The Challenges and Rewards of the CLIL Unit Design Process.

Sharing our story of how we introduced CLIL at Coburg West Primary School to increase the engagement of students' learning of Italian.

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School Context –
# Coburg West Primary School

- **Located in the inner northern suburbs of Melbourne.**
- **Enrolment is approximately 520 students.**
- **The school offers Italian from Prep to Grade 6 in a time allocation of 60 minutes per week over the course of the year.**

What is CLIL?

CLIL is an "umbrella term…(which) encompasses any activity in which a foreign language is used as a tool in the learning of a non-language subject in which both language and subject have a joint role" (Marsh 2002:58 cited in Coyle 2006, p.2)

Coyle, D. (2006) Content and Language Integrated Learning: Motivating Learners and Teachers. Scottish Language Review, 13, 1-18).
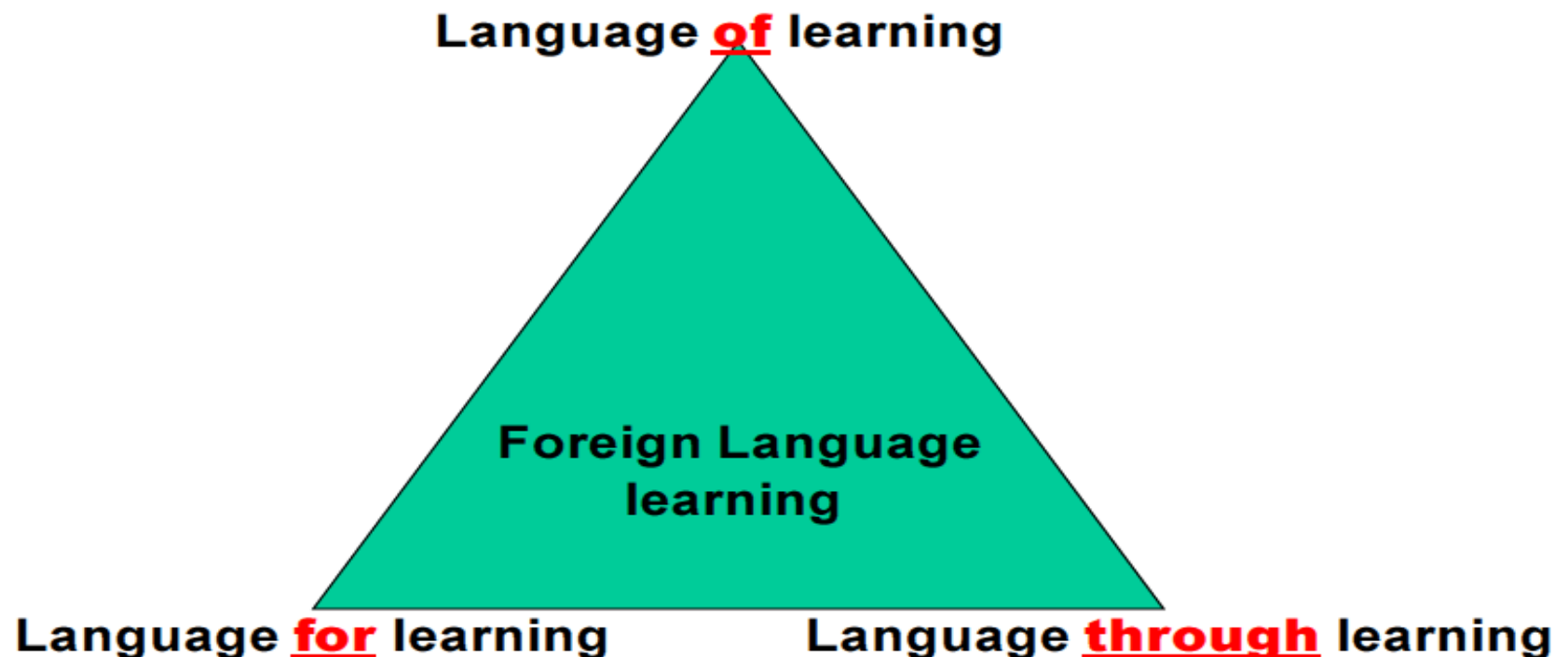
MAIN FEATURES OF CLIL – THE 4 Cs
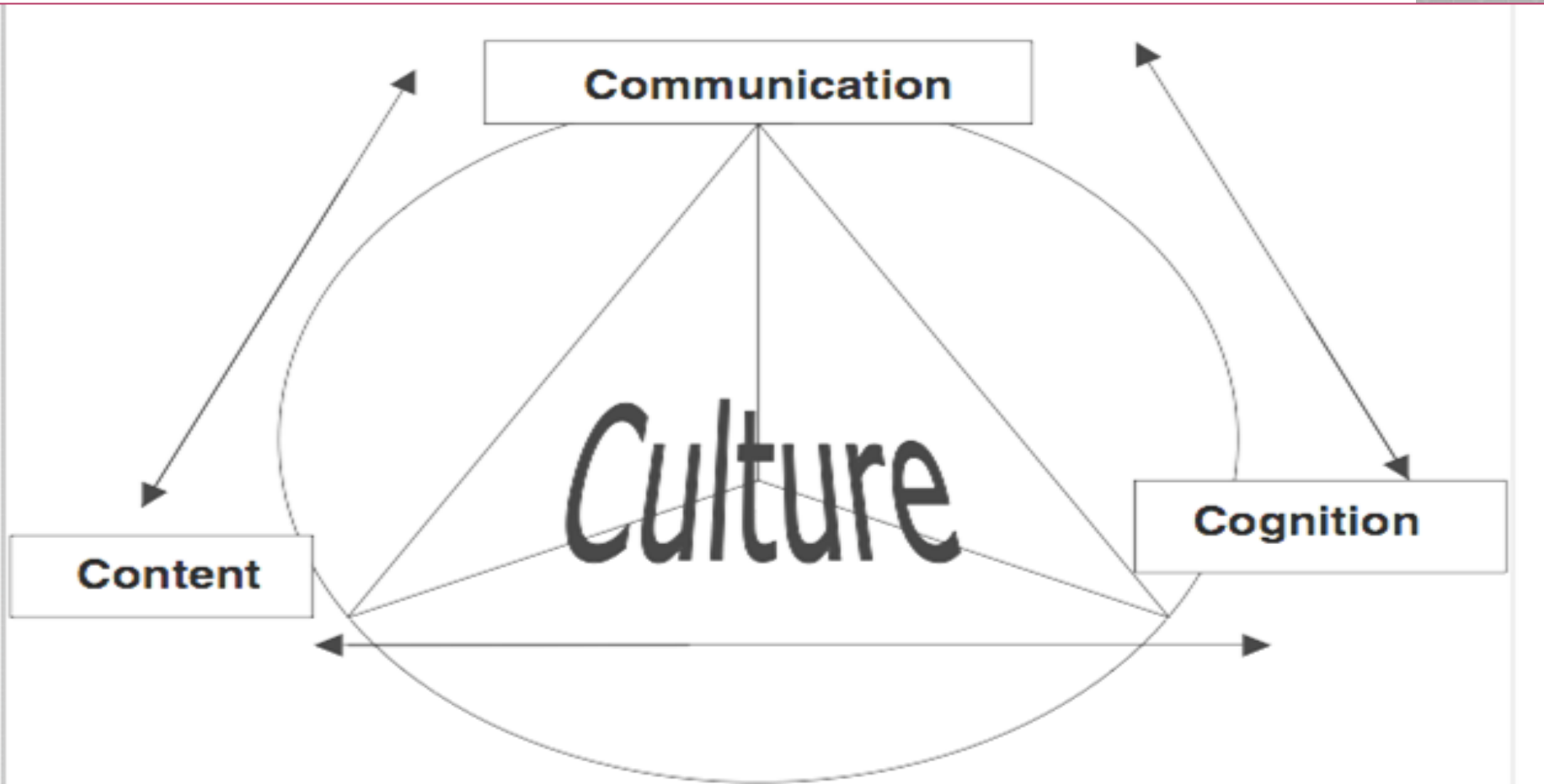
Main Features of CLIL Language Triptych

