Content & Language Integrated Learning (CLIL): Principals and Best Practice Program Report

by
Institute of Continuing & TESOL Education
The University of Queensland

for
Universidade Federal de Viçosa

14 – 25 July 2014
Background and Program Development
The Institute of Continuing & TESOL Education at The University of Queensland (ICTE-UQ) was pleased to deliver the inaugural Content & Language Integrated Learning (CLIL): Principles and Best Practice program to faculty at the Universidade Federal de Viçosa (UFV) in July 2014.

Following the visit to UQ by a delegation from UFV including Prof. Nilda Soares, Prof. Eduardo Mizubuti and Prof. Simone Guimarães on 17-18 April 2013 and subsequent signing of an MOU between the two institutions, the program was negotiated by Mr Phillip Fredericks, Deputy Director, ICTE-UQ and Dr Valdimir Oliveira Di Iorio, Director, Office of International Affairs, UFV and finalised during a visit to UFV by Mr Fredericks on 5 June 2014.

Program Objectives
The objectives of the program were to provide an in-service professional development program for UFV faculty to enhance their abilities to conduct tertiary level education in English, a second language for both the teachers/professors and learners/students. The CLIL: Principles and Best Practice program provided participants with opportunities to enhance their abilities to deliver academic curricula in English. Outcomes for participants included:

- Enhanced English language proficiency
- Strategies for motivating and engaging learners with curriculum content
- An awareness of the linguistic challenges learners face understanding content in a foreign language
- Teaching ideas for assisting learners with the linguistic and communication demands of their subject
- An understanding of the principles and best practice methods underpinning the CLIL approach
- Strategies for developing learners' cognitive and learning skills in relation to their subject area
- Lesson planning ideas and tasks and activities to engage as well as support learners studying in a CLIL environment.

Program Design and Content
The design and content of the program delivered from 14 – 25 July 2014 was based on the principles of CLIL, and included sessions related to methodology for delivering subjects in English. This inaugural program was delivered by Ms Melika Stannard, Teacher Trainer, ICTE-UQ. The program was designed to meet the particular needs of the program participants, their teaching situations and the challenges they face in delivering their content in English.

The first week of the program was devoted to establishing the foundation of the program, in particular, the need to focus on the three main areas of teaching and learning underpinning the CLIL approach, namely content, language and learning skills. The program refers to these three themes as the “pillars” supporting the approach, and participants explored each of the topics discretely and in some depth. Challenges learners face are highlighted in these sessions and participants experience a range of support strategies teachers can employ to assist their learners with accessing content and with reducing their learning challenges.

In the second week of the program, participants consolidated and extended their knowledge and understanding of CLIL. They were introduced to many practical activities for ‘Making CLIL
Work’. Participants explored different learning styles which impact on students’ performance as well as a range of learning skills, general classroom support tools and strategies they can use in the classroom. Participants also demonstrated their understanding of CLIL principles through a practical project in which they apply ideas from the program to their own teaching material.

UFV participants selected teaching material and adapted this material for use with their learners by incorporating strategies and techniques introduced on the program. The participants presented their projects and shared their ideas with each other on the last day of the program. The program presented the participants with new teaching methodologies and practical teaching ideas which they realized could also be transferred and used for delivering classes in Portuguese.

The program timetable is included in this report as Attachment A.

Venue and Support
The classroom facilities and equipment provided by UFV were modern and appropriate for the program being delivered. The staff at the Office of International Affairs were extremely hospitable and helpful to the ICTE-UQ Teacher Trainer. They gave their full support for the program which helped ensure the successful delivery. This support included:

- Accommodation at the Vivant Suites, Viçosa, just outside the university campus. This enabled the teacher trainer to walk to and from the teaching venue and to other facilities needed during the two week stay such as the bank, post office and supermarket.
- A classroom with computer, data projector, whiteboard and eraser
- Facilities for printing program materials
- Assistance with photocopying program materials
- Morning tea each day for program participants

The UFV Office of International Affairs, in particular the Director, Dr Vladimir Oliveira Di Iorio, provided excellent support prior to and throughout the program planning and delivery. This support was very much appreciated and ICTE-UQ would like to extend its genuine thanks to the UFV staff for their leadership and support of the program and the practical day-to-day assistance they provided throughout the entire collaboration; it contributed significantly to the smooth running of the program.

Course Participants
The participants on this program consisted of 18 faculty from a range of faculties including Computer Science, Biochemistry, Plant Pathology, Mathematics, Biology, Physics, Food Science, Soil Fertility, Agribusiness and Animal Breeding.

One participant attended well, but did not present his project and did not receive a certificate. This participant did not complete an end-of-course evaluation. During the second week of the course, up to eight other academics who had heard about the course during its first week, asked if they could join late. While this was not practical for the first week, they were invited to join the three “Making CLIL Work” sessions during the second week.

