How to design a CLIL course?

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Outline

1. Brief introduction of example unit in comparative linguistics
2. Overview of Bloom's taxonomy
3. CEFR descriptors
4. Example lessons in a unit
5. Conclusion

1. Example unit: English and Japanese Passives

Objectives:

Part I: To gain thorough understanding of the English passive

Part II: To become more aware of crosslinguistic similarities and differences between English and Japanese passives

Part III: To apply the knowledge acquired to spoken/written production

2. Bloom's taxonomy

4 types of knowledge

A. Factual knowledge

B. Conceptual knowledge

C. Procedural knowledge

D. Meta-cognitive knowledge

6 types of cognitive processes

1. Remember

2. Understand

3. Apply

4. Analyze

5. Evaluate

6. Create

Knowledge: Factual and conceptual knowledge

A. Factual knowledge

 "The basic elements students must know to be acquainted with a discipline or solve problems in it."

- Knowledge of terminology
- Knowledge of specific details and elements

B. Conceptual knowledge

"The interrelationships among the basic elements within a larger structure that enable them to function together."

- Knowledge of classifications and categories
- Knowledge of principles and generalizations
- Knowledge of theories, models, and structures

(Anderson et al, 2014: 29)

Cognitive processes: Understand and analyze

1.Understand

"Construct meaning from instructional messages, including oral, written, and graphic communication."

- Interpreting
- Exemplifying
- Classifying
- Summarizing
- Inferring
- Comparing
- Explaining

2. Analyze

"Break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose."

- Differentiating
- Organizing
- Attributing

(Anderson et al, 2014: 31)

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1. Example unit: English and Japanese Passives

Objectives:

Part I: To gain thorough understanding of the English passive

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       and differences between English and Japanese passives

Part III: To apply the knowledge acquired to spoken/written
       production

The Taxonomy Table

The knowledge dimension	The cognitive dimension					
	Remember	Understand	Apply	Analyze	Evaluation	Create
Factual knowledge		Part I	Part III			
Conceptual Knowledge			Part III	Part II		
Procedural knowledge						
Meta-cognitive knowledge						

(Anderson, L. W. et al., 2014: p.28)

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3. CEFR descriptors

CEFR/CV descriptors are used for

(1) To set up concrete learning outcomes

(2) To plan and design language activities & scaffolding tasks

(3) To select appropriate reading materials

Illustrative descriptors adapted in the example unit

Mediation activities

➢ Processing text + Explaining data in speech and in writing

➢ Collaborating to construct meaning

Mediation strategies

Strategies to explain a new concept & Strategies to simplify a text

➢ Linking to previous knowledge

➢ Streaming a text

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CEFR descriptors used in Part I

(1) To set up concrete learning outcomes

Processing text in writing at B1 (COE 2018: 112)

Can **summarise** in writing (in language A) <u>the information and arguments contained in texts (in language B) on subjects of general or personal interest.</u>

↓ Adapted

Can **paraphrase** <u>the explanation on English passive written in English</u>.

(2) To plan and design language activities & scaffolding tasks

Activities: Paraphrasing a text & Collaborating to construct meaning

Scaffolding: Vocabulary & Comprehension questions

(3) To select/create appropriate reading materials and supplementary materials.

Reading for information and arguments at B1 (COE 2018: 63)

Can understand **straightforward, factual text on subject relating to his/her interests or studies.**

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4.1 Part I

Objective: To gain through understanding of the English passive

Language activities: Processing a text

Task 1: Read and "voice" by Quirk et al. (1978) and explain the active-passive relation in English.

Task 2: Discuss the active-passive relation in English in a group.

Task 3: Paraphrase "voice" by Quirk et al. (1978).

Task 4: Read texts paraphrased by other members of a group and make comments on them.

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Reading material

Voice

Voice is a grammatical category which makes it possible to view the action of a sentence in two ways, without change in the facts reported:

  (a) The butler murdered the detective

  (b) The detective was murdered by the butler

Sentence (a) is in the active voice, and sentence (b) in the passive voice.

  The active-passive relation involves two grammatical levels: the verb phrase and the clause. In the verb phrase, the difference between the two voice categories is that the passive adds a form of the auxiliary BE and the past participle (the *–ed* form) of the main verb.