Reconceptualising Language Learning

Language **of** learning

Foreign Language learning

Language **for** learning   Language **through** learning

The Language Triptych

Coyle, Hood, Marsh, 2010

Why introduce CLIL?

- **The desire to motivate and engage our students in the study of Italian.**
- **To enhance student learning outcomes.**
- **To address the challenge of making language learning relevant and meaningful to our students.**
- **To promote Italian learning throughout the school community as a whole.**
- My initial introduction to CLIL was at a Leading Languages Course in 2014 presented by A/Prof Russell Cross from the University of Melbourne.

Why introduce CLIL?

CLIL makes language relevant. Students are likely to learn more if they are not simply learning language for language's sake but using the target language to learn content.

CLIL also develops learning and thinking skills.

The Challenges

- Time allocation provided by the school for the teaching of Italian (timetabling).

- Developing and locating relevant CLIL resources.

- Gaining the support of school leadership.

- The use of only Italian in the classroom to deliver the entire lesson.

- Addressing learning differentiation of students.

- Finding time to collaborate with colleagues to plan, develop, write and evaluate CLIL units of work.

- Designing rich assessment tasks.

What we decided to do

- to 'start small' as an initial CLIL project by only targeting Grade 3 and 4 with one unit of CLIL.
- to bring on board the school leadership team and generalist classroom teachers to recognise the potential benefits of CLIL and support it.
- to inform parents that we were introducing a CLIL methodology of teaching in Italian and our reasons and expectations for it.

What we decided to do (continued)

- to develop a CLIL Geography/Maths - Italian unit of work at the Grade 3 and 4 level, and evaluate its effectiveness at improving student learning outcomes and engagement.

- to create the potential to extend the CLIL project to other year levels in the school.

What we decided to do (continued).

- to collaborate with another school (Malvern Primary) to share resources and work together on the same CLIL project.

- to use CLIL as a vehicle to raise the profile of the Italian language in the school community (e.g. via newsletters/letters to parents, audio-visual presentations)

- to link student learning outcomes in CLIL units to the Whole School Strategic Plan.

What we aimed to do with the first CLIL Unit

- To provide relevance to student learning; as the unit looked at the features of the students' immediate school environment and their sense of place and space.

- To greater engage students and to enhance their learning as part of their Italian experience.

- To build confidence in the students to use the Italian language in a meaningful context.

- To provide a cultural component; whereby students would observe the reality of an Italian school (e.g. Our Sister School in Milan, Italy) and compare it to their own school environment.

What the unit would include

❖ **The 10 week Grade 3 & 4 level CLIL Geography/Maths - Italian unit of work.**

Content:	Language:
• Observe and identify their environment. • Engage in basic map reading skills. • Understand the use of cardinal points. • Compare features of their school with those of an Italian school.	• Revision of previously learnt language. • Language specific to map reading. • Language related to directions and position. • Language specifically related to classroom instructions.

CLIL MODULE PLANNER

CLIL Language:	**Italian**
CLIL Discipline/ Subject Area:	**Geography/Maths**
MODULE TITLE:	What & Where about the School
YEAR LEVEL:	Year 3
TOTAL NUMBER OF LESSONS:	10 lessons of 45 or 60 mins
PRIOR KNOWLEDGE:	Numbers, colours, 3rd person singular present tense of the verbs *essere* (to be) and *avere* (to have), the use of the negative *non*, basic knowledge of gender and the use of definite articles with nouns.

GOAL/S FOR THE UNIT:

- **CONTENT GOALS:**

By the end of this Unit the students will be able to identify features of their immediate environment, in their classroom, school and school grounds, by observing their environment, collecting information, engaging in field work and basic map reading including the Cardinal Points. The students will be able to identify and position, in relation to the cardinal points, key features of their classroom and other areas of the school. They will compare features of their school with those of an Italian school.

- **LANGUAGE GOALS:**

Students will be able to review and consolidate previous knowledge of: numbers, colours, 3rd person singular present tense of the verbs *essere* (to be) and *avere* (to have); the use of the negative *non*; basic knowledge of gender and the use of definite articles. Answer questions *Dov'e... Dove si trova?*
They will develop vocabulary specifically related to their classroom and their school, such as: nouns related to *l'aula, la scuola, il cortile* including *destra* and *sinistra*; 3rd person singular and plural present tense of the verb *essere*, including *c'e`* (there is) and *ci sono* (there are); adjectives (*grande, piccolo*); adverbs (*qui, li`, vicino a, lontano da, dietro di, accanto a, ecco*) prepositions *(a, in, sotto, sopra, tra)*. They will be able to identify where specific locations are on a map using a simple directions and cardinal points; they will also be able to follow a short list of directions and write their own short list of directions explaining where places are in the school. They will also be able to write some simple observations regarding the differences between an Italian school and their own school.

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

CONTENT:

Students will be able to:
- Identify and name features of their immediate environment, in their classroom, school and school grounds.
- Read and interpret a map of their school and school grounds.
- Use a map to correctly identify a specific feature or place in their school.
- Explain orally or in written form, the position of features of the school in relation to others, using cardinal points.

