A CLIL-based pre-service Teacher Training at YCU

The J-CLIL Workshop, Waseda University

15 July 2017
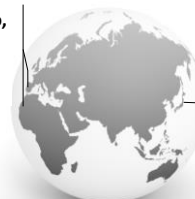
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The CLIL Research project

• 2013-2014 Tokai University Research Support Grant
• 2014-2017 JSPS Young Researcher (B)

Professor Maria Murillo, Complutense Universidad Madrid, Spain

Keiko Tsuchiya, Yokohama City University, Japan

➡ Language policies and lecturers/students' perceptions of CLIL in Spain and Japan (Tsuchiya & Pérez Murillo, 2015)

➡ An implementation of CLIL at YCU

➡ CLIL teacher educators in Spain

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Discussion 1

Are you a teacher, a future teacher or a teacher educator?

If you are a teacher, do you implement CLIL in your class?

If you are a future teacher or a teacher educator, your English Language Teaching class is based on CLIL?

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Yokohama City and YCU

• Yokohama City
  • Population: 3.7 million
  • Foreign Population: 90,000 (2.3%)

http://www.city.yokohama.lg.jp

• Yokohama City University (YCU)
  • Public University in Yokohama
  • Two departments:
    Medical School
    International College of Arts and Sciences
  • Pre-service teacher-training course
  • In-service training for public school teachers

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The English Language Teaching module

	Lectures	Activities
1	Introduction	
2	Theories in Second Language Acquisition (1)	Lecture
3	Theories in Second Language Acquisition (2)	Lecture
4	Language Teaching Methods (1)	Activity
5	Language Teaching Methods (2)	Activity
6	Language Teaching Methods (3)	Activity
7	History of English Language Teaching	Lecture
8	Library Seminar for Essay Writing	Lecture
9	Four skills: How to teach Reading and Writing	Lecture
10	Four skills: How to teach Listening and Speaking	Lecture
11	Teaching and Testing	Activity
12	Technology in Language Teaching	Activity
13	Material Development	Activity
14	Presentation (1)	Evaluation
15	Presentation (2)	Evaluation

Discussion 2

What is the 4C framework in CLIL?

What are:

      language *of* learning,

      language *for* learning, and

        language *through* learning?
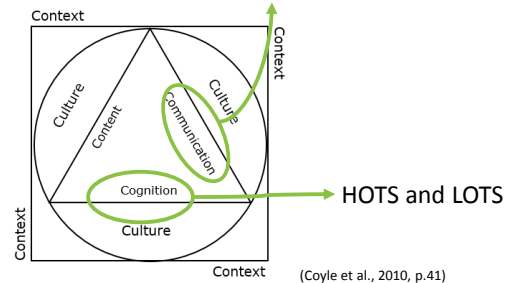
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The 4C Framework

Language *of* learning: **Vocabulary,** Grammar
Language *for* learning: Asking, Answering, Dis/agree
Language *through* learning: **Discussion, Presentation Skills**

(Coyle et al., 2010, p.60-63)

HOTS and LOTS

(Coyle et al., 2010, p.41)

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Cognition: From LOTS and HOTS

LOTS (Low Order Thinking Skills)	HOTS (High Order Thinking Skills)
Remembering	Analysing
Understanding	Evaluating
Applying	Creating

(Coyle, Hood & Marsh, 2010, p. 31)

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Classroom tasks

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Pair work

Task 1

What is language ability? Write three elements of language ability and compare your answers with your partners.

Your answer   Partner's answer
-                •
-                •
-                •

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Group work: Things I know about…

(A) Linguistic Competence
- Linguistic competence is concerned with knowledge of the language itself, its form and meaning.
- Linguistic competence involves a knowledge of spelling, pronunciation, vocabulary, word formation, grammatical structure, sentence structure and linguistic semantics.

(Hedge, 2000, pp.46–47)

(B) Pragmatic Competence
- Pragmatic competence is generally considered to involve two kinds of ability. In part it means knowing how to use language in order to achieve certain communicative goals or intentions.
- The sociolinguistic component of pragmatic competence enables a speaker to be 'contextually appropriate'.

(Hedge, 2000, pp.48–50)

(C) Discourse Competence
- Consider the following example.
 Teacher: What did the hurricane do?
 Student: It uprooted hundreds of trees.
 Student uses a reference item, 'It', as a cohesive device to relate the answer to the question.
- Learners need to acquire other aspects of competence I conversational use of language: how to perform the turns in discourse, how to maintain the conversation, and how to develop the topic.

