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CLIL Methodology in the Context of Educational Technologies, MA

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| CLIL Methodology in the Context of Educational Technologies, MA | |
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| Master/bachelor level | Master level |
| Branch of knowledge | 0.35 Philology 014 Secondary Education |
| Specialization | 035.041 "Germanic Languages and Literatures (including Translation)", English as a major 014.021 "Language and Literature" (English language and a West-European language) |
| Qualifications | Philologist, teacher of foreign languages, translator |
| Form of education | Full-time |
| Status of the discipline | Cycle of professional courses. Compulsory course |
| Course prerequisites | English level B1 or higher |
| Semester of the course | 2 |

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| Course Volume | 3 ECTS 90 hours 30 hours of class work 60 hours of self-study and consultations |
| Form of final control | Credit (passed - A, B, C, D, E, failed - F) |
| Course language | English |
| Developers | Huneke Hans-Werner, Heidelberg University; Arkhipova Iryna, Horlivka Institute for Foreign Languages HSEE “Donbas State Pedagogical University”; Datskiv Olha, PhD in Pedagogy, Associate Professor, Ternopil Volodymyr Hnatiuk National Pedagogical University; Dobrovolska Lesia, V.O. Sukhomlynskyi National University of Mykolaiv; Kokorina Lyudmyla, Horlivka Institute for Foreign Languages HSEE “Donbas State Pedagogical University”; Lobova Oksana, V.N.Karazin Kharkiv National University Myronenko Tetyana, V.O. Sukhomlynskyi National University of Mykolaiv; Sabadash Diana, PhD in Philology, Associate Professor, Vasyl Stefanyk Precarpathian National University; Starostenko Tetiana, TESOL Ukraine, PhD in Philology, Associate Professor, H.S.Skovoroda Kharkiv National Pedagogical University; Zuienko Maryna, Poltava V.G. Korolenko National Pedagogical University. Nadtochii Natalia, Zaporizhzhya National University Vovk Olena, Dr., Full Prof., Bohdan Khmelnytsky National University in Cherkasy |
| Course summary | |
| <p>The course “CLIL Methodology in the Context of Educational Technologies” is intended for students doing a Master degree. It aims at familiarizing students with basic methodologies, methods and techniques of CLIL in the context of current educational technologies with their effective implications for learning, teaching, and research, and enhancing their social, professional and communication skills in order to be able to work in a multicultural environment and complete complex specialized tasks via a foreign language.</p> <p>This course comprises a wide range of issues and evolves around the important problems of methodological training of future teachers for the effective implementation of subject-language integrated learning. A primary focus of the course is examining various aspects of CLIL that pose special problems to learners of different language backgrounds, and psychological and cognitive profiles. It involves the use of</p> | |

interactive teaching approaches, methods and techniques, which incorporate communicative task-based learning, case studies, role-plays and simulations, group projects and problem solving activities.

The course is aimed at enabling students to present key concepts and theories of the content subject in the English language, to negotiate meaning in interdisciplinary professional discourses, to design and implement CLIL, to employ diversified teaching strategies and subject relevant resources for effective lesson designing, to be aware of the possibilities and limitations of CLIL, etc. The empirical component of the course also provides students with experience in designing CLIL classrooms and carrying out studies in CLIL. As a result of the course, students will get familiarized and understand the basics of modern European methods and techniques of subject-language integrated learning, learn not only to effectively select/use ready-made teaching materials, but also to design their own. Both learners and teachers will benefit from engaging with CLIL.

Method of instruction: the professor will conduct the course through lectures and practical training, PowerPoint presentations, and through students' active participation (individually, in small groups, and in class discussions).

Course requirements: students are expected to attend classes on a regular basis, complete readings before each class, and be fully prepared for class discussions (with presentations, case studies, completed assignments, questions and contributions).

The course "CLIL Methodology in the Context of Educational Technologies" is developed in terms of the Erasmus+ Project 610427-EE-2019-EPPKA2-CBHE-JP Foreign Language Teacher Training Capacity Development as a Way to Ukraine's Multilingual Education and European Integration (MultiEd).