COGNITION/THINKING SKILLS:

- **Remembering:**
  Students will recall previously learnt language and knowledge to facilitate communication and the acquisition of new vocabulary.
- **Understanding:**
  Students will interpret information on a map of their school and school grounds and demonstrate an understanding of the use of cardinal points.
- **Applying:**
  Students will apply their knowledge to complete a prepared checklist; complete a fill the gap activity; complete a True/False activity; and take part in a variety of simple games.
- **Analyse:**
  Students will compare and contrast features of two schools (their own and an Italian primary school) and organise ideas and information through the use of a Venn diagram;
- **Creating:**
  Students will collaborate with peers to make up a list of directions for their peers to follow.
- **Self Reflection:**
  Students will regularly use a number of strategies, such as 'exit cards' or graphic organisers to reflect on their ongoing learning.

CULTURE/INTERCULTURAL KNOWLEDGE:

Students will:
- Observe the similarities and differences between their own school and an Italian school.
- View authentic representations of the daily school environment of an Italian school.
- Students will observe the similarities in many of the words to describe the school environment English and Italian.

COMMUNICATION:-

Language OF learning:

- **Key vocabulary (specific to the unit):**
    Key vocabulary and expressions related to geography and school environment
Vocabulary specifically related to the classroom and school, such as: nouns related to *l'aula, la scuola, il cortile* including *destra* and *sinistra*; 3rd person singular and plural present tense of the verb *essere*, including *c'e`* (there is) and *ci sono* (there are); adjectives (*grande, piccolo*); adverbs (*qui, li`, vicino a, lontano da, dietro di, accanto a, ecco*) prepositions *(a, in, sotto, sopra, tra)*.
Progression will be from scaffolded language at the beginning of the unit, mainly nouns with images, to more independent use of the language, whereby students begin to use simple sentences including adjectives and adverbs.

- **Recycled and prior knowledge:**
Numbers, colours, 3rd person singular present tense of the verbs *essere* (to be) and *avere* (to have), the use of the negative *non*, basic knowledge of gender and the use of definite articles with nouns. Answer questions *Dov'e... Dove si trova?*

- **Language required to complete oral and written tasks**

Language FOR learning:

- **Instructional language needed to carry out class activities and tasks**
- **Language needed to ask and answer questions**
    - by/from students
    - by/from teacher
- **Language needed to ask for assistance**
- **Language needed to work with others**
- **Language needed to present of findings or answers, or personal work**
- **Language required to complete oral and written tasks**

Language THROUGH learning:

- **New vocabulary that has arisen throughout the unit which been recorded: on charts and displayed in the room, on flashcards to be used with activities as well as in student notebook where appropriate.**
- **Questions that arise throughout the unit**

ASSESSMENT TASKS:

Students will be assessed:

- on their ability to identify where specific locations are on a map using a simple directions and cardinal points;
- on how they interpret a set of directions;
- on the production of a set of directions for a peer to follow both oral and written in the Target Language; and
- on the completion of a worksheet which compares a school in Italy with their own.

RESOURCES:

- Flashcards for known vocabulary such as colours and numbers.
- Flashcards of cardinal points.
- Flashcards of position words (prepositions and adverbs)
- Picture cards and flash cards of school areas.
- Picture cards and flash of basic furniture.
- Large A3 chart of student instructional language.
- Smaller A4 version of student instructional language for their books.
- Large A3 chart of teacher instructional language.
- Dov'e` worksheet.
- Map of the school
- Tutte le Parole! Word list of vocab to support students during the unit.
- List of directions for Treasure hunt activity.
- Set of directions for students to work in pairs with one reading and the partner acting out the directions.(Lesson 5)
- Checklist for addressing similarities and differences in an Italian School.
- Template of teacher checklist – to be used to keep a record of student progress
- Copies of graphic organiser – Venn Diagram

- Copies of exit cards
- Rubric for the Assessment Task
- Templates for student feedback
- Photos, videos and PPt of Italian schools and students

ACTIVITIES IN EACH LESSON

	TEACHER ACTIVITY	LEARNER ACTIVITY
LESSON 1 & 2	- Teacher introduces the instructional and interactional language required to proceed with the unit and introduces the large Instructional Language chart. - Teacher hands out student version of Instructional Language chart (which students will paste into books) and models the language. - Teacher can then use gestures to convey some of the phrases and asks students to read out the correct phrase. - Teacher introduces some of the basic classroom components and furniture to assist in the next step of 'placing' them in the classroom. This is done with the use of flashcards and labels for the different components. Teacher holds up a picture and then asks students if this is a....... *E` una porta?* - Teacher introduces the vocabulary of directions: sinistra/destra and asks students to point to that area of the classroom.	- Students repeat words and phrases and observe visuals linked to phrases presented. - Students read through the sheet to identify the instructions modelled. - Students identify and read aloud the correct phrase or conversely they act out the phrase. - Students repeat words and phrases modelled by the teacher. - Students respond with Si' or No when asked about a specific component - Students repeat the words and follow teacher instructions and either point or move towards that area of the classroom.
	- Teacher introduces cardinal points and relates these to the classroom. - Teacher introduces the question *Dove e`...?* and asks students to respond verbally using the cardinal points and physically pointing these out.  - Teacher hands out *Dov'e`* worksheet and asks students to complete with the correct Cardinal Point. - Teacher asks the group, and the individual students, to give their answers to the *Dov'e`* worksheet. **STUDENT SELF REFLECTION: Use of exit cards**	- Students repeat the words and move to that area of the classroom. - Students respond to questions posed using *E`a + cardinal point* and can also point in the direction.  - Students complete *Dov'e`* worksheet. This could be completed in pairs. - Students respond orally by reading from their worksheet. -Students complete exit cards.

LEARNING OUTCOMES: (related to AUSVELS and/or Australian Curriculum)

AS RELATED TO THE AUSTRALIAN CURRICULUM – GEOGRAPHY Year 3:

Observing and Questioning
  Students will:
  - Pose questions about place, space or environment and make some predictions about their answer.

Planning, collecting and evaluating
  Students will:
  - Use appropriate materials, geographical tools or equipment to collect data or observations, using formal measurements and digital and spatial technologies as appropriate.

Processing, analysing, interpreting and concluding
  Students will:

  - Sort information and data and look for relationships or patterns, using maps and spatial technologies as appropriate.