The level of English among course participants was generally quite solid being Intermediate to Advanced in level. In general, the participants seemed to possess a level of confidence in English sufficient enough to adopt CLIL methodologies into their teaching practice.
The range of teaching experience within the group was extensive with most professors having taught at UFV for more than 10 years. Several of the participants had studied and/or worked in universities in English speaking countries for extended periods of time. For example, some had studied in the UK, Canada or the USA for periods of up to three or four years for PhD studies. Not surprisingly, these participants tended to be the ones with the greatest fluency and confidence to interact in English.

The participants all began the program with a clear and accurate understanding of what to expect. That seemed to be partially due to the promotion of the course by the Office of International Affairs at UFV. It is worth noting that ICTE-UQ understands that participants had nominated themselves for the course and were not under any contractual obligation to take part in the course, nor to adopt a CLIL approach to their teaching. Having said that, many mentioned that because most teaching texts at post-graduate level are in English, they feel forced into using English as the medium of instruction and welcomed a methodology course that could facilitate teaching through English.

**Delivery**

This course was delivered over ten days with classes running from 8:00am to 11:15am each day with a 15-minute morning tea break. Attendance was consistent and absences were always explained prior to the day of absence. On those occasions, materials were saved and passed on the next day. During the first week, many participants had some invigilating or marking commitments as it was the final exam week of semester, which meant there were absences on occasions; however, by and large, the candidates were focused and hard-working. They bonded well as a group and commented several times on the fact that they appreciated the opportunity to meet and liaise with colleagues from both their own and different faculties. They saw the course as an excellent professional development opportunity and greatly appreciated the chance to participate.

During the course of delivery, it became apparent that there was great interest in the Academic Word List and the impact it has had on EAP teaching and learning. In response to that, the Teacher Trainer presented a session to inform participants about the AWL and then demonstrated how tools and activities which are freely available on the internet can be incorporated into CLIL methodology.

The Teacher Trainer also introduced participants to the few online resources and blogs maintained by the global CLIL community. These includes the bi-annual *CLIL Magazine* (a publication from the Netherlands) and blog, and other sites which are less useful to tertiary teachers but contain interesting insights nonetheless.

**Course Outcomes and Evaluation**

The Project Presentations and End of Course Feedback both support the fact that the participants had a very positive and memorable learning experience on this course. This course provided these faculty with an opportunity to further their knowledge of teaching methodology, to build up a collection of possible activities which they could use in their classes and to further their own knowledge of the English language in general, and classroom language in particular. In completing the Project, they also had the opportunity to prepare a lesson for their students in their area of teaching using the CLIL Approach, and to receive feedback from their tutor and their peers on this. All the projects demonstrated that these course participants had gained a very clear understanding of the CLIL Approach and how they can use it in their
teaching. For the less confident members of this group, the presentations of projects was a significant achievement which was acknowledged by their peers.

The End of Course Feedback was very positive. Of the 17 End of Course Evaluations completed, all indicated that they would recommend the program to their colleagues. Since the completion of the course, two participants have used the group-email to share their CLIL lesson plans for the new semester. A collation of the ratings and comments from the mid-course and end of program evaluations is included in this report as Attachment B.

Recommendations for Future Programs
While the program was very successful, the following suggestions may be worthy of discussion and consideration.

1. The allocated time for presentation of Projects on the final day of the course was insufficient for participants to share the ideas for their chosen text within a comfortable time frame. A time limit of 7 minutes was set for each presentation, but this was invariably surpassed, especially in cases where participants had clearly invested a great deal of time into how they will present their ‘CLILed’ texts. The majority of the group remained together well after the finishing time of 11:15am so that all projects were presented to an audience. Perhaps a poster format for presentation of ideas would be less time consuming. Alternatively, an extra hour on the final day could be allowed for presentations.

2. As an inaugural program to UFV, this CLIL course was well-received. Many participants reported that although the course was a suitable length, they would like further training in CLIL after trialling some strategies over the coming semesters. The Director of the Office of International Affairs expressed interest in a follow-up CLIL program for graduates of CLIL Part One, to consolidate, further develop and extend concepts and teaching skills introduced in the first program. In addition, it would also allow participants to network with academics from different faculties and share their experiences to date, using English as the medium of instruction as well as providing further opportunities for improving their own English language skills for teaching purposes.

Summary
ICTE-UQ was pleased to work with Universidade Federal de Viçosa to deliver the Content & Language Integrated Learning program. Overall, the feedback from participants and ICTE-UQ Teacher Trainer indicate that the program was very successful. ICTE-UQ would like to thank all of the UFV staff involved in the program for their support and program management received during the development and delivery of the program.