Key terms and notions

CLIL (content and language integrated learning), cognitive skills, LOTS, HOTS, learner autonomy, learning skills, curriculum planning, teaching aims, interdisciplinary teaching and learning, language comprehensibility, built-in scaffolding, language triptych, adaptation, development and evaluation of materials, CLIL Matrix, language of learning, language for learning, language through learning, 3As (Analyse, Add, Apply), ICT, CLIL materials evaluation principles, BICS, CALP, oral output, written output, scaffolding techniques, research instruments and methods, data collection and processing, questionnaire, research results.

Course aim

The course aims to introduce the fundamental concepts and issues in CLIL, identify major research findings and elicit basic principles of CLIL, interpret CLIL findings that are most relevant for the language-teaching process, foster students' ability to establish links between CLIL principles and CLIL instruction in order to apply them to teaching practices, find out CLIL possibilities and limitations.

Competencies

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| Integral competency | Ability to carry out complex specialized tasks and solve practical problems in the field of linguistics and content based foreign language teaching, which involves the application of pedagogical and linguistics theories and methods and is characterized by the complexity and uncertainty of conditions. |
| General competencies | <ul style="list-style-type: none"> ability to realize their rights and responsibilities as a member of society, to be aware of the values of a civil (free and democratic) society and the need for its sustainable development, rule of law, human and civil rights and freedoms in Ukraine; ability to be critical, self-critical, and responsible for developing and decision-making in an unpredictable context;. ability to search, process, and analyze information from various sources; ability to identify, define, and solve problems; ability to work in a team and independently; ability to think abstractly, analyze, and synthesize; ability to apply knowledge in practical professional or educational contexts; information and communication technologies usage skills; ability to conduct research at the appropriate level, taking into account the basic principles of intellectual property protection. |

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| Professional competencies | <p>ability to freely, fluently, and effectively use the studied language, both orally and in writing, in a variety of genres, styles, and registers of communication (formal, informal, neutral), to solve communication problems in different areas of life;</p> <p>ability to collect and analyze, systematize and interpret language, literary, and folklore facts, interpret and translate texts;</p> <p>ability to freely use special terminology to solve professional problems;</p> <p>ability to understand the principles and techniques of creating texts of different genres and styles in state and foreign languages;</p> <p>ability to perform linguistic, literary, and special philological analyses of texts of different genres and styles;</p> <p>ability to provide comprehensive advice on the language literary norms and speech culture;</p> <p>ability to organize business communication</p> |
| Learning Outcomes | |

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| CLILMCET1 | to understand the interrelation of the 4 constituents (4Cs) of the CLIL methodology |
| CLILMCET2 | to apply a framework of taxonomy to prioritize educational principles in CLIL classrooms |
| CLILMCET3 | to implement didactic principles in CLIL classrooms (Conscious-Based Learning, Activity, Individualization, Visualization, Differentiated and Integrated Instructions; the teaching/learning materials are appropriate, effective, complying with learning objectives, meaningful, relevant and motivating, tailor-made) |
| CLILMCET4 | to employ 3As tools (Analyse, Add, Apply) (medium of instruction) for lesson designing |
| CLILMCET5 | to design appropriate types of teaching materials for CLIL classrooms with different levels of cognitive and linguistic complexity |
| CLILMCET6 | to develop cultural awareness in the process of teaching CLIL lessons |
| CLILMCET7 | to evaluate learner's outcomes in CLIL classrooms |
| CLILMCET8 | to foresee the challenges of CLIL implementation and ways of overcoming them |
| CLILMCET9 | to exhibit a high level of social skills when exposed to real life settings and adjust to new situations |
| CLILMCET10 | to apply the basic principles of questionnaire design for CLIL specific purposes |
| CLILMCET11 | to plan and carry out research on CLIL using appropriate methods and instruments |
| CLILMCET12 | to understand, evaluate and critically analyse research on CLIL |
| CLILMCET13 | to refine and improve communication skills in the English language, to reflect on personal progress, choose appropriate learning strategies, apply strategies for self-improvement |