AS RELATED TO THE AUSTRALIAN CURRICULUM – MATHEMATICS Year 3:

Measurement and Geometry- Location and transformation
  Students will:
  - Create and interpret simple grid maps to show position and pathways

AS RELATED TO AUSVELS LEVEL 3 PHASES OF LEARNING – LANGUAGES

Communicating in the Language:
  Students will be able to:
- Write simple sentences based on modelled examples
- Listen to short simple texts and demonstrate understanding
- Understand new words introduced into familiar written texts, predicting from clues
- Use basic structures in response to simple questions
- Use substitution strategies to generate changed meaning
- Construct questions themselves using information from the answers they receive in structured situations

Intercultural knowledge and language awareness:
  Students will:
- Use key features of the language such grammatical gender and answer basic questions using '*dove*'.
- Compare and contrast like events in cultures which use different language.

REFLECTION/SELF-EVALUATION:

To be completed by individual teachers at the end of the unit. It is envisaged that teachers would keep a reflective journal during the course of the unit.

There should also be an opportunity for students to reflect on their learning on a regular basis by the use of exit cards and written self-reflections, as well as to give their opinions on the unit.

IMPLEMENTING THE CLIL UNIT

Week 1 - Introduction of the CLIL Geography/Maths Italian unit.

This included language warm up activities and revision of known vocabulary and prior knowledge.

The main focus of this week was an immediate content approach, whereby the students are introduced to a map of the school and the language associated with it.

Weeks 2 – 9 - Teaching the CLIL Geography/Maths Italian unit.

Initially, the focus here was on the classroom 'space' and then moved to the school environment; this introduced the cardinal points and basic map reading using a legend. The final focus was a comparison of their own school with an Italian school which formed the major part of the cultural component of the unit.

IMPLEMENTING THE CLIL UNIT (cont)

Week 10 - Finishing off the CLIL Geography/Maths Italian unit

This lesson was a final assessment of student learning, with regard to content and student self-reflection.

This also included the survey of student attitudes. This data was included in the overall evaluation of the project.

HOW WE WENT ABOUT TEACHING THE UNIT.

- Pre-test.
- Very thorough planning made lessons easier to deliver.
- Clear learning intentions/ goals and success criteria for each lesson.
- Constant reference to visuals/posters in classroom.
- Constant revision of vocabulary at start of each lesson throughout the unit.
- Constant feedback to students very valuable.
- Variety of delivery.
- Use of revision games to reinforce vocabulary
- Ongoing assessment through use of checklists, exit cards, rubrics, observation and feedback.
- Reflective tasks.
- Post-test.

CLIL Lesson in action

CLIL STUDENT INTERVIEWS

The CLIL Classroom

1? 12? 33?
Quanti?
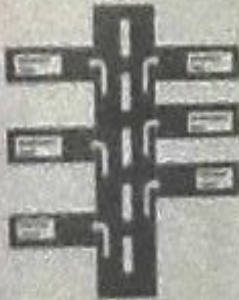**6? 8? 25?**

All'incrocio

Esci

All'angolo

Scendi

Prendi la prima/la seconda/la terza strada

Vai avanti fino a...

Ascolta! / Ascoltate!
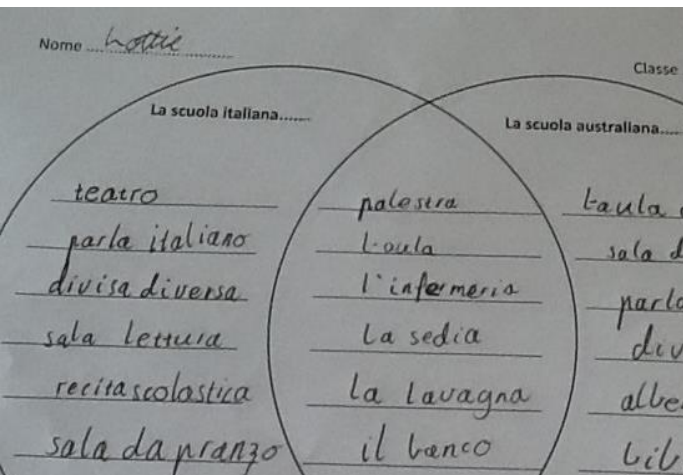
Scrivi! / Scrivete!

Rispondi / Rispon...

Quando?

Chi?

Cosa?

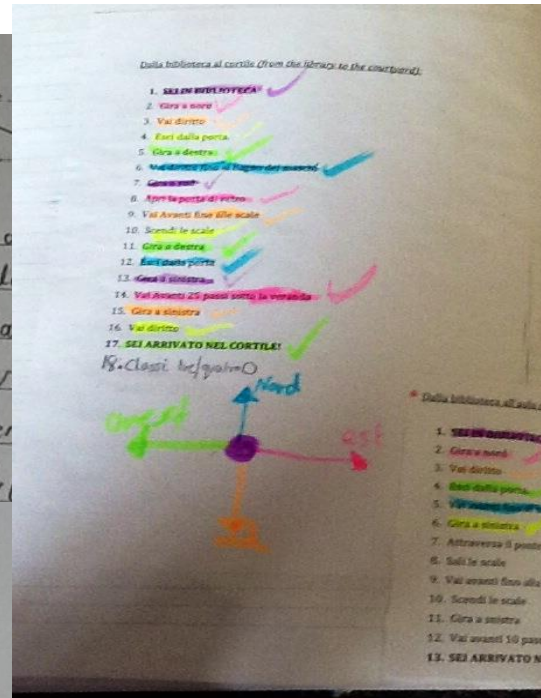# Visual display for unit on FORCES (CLIL Science/Italian)
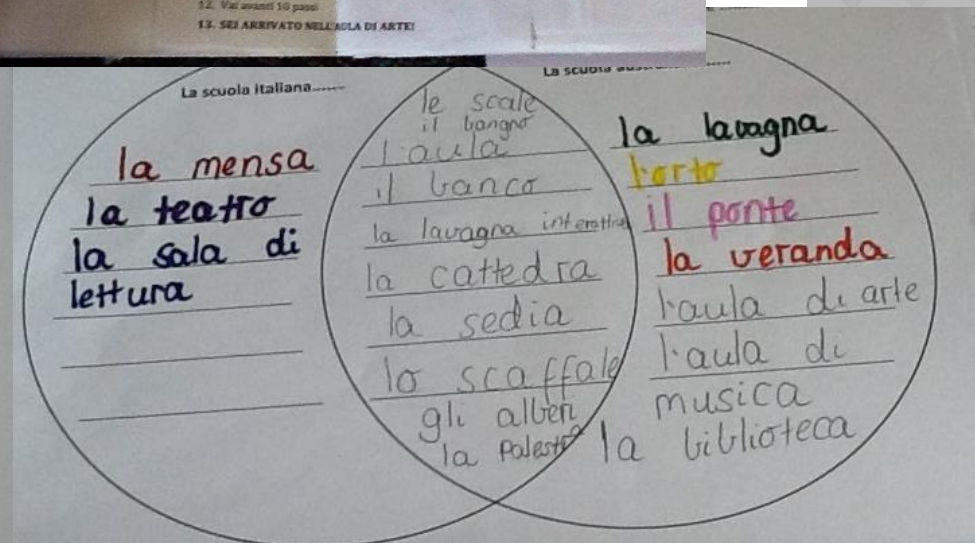
EXAMPLES OF STUDENT WORK

TERM 4: EVALUATION AND CONCLUSIONS.