  At the clause level, passivation involves rearrangement of two clause elements and one addition. (a) The active subject becomes the passive agent, (b) the active object becomes the passive subject, and (c) the preposition *by* is introduced before the agent. The prepositional agent phrase of passive sentences is an optional sentence element. (161 words) (Quirk, Greenbaum, Leech & Svartvik 1978: 801)

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Scaffolding (Pre-reading task: Vocabulary)

- verb: intransitive verb, transitive verb, ditransitive verb
- passivized verb (=*ed*-form → past participle)
- passivization
- auxiliary verb: be
- preposition, prepositional
- voice: active, passive
- passive agent
- agent phrase
- grammatical role: subject, object

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Scaffolding (To facilitate understanding)

Comprehension questions

1. What is voice?

2. What voice is (a) sentence?

3. What voice is (b) sentence?

4. What is the subject of (a) sentence?

5. What is the object of the verb, *murdered* in (a) sentence?

6. What is the subject of (b) sentence?

7. What does the subject of (b) sentence correspond to in (a) sentence?

8. What does the subject of (a) sentence correspond to in (b) sentence?

A sample paraphrase

Voice is a grammatical category which describes an event from two different perspectives; active and passive. The subject of the active sentence optionally appears as an agentive phrase following a preposition *by* and the object of an active verb appears as the subject in the passive sentence.

4.2 Part II

Objective: To become more aware of crosslinguistic similarities and differences between English and Japanese passives

Language activities: Explaining data, Collaborating to construct meaning, Processing a text

Mediation strategies: Linking to previous knowledge & Streaming a text

CEFR/CV descriptors are used for

(1) To set up concrete tasks (& learning outcomes->assessment)

(2) To plan and design language activities & scaffolding

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Tasks in Part II

Task 1: Observe Japanese sentences in (1) through (4) and describe morphological and syntactic features of Japanese passives.

Task 2: Present your description to the members of your group and discuss it with them.

Task 3: Present morphological, syntactic and semantic features of Japanese passives.

Task 4: Read and discuss descriptions written by the other members of your group and produce one final explanation of Japanese passives collaboratively.

Task 5: Read Tsujimura (2014: 266-72) and summarize it, and then compare it with the final explanation written by your group members.

Task 6: Compare and contrast English and Japanese passives and summarize similarities and differences.

CEFR descriptors adapted for Task 1 through 4

Task 1: Explaining data in speech

Task 2: Collaborating to construct meaning

Task 3: Explaining data in writing

Task 4: Collaborating to construct meaning

CEFR descriptors

Task 1: Explaining data in speech (COE 2018:109)

B1+: Can **interpret and describe** (in Language B) **detailed information** <u>in diagrams in his/her fields of interest</u> (with text in Language A), even though lexical gaps may cause hesitation or imprecise formulation.

Task 2 &4: Collaborating to construct meaning (COE 2018:119)

B2: Can present his/her ideas in a group and pose questions that invite reactions from other group member perspectives.

Task 3: Explaining data in writing (COE 2018:110)

B1+: Can interpret and present in writing (in Language B) **the overall trends** shown in simple diagrams (e.g. graphs, bar charts) (with text in Language A), explaining the important points in more detail, given the help of a dictionary or other reference materials.

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Vocabulary

morphology, morphological

syntax, syntactic

suffix, passive suffix

case particle

 accusative

 nominative

 dative

postposition (↔ preposition)

adversative

adversely

language-specific (↔ universal)

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Data (1)

(1)a. John-ga kodomo-o   but-ta

   NOM child-*ACC* *hit-PAST*

 "John hit a child."

 b. kodomo-ga John-ni but-are-ta

    NOM   *by hit-PASS-PAST*

 "Bill was hit by John."

 c. Mary-ga kodomo-o John-ni but-are-ta

   NOM *ACC* *by hit-PASS-PAST*

 "Mary was adversely affected by John's hitting (her) child."

Data (2)

(2) a. John-ga konpyuta -o kowashi-ta

        NOM   ACC break-PAST

   "John broke a computer."

   b. konpyuta-ga John-ni kowas-are-ta

          NOM   by break-PASS-PAST

   "The computer was broken by John."

   c. Mary-ga John-ni konpyuta-o kowas-are-ta

      NOM   by   ACC break-PASS-PAST

   "Mary had her computer broken by John."