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| CLILMCET14 | to improve collaboration skills, to use the acquired skills in order to operate confidently in international and / or multilingual communities |
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| Correlation matrix of program and course learning outcomes | | |
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| Programme Learning Outcomes | Course Learning Outcomes | LO code |
| PLO 1. To evaluate personal educational, scientific and professional activities, work out and implement an effective strategy of self-development and professional self-improvement. | to foresee the challenges of CLIL implementation and ways of overcoming them | CLILMCET8 |
| | to understand, evaluate and critically analyse research on CLIL | CLILMCET12 |
| PLO 2. To have a proficient command of the state and foreign languages for the implementation of written and oral communication in situations of professional and scientific communication; to present research results in the national and foreign languages. | to evaluate a learner's outcomes in CLIL lessons | CLILMCET7 |
| PLO 3. To apply modern methods and technologies, incorporating information technology, for successful and effective implementation of professional activities and quality assurance of the research in a corresponding field. | to understand the interrelation of the 4 constituents (4Cs) of the CLIL approach | CLILMCET1 |
| | to apply a framework of taxonomy to identify the classification of educational principles | CLILMCET2 |
| PLO 4. To evaluate and critically analyze socially, personally and professionally significant problems, propose the ways to | to implement didactic principles in CLIL context (Conscious-based approach, Activity, Individualization, Visualization, Differentiated and Integrated instructions; | CLILMCET3 |

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| solve them in complex and unpredictable conditions that requires the use of new approaches and forecasting. | the teaching/learning materials are appropriate, effective, complying with learning objectives, meaningful, relevant and motivating, tailor-made) | |
| PLO 5. To find optimal ways of effective interaction with professional staff and representatives of other professional groups of particular educational levels. | to develop cultural awareness in the process of teaching CLIL lessons | CLILMCET6 |
| PLO 6. To apply knowledge of expressive, emotional, logical, language means and speech techniques to achieve planned pragmatic result to communicate successfully. | to develop appropriate types of cognitively demanding and linguistically accessible teaching materials for CLIL lessons | CLILMCET5 |
| PLO 9. To characterize the theoretical principles (concepts, categories, principles, basic concepts, etc.) and applied aspects of the chosen philological specialization. | to use 3As tools (Analyse, Add, Apply) (medium of instruction) for lesson planning to understand, evaluate and critically analyse research on CLIL | CLILMCET4 CLILMCET12 |
| PLO 11. To carry out scientific analysis of language, speech and literary material, to interpret and structure it on the basis of appropriate methodological principles, to formulate generalizations on the basis of independently processed data. | to design appropriate types of teaching materials for CLIL classrooms with different levels of cognitive and linguistic complexity to develop CLIL research planning | CLILMCET5 CLILMCET11 |
| PLO 12. To respect the rules of academic integrity. | to use 3As tools (Analyse, Add, Apply) (medium of instruction) for lesson planning | CLILMCET4 |
| PLO 13. To explain accessibly and reasonably the essence of specific philological issues, one's own point of view about them | to understand, evaluate and critically analyse research on | CLILMCET12 |

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| to specialists, general public, in particular to people who study. | CLIL | |
| PLO 14. To create, analyze and edit texts of different styles and genres. | to develop appropriate types of cognitively demanding and linguistically accessible teaching materials for CLIL lessons to use CLIL research instruments and methods | CLILMCET5 CLILMCET9 |
| PLO 15. To choose appropriate approaches and methods for the analysis of specific linguistic or literary material. | to use CLIL research instruments and methods to develop CLIL research planning | CLILMCET9 CLILMCET11 |
| PLO 17. To plan, organize, carry out and present research and / or innovative developments in a corresponding field. | to apply the basic principles of questionnaire development for the CLIL specific purposes to understand, evaluate and critically analyse research on CLIL | CLILMCET10 CLILMCET12 |