Collection, collation and analysis of unit data including:
- o Pre and post testing of student knowledge.
- o Student assessment and feedback: - rubric outlining success criteria, checklists, oral and written responses to worksheets and tasks, student attitude survey, student/peer reflection activities, oral interviews (filmed), the filming of classes in action and anecdotal evidence.
- o Student surveys
- o CLIL teacher data – reflective journal, viewing of classroom videos, anecdotal evidence.
- o Leadership and generalist teacher feedback - any other anecdotal evidence.
- o Anecdotal evidence from parents.

- **This data was extremely useful to inform us as to the success of the unit.**

WHAT DID WE LEARN FROM THE CLIL PILOT PROJECT?

CLIL works:

- Data showed that students experienced success.

- Data showed that CLIL engaged students.

- Works within the context of a primary school.

- Can be done in a lesson of 60 min per week

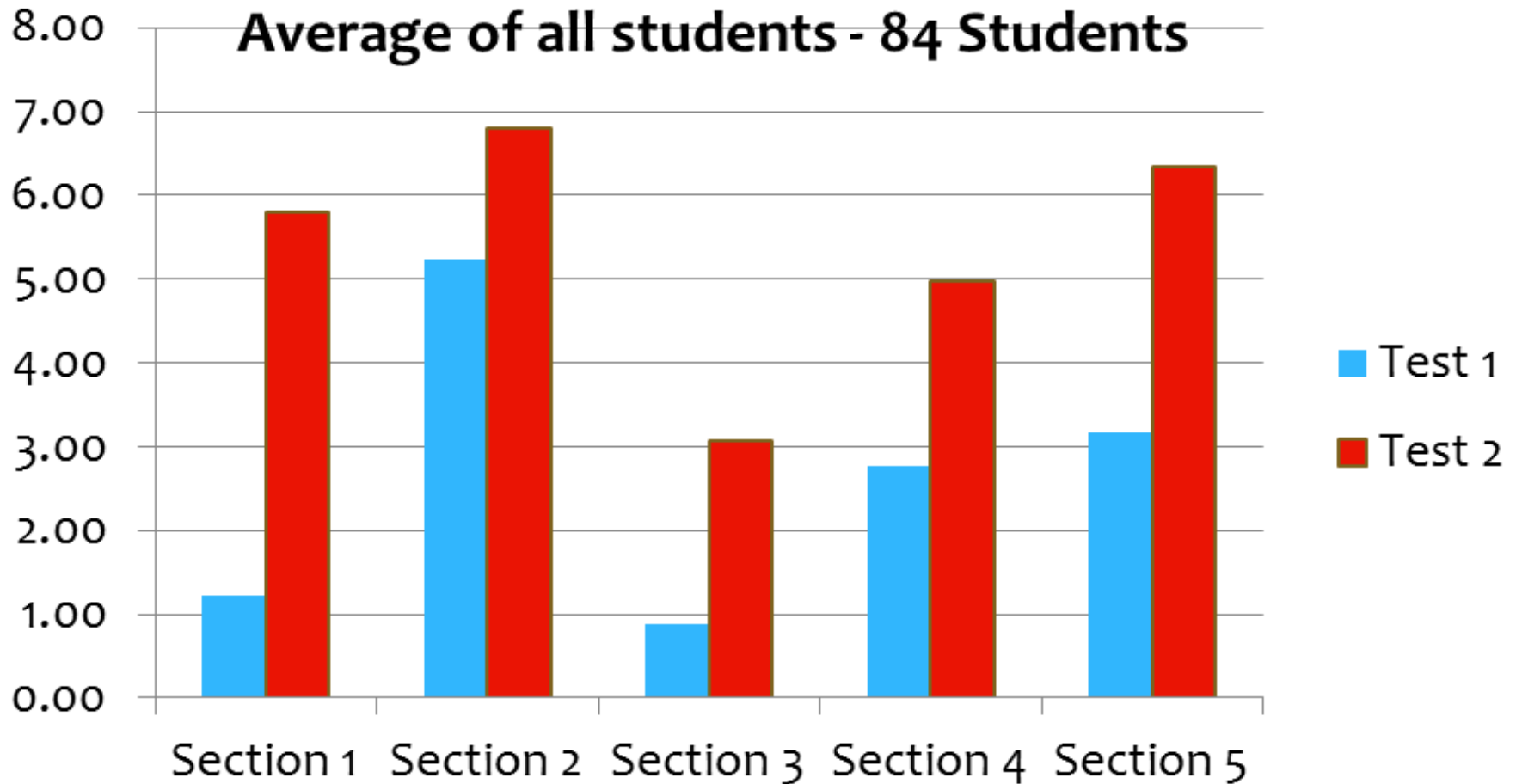# WHAT DID WE LEARN FROM THE CLIL PILOT PROJECT?

CLIL works:

- **CLIL learning spaces *can* be set up and resources *can* be created in the school.**

- **Students were able to work collaboratively in small groups.**

- **Students who find the study of Italian challenging were more motivated and enthusiastic about participating in CLIL lessons.**

# GR 3 AND 4 RESULTS FROM FIRST CLIL PILOT PROJECT

1. Write the names of the Cardinal Points at the tip of the appropriate arrow:

2. Answer the questions with True or False.

a) The legend on a map is the story about the map...............

b) Distances on a map are measured only in Kilometres..........

c) By following directions on a map I can go from one point to another..........

d) There are ten Cardinal Points.........

e) A map is always in colour..........

f) To go North you must go up.........

g) Cardinal points help us to find our way on a map..........

h) Italian children attend school from Monday to Saturday..........

i) Italian schools go from 8am till 1pm..........

j) In Italian schools the students only sit at tables and chairs..........

3. Answer the following questions:

a) What can you see on the North wall of the Italian room?

....

b) What can you see on the South wall of the Italian room?

....

c) What can you see on the East wall of the Italian room?

....

d) What can you see on the West wall of the Italian room?

....

4. Draw the path according to the following directions:

Start from the bottom right
Go to the North 3 steps
Go to the West 2 steps
Go to the North West 4 steps
Go to the South West 2 steps
Go to the North 4 steps
Go to the North East 1 step
Go to the West 3 steps
You have arrived!