We look forward to continuing our collaboration with UFV and are committed to providing innovative programs tailored to the linguistic and educational needs of UFV. We would welcome any feedback on the program or recommendations for future programs.

C M Bundesen AM  
Director, Institute of Continuing & TESOL Education  
The University of Queensland  
11 September 2014
## Attachment A: Program Timetable

### Week 1: 14th – 18th July

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<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<tbody>
<tr>
<td>1.5 hrs</td>
<td>Introductions</td>
<td>Setting Objectives</td>
<td>Focus on Pillar 1: Content-related learning outcomes</td>
<td>Focus on Pillar 2: Language-related learning outcomes</td>
<td>Focus on Pillar 2: Language-related learning outcomes</td>
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<td></td>
<td>Course Overview</td>
<td></td>
<td>Analysing Materials</td>
<td>Role of Language and Communication Skills in CLIL</td>
<td>Tips for success</td>
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<td>The Academic Word List (mini lecture)</td>
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<td>15 mins</td>
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<td>15 mins Break</td>
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<tr>
<td>1.5 hrs</td>
<td>Reading &amp; Speaking: The CLIL Approach</td>
<td>Focus on CLIL Foundation Pieces: 3 Pillars</td>
<td>Focus on Pillar 1: Effective Content Delivery</td>
<td>Focus on Pillar 2: Language-related learning outcomes</td>
<td>Language Extension</td>
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<td>Analysing Task Types Language Extension</td>
<td>Classroom Language and Giving Clear Instructions</td>
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### Week 2: 21st – 25th July

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<th>Friday</th>
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<tbody>
<tr>
<td>1.5 hrs</td>
<td><strong>Focus on Pillar 3:</strong> Outcomes related to general learning skills</td>
<td><strong>Making CLIL Work:</strong> Helping learners to step outside their comfort zones</td>
<td><strong>Making CLIL Work:</strong> Linking to previous learning Building scaffolds</td>
<td><strong>Making CLIL Work:</strong> Chunking and re-packaging knowledge Fostering creative &amp; critical thinking</td>
<td>Presentation of Project Work</td>
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<td>15 mins</td>
<td><strong>Learning Styles</strong></td>
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<tr>
<td>1.5 hrs</td>
<td><strong>Focus on Pillar 3:</strong> Outcomes related to general learning skills</td>
<td><strong>Project Work:</strong> Preparation for Presentations</td>
<td><strong>Project Work:</strong> Preparation for Presentations</td>
<td><strong>Project Work:</strong> Preparation for Presentations</td>
<td>Peer &amp; Tutor Evaluations of Presentations</td>
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<td></td>
<td><strong>Strategies to help learners help themselves</strong></td>
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<td></td>
<td></td>
<td><strong>Break</strong></td>
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<td><strong>Course Evaluation</strong></td>
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<td><strong>Certificate Presentations</strong></td>
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</table>
Attachment B: Evaluation Summary

Please note that only 17 out of 18 participants completed the survey and not all participants answered every question. The participant comments transcribed below have been provided uncorrected.

### Overall Value of the Program for Your Professional Development

![Bar chart showing the overall value of the program for professional development.]

- 1: Not useful
- 2
- 3
- 4: Very useful

### Would you recommend the program to your colleagues?

![Bar chart showing the recommendation of the program.]

- No
- Yes
Comments

- It opened up my mind in so many different ways and gave me a total new perspective of teaching and the way I should perform it.
- Not only, because of the relation with teaching in English, but also for the study of teaching methodology.
- We need to improve our method to teach. Creativity needs more time!!
- It is quite important to get people together, think about practices and improve our work.
- Because the course can help teachers with their L2 and L1 practices.
- Very useful for the profile of faculty of this university.
- Why it is – for us that do not have regular information in didactic theories/practices – a nice opportunity to understand how to do that.
- It is very important for any teacher
- Nice course
- Very useful.
- Because CLIL can be applied in Portuguese’s class. Most Professors at UFV do not have a chance to take training in teaching.
- Because we share experiences all the time.
- Yes. Because, it improves their pedagogical practices. New techniques. It’s very good.
- Definitely!
- Because can really help on learning process.

Week 1

<table>
<thead>
<tr>
<th>How useful were the lessons in helping you with teaching academic content in English?</th>
<th>Did not attend</th>
<th>Not Useful 1</th>
<th>2</th>
<th>3</th>
<th>Very Useful 4</th>
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<tr>
<td>Introductions and Course Overview</td>
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<td>Listening and speaking: The CLIL approach</td>
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<td>Setting Objectives</td>
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<td>Focus on CLIL foundation piece – 3 pillars</td>
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<td>Focus on Pillar 1: Content – related learning outcomes – Effective Content Delivery</td>
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<td>Focus on Pillar 2: Language-related learning outcomes – Role of Language and Communication Skills in CLIL</td>
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<td>Focus on Pillar 2: Language-related learning outcomes – Analysing Task Types Language Extension</td>
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<td>Mini-Lecture – Academic Word List</td>
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<td>3</td>
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<tr>
<td>Language Extension</td>
<td>1</td>
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<td>3</td>
<td>12</td>
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<tr>
<td>Classroom Language and Giving Clear Instructions</td>
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**Week 2**