| IMLCT learning objectives and outcomes in modules | | | | | | | |
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| Topics | Seminars | Indep.w. | Theoretical component (2-3) | Practical component (2-3) | Learning Objectives (3+3+3) | Learning Outcomes | |
| | | | | | | Professional (2-3) | Personal and social (1-2) |
| Module 1. Science and Didactics on CLIL | | | | | | | |
| 1. Preparation of topics for multilingual teaching-learning processes based on disciplines in the humanities. | 4 | 6 | <p>1.1. Key concepts in the CLIL classroom. Subject-specific language. High and medium frequency words.</p> <p>1.2. Cognitive skills in information processing: LOTS and HOTS. Interaction in the CLIL classroom.</p> <p>1.3. Curricular subjects in a non-native language: how to identify the content.</p> | <p>1.1. The analysis of language from different CLIL classrooms (Soft, Hard, Modular). CLIL learners adapt existing activities to offer more speaking opportunities with a subject-specific focus.</p> <p>1.2. Picture-based activities fostering the development of cognitive skills.</p> <p>1.3. The analysis of</p> | <p>The students will:</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> - clarify the parameters of a CLIL approach and formulate the functions of a language in the CLIL classroom; - build understanding of communicative, cognitive and learning skills in information processing; - cultivate the appropriate knowledge on developing the content for the CLIL lessons. <p><u>Language:</u></p> <ul style="list-style-type: none"> - activate the target language for the | <p>CLILMCET1: to understand the interrelation of the 4 constituents (4Cs) of the CLIL approach.</p> <p>CLILMCET2: to apply a framework of taxonomy to identify the classification of educational principles.</p> <p>CLILMCET7: to evaluate learner's outcomes in CLIL lessons.</p> | <p>CLILMCET6: to develop cultural awareness in the process of teaching CLIL lessons</p> |

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| | | | | classroom activities and the identification of possible learning skills. | CLIL-specific classroom. | | |
| 2.Possibilities and limitations of interdisciplinary teaching related to CLIL. | 4 | 8 | 2.1 Interdisciplinary teaching and learning. 2.2 Possibilities and limitations of CLIL-based interdisciplinary teaching. | 2.1. Case studies of interdisciplinary CLIL programmes. 2.2. Benefits of interdisciplinary / Cross-Curricular Teaching | The students will: <u>Content:</u> - get familiarized with the advantages of CLIL technology in terms of: achieving bilingualism and and improving intercultural understanding, a diversity and flexibility in existing methods and forms of classroom practice, - study the content through different perspectives, - access subject-specific target language terminology and hence get | <u>CLILMCET13:</u> to refine and improve communicative skills in the English language. <u>CLILMCET8:</u> to foresee the challenges of CLIL implementation and the ways to solve them. | <u>CLILMCET14:</u> to improve collaboration skills, to use the acquired skills in order to operate confidently in international and / or multilingual communities. |

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| | | | | | <p>prepared for future studies and/or working life;</p> <ul style="list-style-type: none">- become aware of existing limitations and challenges in the process of implementing CLIL technology in teaching, such as:<ul style="list-style-type: none">-language anxiety leading to reduced classroom activity;-integrated assessment;-opposition to language teaching by subject teachers;-gaps in experimental CLIL programs;-skills required for subject content teachers;-lack of CLIL | | |
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| | | | | | <p>teacher-training programs.</p> <p><u>Language:</u></p> <ul style="list-style-type: none"> - learn related terms and phrases; - improve overall target language competence. | | |
| <p>3. Methods of analysis and construction of texts in a foreign language.</p> | 4 | 6 | <p>3.1. Estimating language comprehensibility.</p> <p>3.2. Working with vocabulary: content and language.</p> <p>3.3. Measuring readability.</p> <p>3.4. Text deconstruction.</p> | <p>3.1. Text selection</p> <p>3.2. Adaptation and built-in scaffolding. Point-of-need scaffolding.</p> <p>3.3. After working on the text / during text revision.</p> <p>3.4. Language triptych.</p> | <p>The students will:</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> - get familiarized with the degree of linguistic steepness; - complexity of grammatical structures; differentiation of genres and discourse structures; - learn about simplification / elaboration / discursificaion; - get the idea of language for learning, through learning, and of learning. | <p>CLILMCET1: to understand the interrelation of the 4 constituents (4Cs) of the CLIL approach</p> <p>CLILMCET5: to develop appropriate types of cognitively demanding and linguistically accessible teaching materials for CLIL lessons.</p> | <p>CLILMCET8: to foresee the challenges of CLIL implementation and the ways to overcome them.</p> |