4. Give directions according to the path:

End

Start

Some of our data. Pre-test and post test comparisons

Student Survey:

Question 1
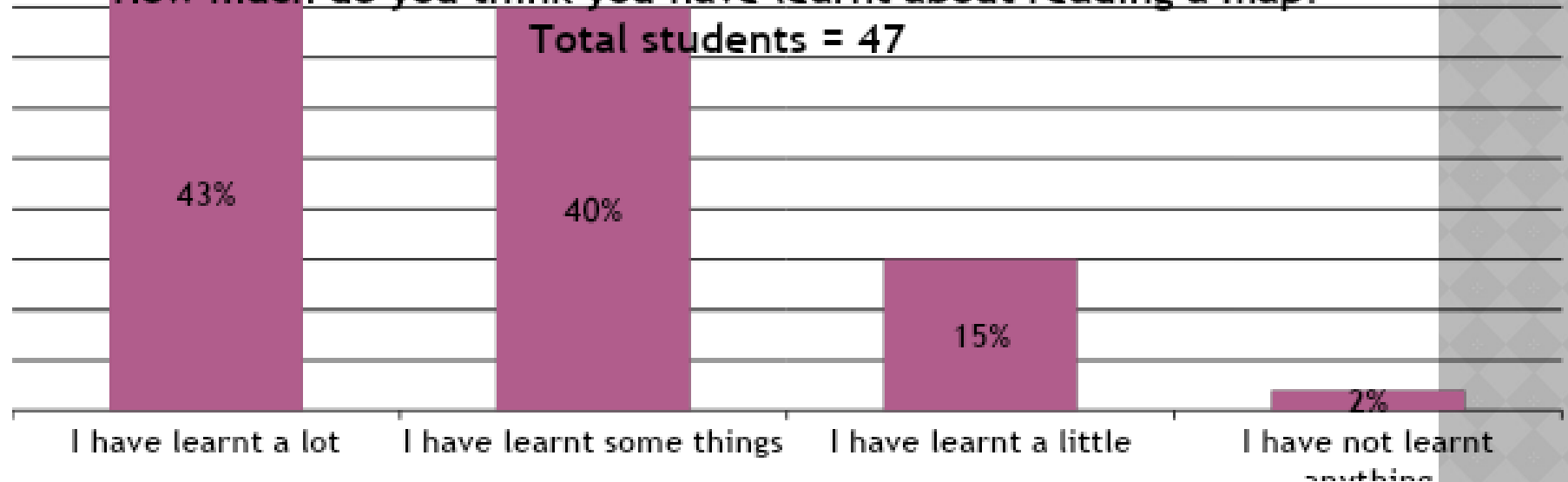How easy has it been for you to understand the Italian?   Total students = 47

Very easy	Easy	Sometimes hard	Very hard
6%	43%	47%	4%
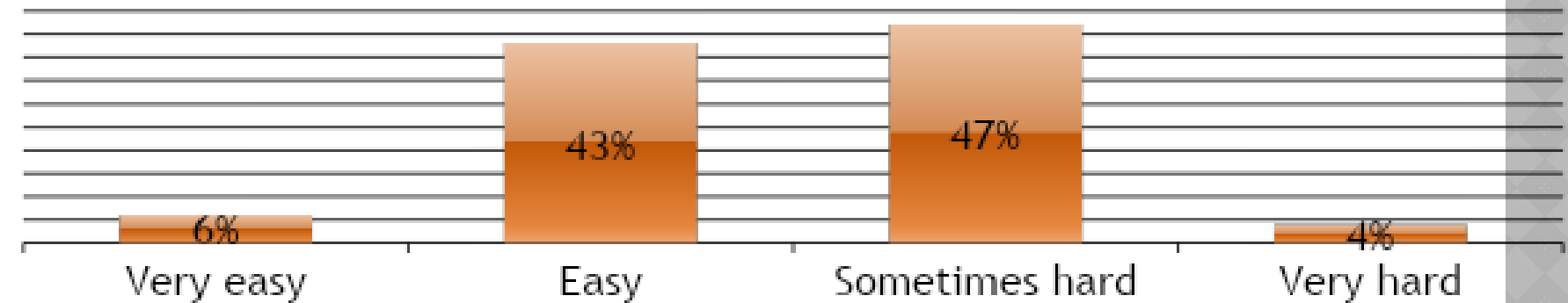
Question 2
How did the pictures and charts help you understand the lessons?

Very helpful	Helpful	Sometimes helpful	Not Helpful
34%	55%	11%	
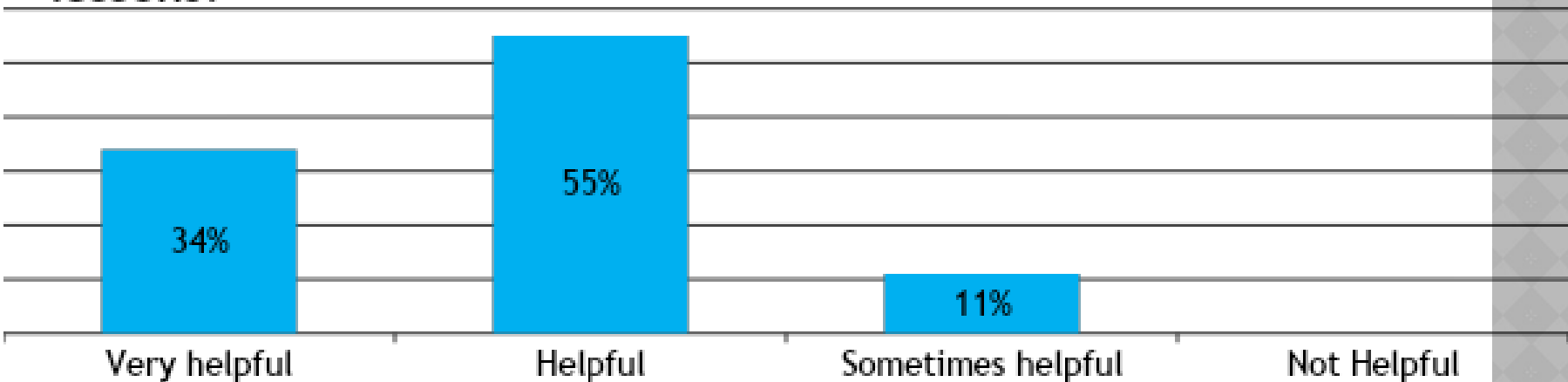
Question 3
How much do you think you have learnt about reading a map?
Total students = 47

