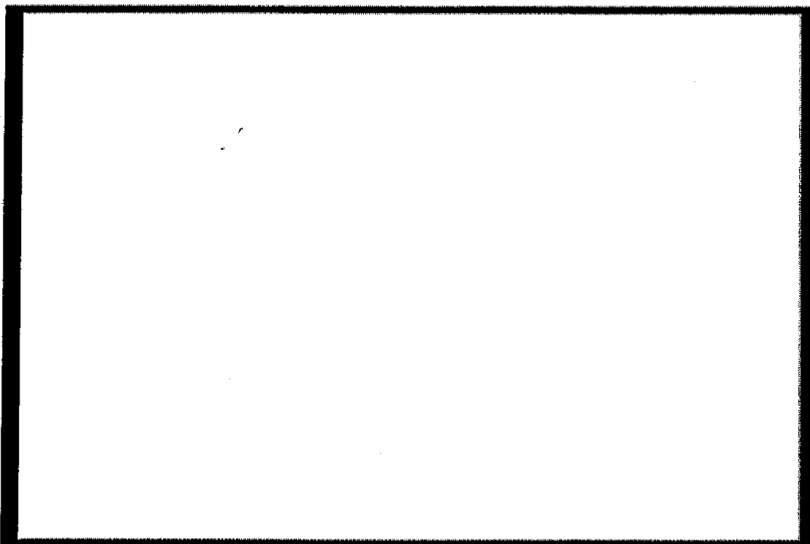
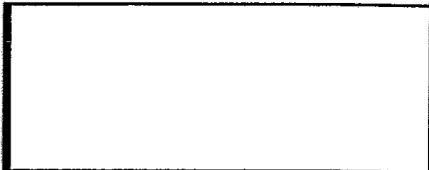
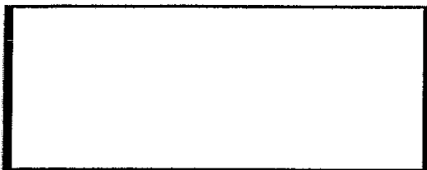
_____ et _____

(en français)



To achieve the effect of *marron/brun* from a distance a dot-technique would use these 3 colours together:
_____ et _____
et _____. (en français)

To achieve the effect of *rose* from a distance a dot-technique would use dots together that were:
_____ et _____
_____. (en français)



Dessine ton animal favori avec la technique pointilliste.

Ma composition montre: _____

J'ai utilisé les couleurs:

Name:

Class:

Content and Language Integrated Learning Assessment Rubric

The Year 3s painted a giant, group mural of Seurat's painting, 'Sunday Afternoon at La Grande Jatte' and a personal canvas. This involved a dual focused approach to the teaching of both subject content (in this case the Visual Arts) and the French language. Their levels of achievement are outlined below:

| | 1. Working below the expected level | 2. Working towards the expected level | 3. Working at the expected level | 4. Working above the expected level |
|---------------------------------|---|--|---|---|
| CREATING AND MAKING | | | | |
| Technical exploration | Failed to adequately explore the paint media, equipment and dot-techniques on offer | Preference was given to familiar painting equipment and/or techniques even though experimentation was encouraged | Explored a range of possibilities offered by the painting media, equipment and/or techniques introduced | Keenly explored the painting media and equipment; eagerly experimented and gained competence with the demonstrated dot-techniques |
| Painting skills | Painting skills are poor and need improvement | Demonstrates a basic level of painting skills | Painting skills are sound at this level | Competent and confident with painting media |
| Presentation | Final work appears rushed, incomplete and unplanned | More care with detail and presentation would have improved the effect of the final product | Effort and care led to satisfactory presentation of the final painting | Extra attention given to detail and presentation lends the work additional impact |
| EXPLORING AND RESPONDING | | | | |
| Responding | 1. Working below the expected level Lacks confidence and refuses to join the discussions | 2. Working towards the expected level Contributes to the discussion when prompted | 3. Working at the expected level Offers information without prompting | 4. Working above the expected level Reflects on what they have learnt; is keen to add personal observations and views |
| Vocabulary Extension | French vocabulary is very limited | Knows French words for a few colours, animals and objects | Some of the main colours, animals and objects are known in French | French vocabulary is extensive at this level; the main colours, animals and objects are known |
| Identification | Unable to identify any of the main elements of the painting/s in French | Can identify a few of the key elements of the painting/s in French | Able to name some of the main elements of the painting/s in French | Eagerly notes most of the key parts of the painting/s in French |
| Responding | Cannot answer any questions about the subject matter in French | Is able to answer a couple of questions accurately when asked about the subject content in French | Shows some success in answering questions about the subject matter in French | Correctly responds to questions posed in French about the subject content |
| Attitude and motivation | Frequently interrupts and often needs to be reminded to concentrate on the task at hand | Could use class time more effectively however good work is achieved once settled | Listens carefully, concentrates well; is keen to attempt most projects | Listens attentively; demonstrates a diligent, positive and enthusiastic approach |

This tick indicates the student's achievement level according to the French Teacher This tick indicates the student's achievement level according to the Visual Arts Teacher

This tick indicates the student's achievement level according to the student



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