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| | | | | | <u>Language</u> - learn related terms and phrases; - evaluate teaching materials for CLIL lessons. | | |
| 4. (Criteria) Principles of development and evaluation of CLIL materials. | 4 | 8 | 4.1. Principles of CLIL Material Design (Prioritizing the dimensions: - content, - guiding the input and supporting the output, - scaffolding, - making key language salient, - concept of “difficulty” in didactic materials, - thinking in sequences); 4.2. CLIL Matrix implementation (language of learning, language for learning, language through learning) in the development of teaching materials; J.Cummin’s matrix (balance between cognitively demanding and linguistically accessible materials); | 4.1. Develop teaching materials for a CLIL lesson. 4.2. Design a lesson plan for micro-teaching 4.3. Peer review / evaluate the conducted micro teaching according to the corresponding principles. | The students will: <u>Content:</u> - understand the principles of developing teaching materials for CLIL lessons; - distinguish the steps and criteria for evaluating teaching materials for CLIL lessons; - determine the type of ICT to be used in designing CLIL lessons; <u>Language</u> - learn related terms and phrases to | CLILMCET4: to use 3As tools (Analyse, Add, Apply) (medium of instruction) for lesson planning CLILMCET5: to develop appropriate types of cognitively demanding and linguistically accessible teaching materials for CLIL lessons. | CLILMCET8: to foresee the challenges of CLIL implementation and the ways to overcome them. |

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| | | <p>implementation of development and assessment of materials;</p> <p>4.3. Using CLIL tools: 3As for lessons planning (Analyse, Add, Apply);</p> <p>4.4. ICT: Quizlet, Padlet, Wordwall, Teacher's Pet, Hot Potatoes, Kahoot.</p> <p>4.5. Principles of CLIL material evaluation:</p> <ul style="list-style-type: none"> - make the learning intentions (language, content, learning skills) and process visible to students; systematically foster academic language proficiency; - promote learning skills development and learner autonomy; - include self, peer and other types of formative assessment; - help create a safe learning environment; - encourage cooperative learning; - seek ways of incorporating authentic language and authentic | | <p>develop and evaluate teaching materials for CLIL lessons;</p> <ul style="list-style-type: none"> - improve reading comprehension and critical thinking skills in order to understand main ideas and identify relevant information; - develop productive and fact presentation skills; | | |
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| | | | <p>language use; boost critical thinking;</p> <ul style="list-style-type: none"> - enhance cognitive fluency through scaffolding of (a) content, (b) language, (c) learning skills development helping students to reach well beyond what they could do on their own; - help to make learning meaningful. | | | | |
| Total for Module 1 | Topics: 4 Seminars: 16h Independent work: 28 h | | | | | | |
| Module 2. CLIL Application | | | | | | | |
| 5. Methods of initiating and shaping verbal actions in the foreign language. | 4 | 8 | <p>5.1. Spoken output and its importance in CLIL (Types of spoken output).</p> <p>5.2. Output-related challenges for CLIL learners.</p> <p>5.3. The importance of negotiation and interaction; BICS and CALP: the mode continuum, from speaking to writing.</p> <p>5.4. Encouraging learners to speak and write English in the CLIL classroom; practical CLIL classroom activities to</p> | <p>5.1. Teaching speaking (negotiation of meaning in oral interaction, information gap activities, effective speaking tasks, exploratory talk, effective questioning), speaking frames.</p> <p>5.2. Projects on creating tasks that activate and</p> | <p>The students will:</p> <p><u>Content:</u> clearly understand the central role of skills in CLIL, its theoretical aspects and the underlying principles;</p> <ul style="list-style-type: none"> - develop the ability to design and plan the instructions, so as to achieve learning objectives | <p>CLILMCET9: to use CLIL research instruments and methods.</p> <p>CLILMCET 3: to implement didactic principles in CLIL context (Conscious-based approach, Activity, Individualization, Visualization, Differentiated and</p> | <p>CLILMCET6: to develop cultural awareness in the process of teaching CLIL lessons</p> |