**How useful were the lessons in helping you with teaching academic content in English?**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Did not attend</th>
<th>Not Useful</th>
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<th>3</th>
<th>Very Useful</th>
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</thead>
<tbody>
<tr>
<td>Focus on Pillar 2: Language-related learning outcomes – Tips for success</td>
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<td>Focus on Pillar 3: Outcomes related to general learning skills: Learning Styles</td>
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<td>Focus on Pillar 3: Outcomes related to general learning skills: Strategies to help learners help themselves</td>
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<td>15</td>
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<tr>
<td>Making CLIL work – Helping learners to step outside their comfort zones</td>
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<td>2</td>
<td>15</td>
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<tr>
<td>Making CLIL work – Linking to previous learning: Building Scaffolds</td>
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<tr>
<td>Making CLIL work – Chunking and repackaging knowledge: Fostering creative and critical thinking</td>
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</table>

**Workshops & Presentations**

<table>
<thead>
<tr>
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<th>3</th>
<th>Every Useful</th>
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</thead>
<tbody>
<tr>
<td>Project – working on your own lecture material</td>
<td>2</td>
<td>15</td>
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<tr>
<td>Presentation – sharing your work with colleagues</td>
<td>1</td>
<td>16</td>
<td></td>
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<tr>
<td>Feedback from colleagues and tutor</td>
<td>4</td>
<td>13</td>
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</table>

**Length of Two Week Program**

- Too short
- Too long
- Just right
Which lessons were most interesting/useful? Why?

- All the practicing was really good!
- Lessons related to Pillar 2. I was very curious about what would be my role as (partially) teaching something related to language skills.
- I loved all the lessons, there are so interesting but for me, the most one help learners to step outside.
- Pillar 1 and project preparation.
- On the first week, focus on Pillars 1 and 2 because we’ve seen and discussed many practical examples.
- All of them were useful. The teacher is really well organised and all the lessons were necessary to understand the approach.
- Foundation pieces were key to understanding the concept of CLIL.
- Pillar 1 – Content importance
  - All lessons were very useful because I was always able to learn something from them.
  - Learning skills really, I need it on my course.
  - About the 3 pillars. That’s when we had to match all the pillars.
  - Tips for success.
  - Of course, all the lessons are useful for me but language was the most interesting because in my class and remember (evaluate) the content all the time. In this course I saw how important is the language from now. I'll going to explore it.
  - Learning styles, by far. Because I was amazed by those concepts, yet unknown to me, and I believe that is really helpful for a teacher to know about them (I will go deeper on this subject – learn more) even though I bare in mind, we cannot personalize classes for each SS, but we can try to appeal for most of them.
  - There wasn’t a particular important lesson. Everyone had an interesting/useful aspect. Because it was possible to identify tips and practical ideas to be used in the future.
  - Learning skills because it takes previous knowledge and builds new concepts for learners and teachers.

Is there anything you would have liked more of, or less of? Why?

- I’m not sure but giving to much attention to Pillar 2, (language) might be a little scary for a Professor who doesn’t have a good English.
- I would like to have more time for the presentations of final projects. A lot of interesting discussions and feedback can arise.
- No for me everything it’s OK!
- I really liked meeting fellows from different departments, and disciplines.
- No
- Everything was great.
- More tips and activities would be useful.
- Increase pillar and contents.
- I liked all lessons the same. I learned a lot from all of them.
- No
- Yes. A little bit of everything. Because this was my first teaching training.
- No. Just Right
- Pillar 2. Because it is or is presence in Pillar 1 and Pillar 3.
- Learning styles – more of (reasons in the box) Nothing “less of”
- I really like to work in groups and share ideas and experiences.
- Experience to apply the new concepts. Because can help to improve the knowledge.
What could we include/remove to improve the program? Why?

- I think I have responded on the previous question.
- More time to discuss and prepare the work.
- I don’t know.
- Nothing I think.
- I think it’s important to have this kind of course every semester in order to improve pedagogical practices in the university.
- None
- Could have participants to tell everybody, at the beginning of the course, the “techniques” they were the actual into classes. Those will be compared with the “new” kinds of classes they would give as pressured on the last day of this course.
- Nothing
- More lessons for each topic to deeply understand better each one.
- Include more about Gardner’s Theory
- No criticism (sorry…..) I have loved everything.
- To make the course more “compact”, with classes in mornings and afternoons for one week.
- Include applied samples because they help understand better new subjects.