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Key points for Task 1 & 2

✓ Observe sentences in (1) and (2), in particular the following aspects: verb forms, grammatical roles (subject and object), and agentive phrases.

✓ Based on the above observation and the reading in Part I, classify sentences in (1) and (2) into the active and passive voice.

✓ Compare (b) and (c) sentences in (1) and (2), and then discuss similarities and differences, concerning the following aspects: verb forms, grammatical roles (subject and object), agentive phrases and semantic differences.

✓ What do the subjects of (c) sentences in (1) and (2) correspond to in their active counterparts?

✓ What kind of semantic connotation do these subject have?

✓ Are the same semantic connotation carried by the subject of (b) sentences in (1) and (2)?

✓ Discuss how many types of Japanese passives there are and describe properties of each type and semantic differences.

Data (3) & (4)

(3)a. Mary-ga pet-ni shin-are-ta
      NOM by die-PASS-PAST
  "Mary was adversely affected by her pet's death."

  b. Pet-ga shin-da
    pet-NOM die-PAST
  "The pet died."

(4)a. Mary-ga aka-chan-ni nak-are-ta
      NOM baby-by cry-PASS-PAST
  "Mary was adversely affected by the baby's crying."

  b. Aka-chan-ga nai-ta
  baby-dear-NOM   cry-PAST
  "The baby cried."

Key points for Task 1 & 2

✓ Are verbs in (3) and (4) transitive or intransitive verbs?

✓ What differences are there in (a) examples and (b) examples in (3) and (4)?

✓ What are similarities and differences between examples in (3.a) and (4.a) on one hand and passive examples in (1) and (2) on the other? When discussing them, make sure to refer to verb forms, grammatical role alternations and semantic similarities and differences.

✓ Which type of passives you classified in task 1 do (3.a) and (4.a) belong to?

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CEFR/CV descriptors used for Task 5

Read Tsujimura (2014: 266-72) and summarize it, and then compare it with the final explanation of Japanese passives in Task 4.

Key points adapted from "Strategies to simplify a text" descriptor

➤ Identify and mark (e.g. underline, highlight etc.) the essential morphological and syntactic features of Japanese passives.

➤ Refer back to Quirk et al (1978) (Link to the knowledge acquired)

Task 6

Compare and contrast English and Japanese passives and summarize similarities and differences.

	Direct passive	Indirect passive
English		
Japanese		

4.3 Part III

Objective: To apply the knowledge acquired to spoken and written production

Task 1: Grammatical judgement

Task 2: Translation

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Task 1: Grammatical judgement task

Discuss grammaticality of the following sentences and identify ungrammatical sentences in a group and state reasons why they are ungrammatical.

(1) The speech was delivered to the audience.

(2) John was criticized the lack of his contribution to the group work.

(3) Bill's wallet was stolen by someone.

(4) Mary was cried by a baby.

(5) The thief was arrested by a police last night.

(6) Bill was died by his pet.

(7) Mary was stepped on her foot in a train.

Task 1: Answer

Evaluate your judgement and consider the reasons why you made misjudgment(s).

(1)　The speech was delivered to the audience.

(2) *John was criticized the lack of his contribution to the group work.

(3)　Bill's wallet was stolen by someone.

(4) *Mary was cried by a baby.

(5)　The thief was arrested by a police last night.

(6) *Bill was died by his pet.

(7) *Mary was stepped on her foot in a train.

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Task 2: Creating

Translate the following Japanese sentences most properly and compare them in a group.

(1) 被害者はナイフで胸を刺されていた
(2) 前触れもなく友達にアパートに来られた
(3) 根も葉もないうわさを流された
(4) 遅刻したことを先生に叱られた
(5) 目の前でドアを閉められた
(6) 太郎は自転車を盗まれた

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Conclusion

➤ Objectives of a course

   Bloom's taxonomy

➤ Concrete learning outcomes

   CEFR/CV illustrative descriptors

➤ Activities, tasks, scaffolding

   CEFR/CV illustrative descriptors

➤ Assessment

   Concrete learning outcomes→Rubrics

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Thank you for your interest in my presentation and
for your kind attention!

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