43% — I have learnt a lot
40% — I have learnt some things
15% — I have learnt a little
2% — I have not learnt anything

Question 4
How did you enjoy the lessons?
Total students = 47

23% — I enjoyed them a lot
38% — I enjoyed them
38% — I enjoyed them sometimes
I did not enjoy them
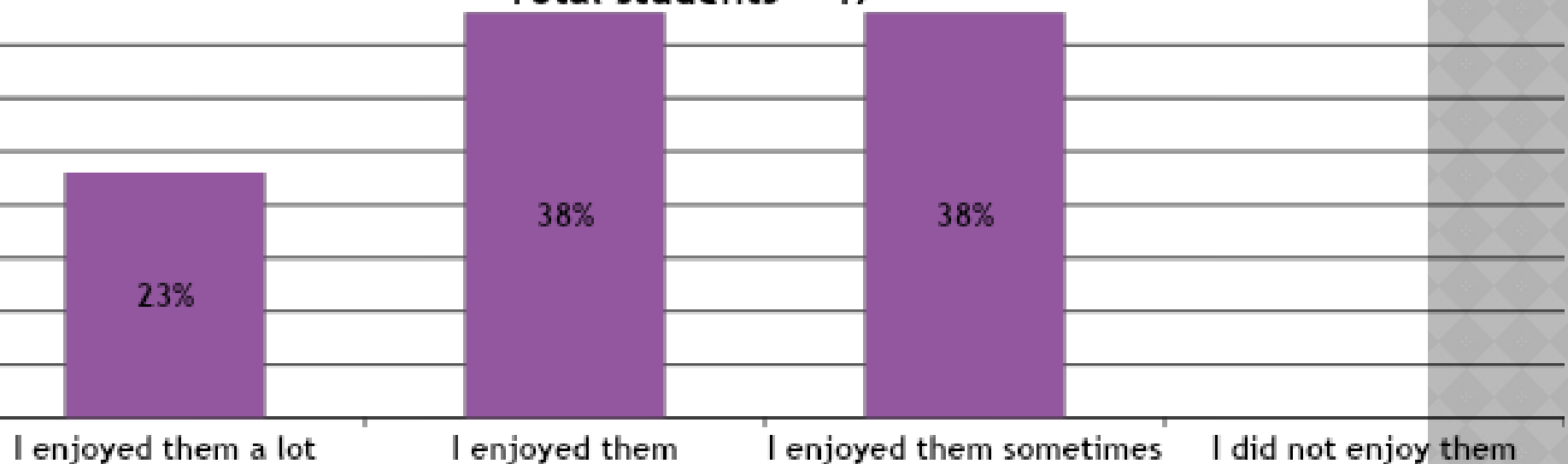
Question 5
How many new Italian words have you learnt?
Total students = 47

I have learnt a lot — 43%
I have learnt some things — 47%
I have learnt a little — 11%
I have not learnt anything
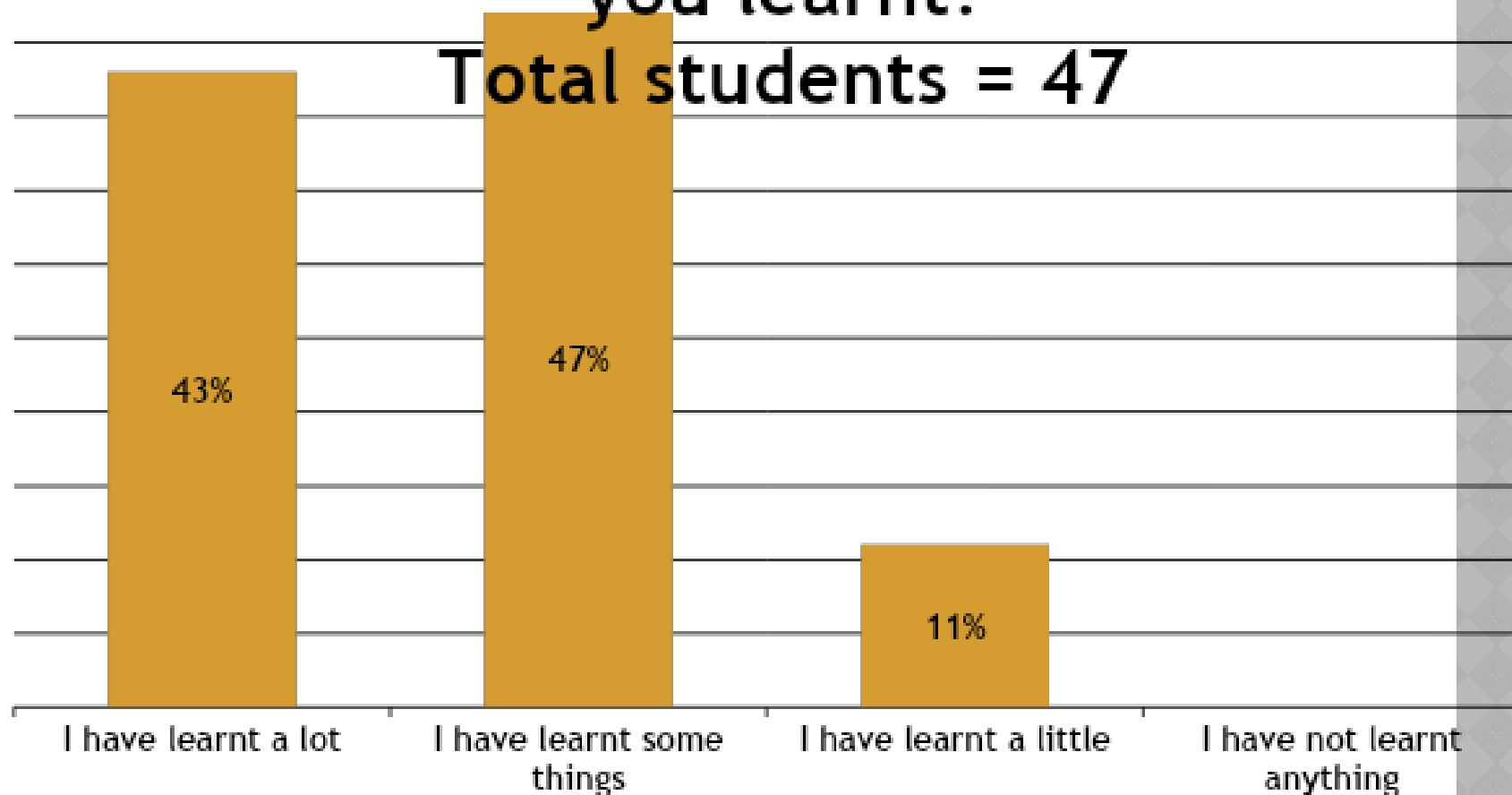
PHASE 2: INTRODUCTION OF CLIL UNITS ACROSS ALL YEAR LEVELS IN THE SCHOOL.