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| | | | encourage spoken and written output. | shape speaking | in content and in the English language; - analyze a skill-oriented piece of the material and define its purpose; <u>Language:</u> -learn related terms and phrases to initiate speaking. | Integrated instructions; the teaching/learning materials are appropriate, effective, complying with learning objectives, meaningful, relevant and motivating, tailor-made). | |
| 6. Scaffolding content and language learning | 4 | 6 | 1.Scaffolding spoken output. 2.Scaffolding written output. 3.Scaffolding techniques. | 6.1.Case-studies of scaffolding examples. 6.2. Developing supportive materials (employing scaffolding techniques). | The students will be able to: <u>Content:</u> -understand the principles of scaffolding techniques. <u>Language:</u> -learn related terms to initiate speaking and writing; -evaluate materials for CLIL classrooms. | CLILMCET5: to develop appropriate types of cognitively demanding and linguistically accessible teaching materials for CLIL lessons. CLILMCET9: to use CLIL research instruments and methods. | CLILMCET8: to foresee the challenges of CLIL implementation and ways to overcome them. |
| Total for Module 2 | Topics: 2 Seminars: 8h | | | | | | |

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| | | Independent work: 14 h | | | | | |
| Module 3. Theory and Empirical Research on CLIL | | | | | | | |
| 7. Instruments and methods of research on CLIL | 4 | 8 | <p>7.1. Trends of CLIL research.</p> <p>7.2. (CLIL specific) research designs, methods and instruments.</p> <p>7.3. Basic principles of data collection and processing within the 4Cs framework.</p> | <p>7.1. Case studies of CLIL investigations.</p> <p>7.2. Questionnaire development within the 4Cs framework.</p> <p>7.3. CLIL research project proposal / Essay writing on CLIL (individual work).</p> | <p>The students will:</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> - learn to identify and apply CLIL research instruments and methods; - understand the basic principles of questionnaire development within CLIL problematic scope; - master the basics of CLIL research planning. <p><u>Language:</u></p> <ul style="list-style-type: none"> - learn CLIL research field related terms and phrases; - improve reading comprehension and critical thinking skills in order to understand main ideas and | <p>CLILMCET9: to use CLIL research instruments and methods;</p> <p>CLILMCET10: to apply the basic principles of questionnaire development for the CLIL specific purposes.</p> <p>CLILMCET11: to develop CLIL research planning.</p> | <p>CLILMCET 6: to develop cultural awareness in the process of teaching CLIL lessons</p> <p>CLILMCET 8. to foresee the challenges of CLIL implementation and the ways to overcome them.</p> |

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| | | | | | identify relevant information; - develop productive and fact presentation skills. | | |
| 8. Research results on CLIL. | 2 | 4 | 8.1. Research results on CLIL. | 8.1 Writing a literature summary. 8.2 Creating a CLIL research timeline 1990-2021 / reference list. | The students will be able to: <u>Content:</u> - analyse research literature on CLIL; - learn to plan and carry out CLIL-based research; - learn to present research results. <u>Language:</u> - learn research related terms and phrases; - improve reading comprehension and critical thinking skills in order to understand complex ideas and information; - enhance | CLILMCET11: to develop CLIL research planning. CLILMCET12: to understand, evaluate and critically analyse research on CLIL. | CLILMCET 6: to develop cultural awareness in the process of teaching CLIL lessons CLILMCET 8: to foresee the challenges of CLIL implementation and the ways to overcome them. |