(Hedge, 2000, pp.50-52)
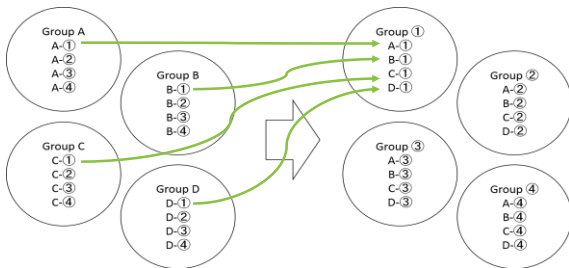
(D) Strategic Competence
- Canal and Swain define *strategic competence* as 'how to cope in an authentic communicative situation and how to keep the communicative channel open' (1980: 25).
- These strategies come into play when learners are unable to express what they want to say because they lack the resources to do so successfully. They compensate for this either by changing their original intention or by searching for other means of expression.

(Hedge, 2000, pp.52-53)

(Adapted from: Deller & Price, 2007; Bos, 2013)

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Group work: Things I know about…

Group A
A-① A-② A-③ A-④

Group B
B-① B-② B-③ B-④

Group C
C-① C-② C-③ C-④

Group D
D-① D-② D-③ D-④

Group ①
A-① B-① C-① D-①

Group ②
A-② B-② C-② D-②

Group ③
A-③ B-③ C-③ D-③

Group ④
A-④ B-④ C-④ D-④

(Adapted from: Deller & Price, 2007;Bos, 2013)

Group work: Analysing tests

Test types and testing methods

Test Types
(A) Proficiency test: measures learner's language ability
(B) Achievement test: directly relates to language courses
(C) Diagnostic test: identifies learner's strength and weakness
(D) Placement test: places students at the appropriate levels

Testing methods
(E) Direct testing: requires candidates to perform precisely the skill
(F) Indirect testing: measures the abilities that underlie the skills
(G) Discrete testing: focuses on one item
(H) Integrative testing: combines many elements to complete a task
(I) Norm-referenced testing: relates to one candidate's performance to others
(J) Criterion -referenced testing: to learn about what s/he can actually do

	Test Type	Direct/Indirect	Discrete/Integrative	Norm-referenced/ Criterion-referenced
TEST A				
TEST B				
TEST C				
TEST D				
TEST E				
TEST F				
TEST G				

(Adapted from: Bentley, 2010;Bos, 2013)

Assessment: Essay Writing

Portfolio of Materials
· General instruction:
- 1000 word essay in English
- Include at least 1 theory/definition
- Include at least 3 teaching materials in appendices
- Include at least 3 references

· Requirements:
- A brief description of the target learners, i.e. the first language of the students, their age, their level, their learning aims.
- An introduction to each of the materials contained in your appendices. Explain your rationale for selecting or designing of the materials referring theories of SLA and teaching methods that you focus on.

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Microteaching

- PRO-VISION I, Lesson3 "A Story of Dark and Light"
- Topic Introduction
  → Word Association Game
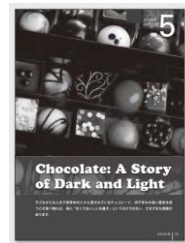
Group Presentation: Material Development

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Cognition: From LOTS and HOTS

LOTS (Low Order Thinking Skills)	HOTS (High Order Thinking Skills)
Remembering	Analysing
Understanding	Evaluating
Applying	Creating

Home work	Classroom Tasks	Essay & Presentation

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Discussion 3

Do you know about CLIL in other countries?

If your answer is *yes*, please tell us about what you know about the CLIL practice in the country.

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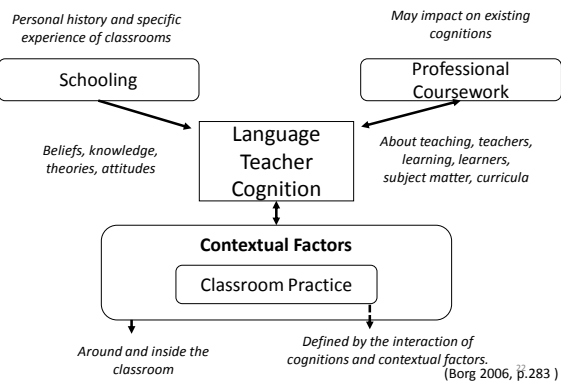## CLIL teacher educators in Spain

http://www.city.yokohama.lg.jp

Research Questions

• How do the CLIL educators in the contexts perceive the implementations of CLIL?

➡ Semi-structured interviews with five CLIL lecturers at universities in Madrid (Spain) and Kanto (Japan)
➡ A thematic analysis with NVivo (QSR, 2014) (Guest, MacQueen & Namey, 2012)
➡ *Language Teacher Cognition* (Borg 2006)

➡ CLIL teacher educators in Spain

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Language Teacher Cognition

Personal history and specific experience of classrooms

May impact on existing cognitions

Schooling

Professional Coursework

Beliefs, knowledge, theories, attitudes

Language Teacher Cognition

About teaching, teachers, learning, learners, subject matter, curricula

Contextual Factors

Classroom Practice

Around and inside the classroom

Defined by the interaction of cognitions and contextual factors.