Foundation Levels: CLIL Science: Living and Non-Living Things.

Grade 1 and 2: CLIL Science: Australian Animals and their Habitats.

Grade 1 and 2: CLIL Mathematics: Time.

Grade 1 and 2: CLIL Science: Life Cycle of the Butterfly (starting 2021).

PHASE 2: INTRODUCTION OF CLIL UNITS ACROSS ALL YEAR LEVELS IN THE SCHOOL.

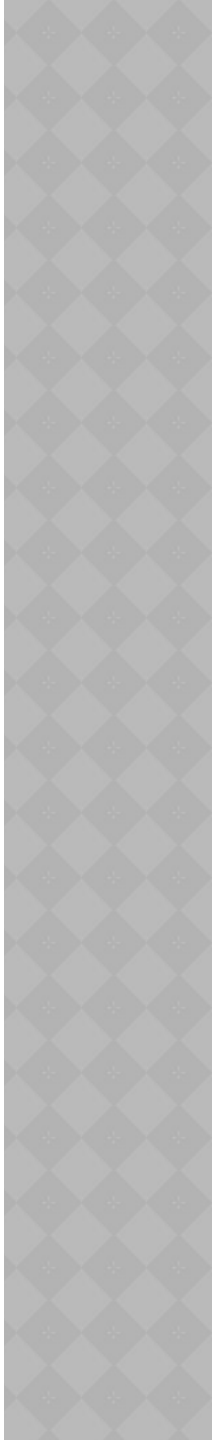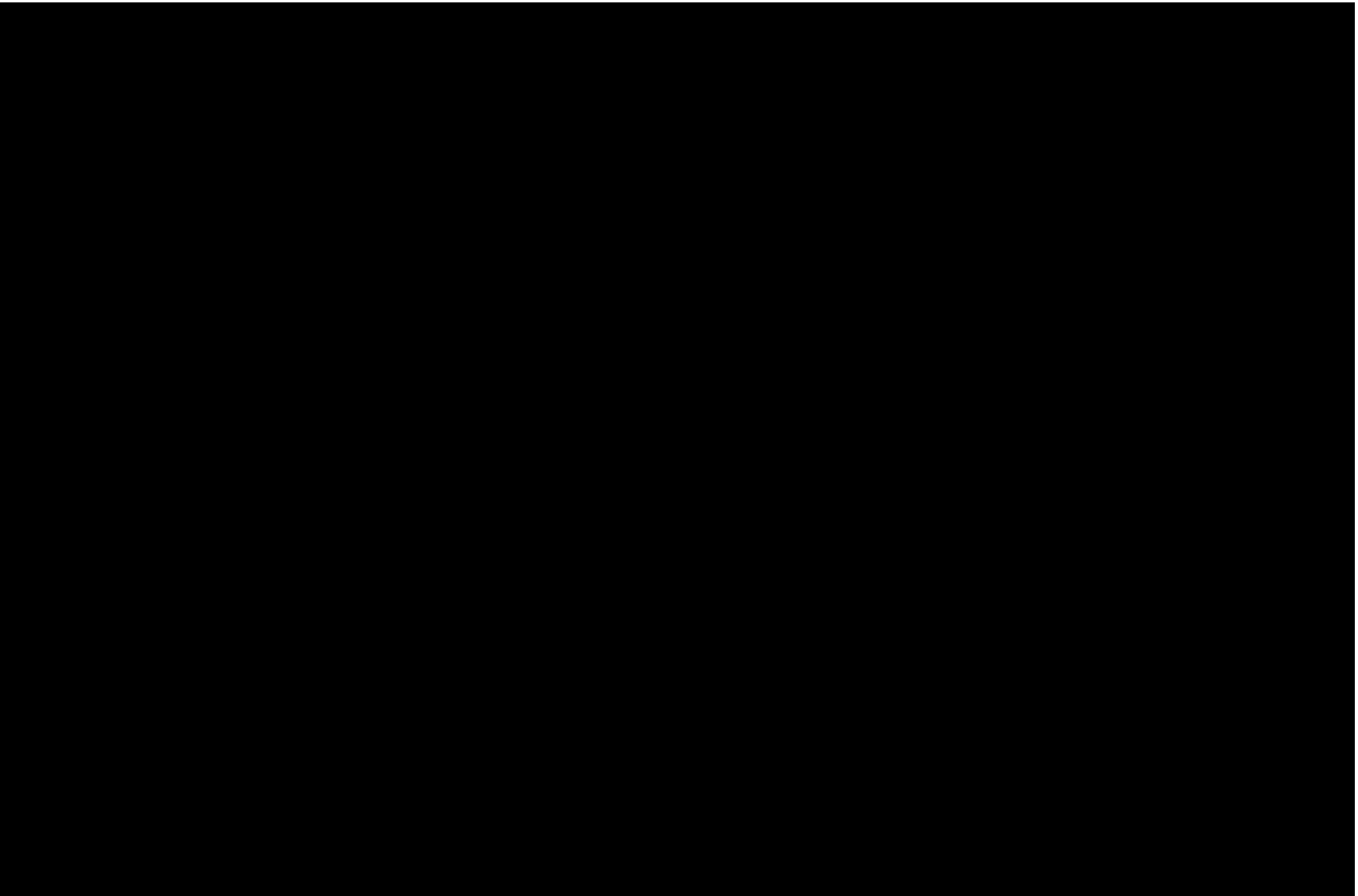**Grade 3 and 4**: CLIL Geography/Mathematics (map reading skills and directions).

Grade 3 and 4 : CLIL Science: Physical Forces-Push and Pull.

Grade 3 and 4: CLIL Science: The Life Cycle of Plants.

Grade 3 and 4: CLIL Science: The Water Cycle.

Grade 5 and 6: CLIL Science: The Solar System.

Grade 5 and 6 Student Interviews

Conclusion:
The Rewards/Benefits of CLIL

- CLIL is manageable for teachers and students.

- CLIL is a different and innovative approach that works.

- CLIL promotes more active student participation and engagement (supported by evidence driven data).

- CLIL enhances student learning outcomes.

- CLIL addresses the crowded curriculum in the school.

- CLIL promotes second language learning in the school.

- CLIL supports the mainstream national curriculum.

- CLIL encourages greater collaboration between language teachers and generalist teachers.

- CLIL makes second language teaching more rewarding and stimulating for both teacher and student.