(Borg 2006, p.283)

Interview Questions

1. Could you explain about you **CLIL course** briefly?
2. When did you start the programme? What is **your motivation** to do the CLIL course?
3. About **your students**: How old and what nationalities? What is their English level/proficiency?
4. About **teachers**: Are they subject teachers or language teachers? Do teachers have opportunities to attend teacher training especially to implement CLIL?
5. About **assessments**: How do you assess students' achievement in the course?
6. What do you think about the course in general? Are there any **difficulties or problems**?

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CLIL Courses in Spain

	Jose English Education	Elsa Arts Education
Course	SLA and teaching methodology	Arts Education
Teacher	Subject teacher 5-6 teachers	Subject teacher 1 teacher (herself)
Student	60 UG students in Primary/Secondary Education, local/Erasmos students	30 UG students In Primary Education, local/Erasmos students
Requirement	Bilingual students: B2	Bilingual students: B2
Assessment	Written exam	Portfolio
CLIL Training	Seminars	Seminars

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Elsa's art education class
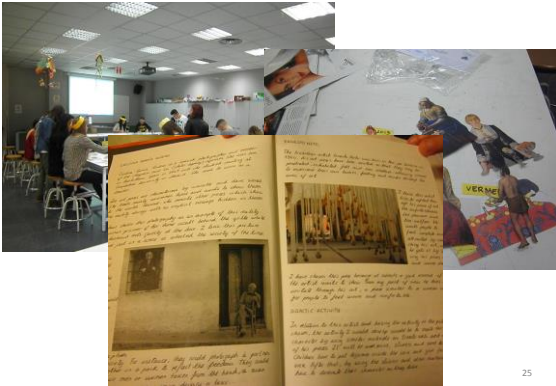
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Discussion 4

What do you think are advantages and disadvantages of teaching CLIL pedagogy through CLIL?

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Interviews: Jose

Expected Outcome – Cognitive Skills:

I think CLIL is problematic of course, I think the advantages and the benefits the advantages that CLIL can bring into your classes are outnumber the difficulties or problems of CLIL because it's not just a matter it's not just a new= a new method or even a new technique some people may call it to teach a language, er it changes everything. it also helps students think in a different= different way because since they have more contents to work with, they have to negotiate new ways of er presenting= you have to negotiate new ways of presenting knowledge, you have to give them some strategies or some techniques.

➡ **Classroom Practice**

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Interviews: Jose

Context - Previous Teaching Experiences:

I will try to explain my my view to this course er in the mornings I work at a bilingual secondary school and that= that's something that erm motivates and guides my practices in university.[...] I also know the situation of bilingual primary schools quite well too. so erm thinking of what er our= our primary students are doing at the moment, what er= what they are also required to do at school, I try to <$G?> for for for= my teacher students' needs at the moment.[...] having put everything all this together, er my previous knowledge and experiences, expertise as a teacher trainer. That is what I am doing with the students nowadays.

➡ **Institutional factor – personal experience**

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Interviews: Elsa

Difficulties- Lack of CLIL Training:

I'm not sure that if I'm making the the= good things but er for me it's the only way to try to make a mix between my methodology and CLIL methodology because I don't have a lot of information I don't have a lot of time to work in CLIL methodology.

Expected Outcome – Teachers' English Proficiency:

For me yes I think yes yes and I think that's a great opportunity I think I have to do it.[...] At university I think it's necessary and the thing is really good and it's= it's necessary because for example my= in my research er I read I have to use English every every day when I collaborate with other researching in Canada or Sweden we need to ot speak and teach in English.
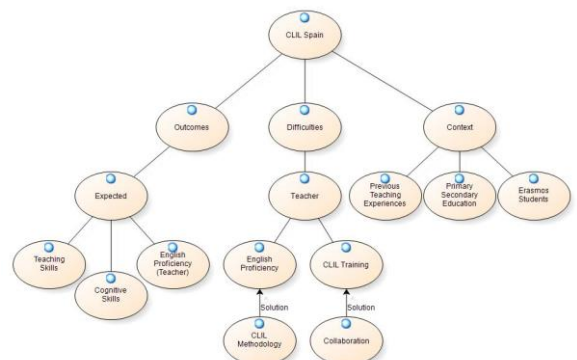
Context- Primary/Secondary Education:

He [her son] is learning in bilingual er school and I really think that he is learning he is enjoying and it is a good way.

➡ **Institutional factor – personal experience**

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Lecturers perceptions of CLIL - Spain

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Summary

CLIL teacher educators in Spain

The advantages of CLIL the two Spanish lecturers described are enhancing students' content knowledge and cognitive skills. They also relate their own teaching and personal experiences to their CLIL implementation.

(Tsuchiya, 2016)

➡ Further research with a larger data set is necessary.

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Thank you.

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