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| | | | | | academic reading and writing skills. | | |
| Total for Module 3 | Topics: 2 Seminars: 6 h Independent work: 12 h | | | | | | |
| Total for the course | Modules: 3 Topics: 8 Seminars: 30 h Individual work: 30 h Independent work: 30 h | | | | | | |

| | Course Learning Outcomes | Learning and teaching methods including scaffolded learning, social learning, direct instruction | Assessment methods (diagnostic, personalized, formative, ipsative, flexible, assessment of learning, and assessment for learning) |
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| CLILM CET1 | to understand the interrelation of the 4 constituents (4Cs) of the CLIL approach | Discussion Essay Presentation Practicing different writing styles and formats Lexical Syllabus | - entry test - written feedback on essay - peer- and self-review - in-class quiz; - Moodle tests (true-false, multiple choice, short answer questions) - teacher's regular oral feedback |
| CLILM CET2 | to apply a framework of taxonomy to identify the classification of educational principles | Odd one out Word cards Crossword | - guiding understanding (e.g. Socratic questioning) - scaffolding tasks and tools |

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| | | <p>Mnemonics Gap text with introductory and transition academic words Noticing Ranking cards Jigsaw reading Graphic organizers Stickers Problem-solving Project work</p> | <ul style="list-style-type: none"> - personalised input - active reading tasks, which include skimming, scanning and anticipating - graded tasks - design tasks |
| CLILM CET3 | <p>to implement didactic principles in a CLIL context (Conscious-Based approach, Activity, Individualization, Visualization, Differentiated and Integrated instructions; the teaching/learning materials are appropriate, effective, complying with learning objectives, meaningful, relevant and motivating, tailor-made)</p> | <p>Inquiry-based learning Discussion-based learning Case-study Brainstorming Blended learning</p> | <ul style="list-style-type: none"> - peer and self-review - preparation of teaching materials for a CLIL lesson. - active reading tasks, which include skimming, scanning and anticipating - teacher's regular oral feedback |
| CLILM CET4 | <p>to use 3As tools (Analyse, Add, Apply) by Do Coyle (medium of instruction) for lesson planning</p> | <p>Inquiry-based learning Discussion-based learning Case-study Brainstorming</p> | <ul style="list-style-type: none"> - peer and self-review - preparation of the CLIL lesson design - in-class quiz - teacher's regular oral feedback |

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| CLILM CET5 | to develop appropriate types of cognitively demanding and linguistically accessible teaching materials for CLIL lessons | Hands-on learning Peer learning Case study Discussion-based learning | <ul style="list-style-type: none"> - online testing (true/false, multiple choice, short answer questions) - developing a rubric for evaluating teaching materials - presentation of the developed materials - teacher's regular oral feedback |
| CLILM CET6 | to develop cultural awareness in the process of teaching CLIL lessons | Activating through multiple intelligences Grids and diagrams Placemat Target practice Role-play Discussion-based learning Research tasks | <ul style="list-style-type: none"> - teacher's regular oral feedback - online testing (true/false, multiple choice, short answer questions) |
| CLILM CET7 | to evaluate a learner's outcomes in CLIL lessons | Cooperative learning Project design Presentation | <ul style="list-style-type: none"> - informal classroom observation of learners' group work - situated / contextualized assessment - exhibition assessment |
| CLILM CET8 | to oversee the challenges of CLIL implementation and the way to solve them | Self-instructional learning Hands-on learning Case study Inquiry-based learning | <ul style="list-style-type: none"> - peer and self-review - project presentation - teacher's regular oral feedback |
| CLILM CET9 | to use CLIL research instruments and methods | Interactive lecture Hands-on learning | <ul style="list-style-type: none"> - teacher's feedback on group work results - peer- and self-review |

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| | | <p>Inquiry-Based learning Case study Individual work Group work Discussion-based learning</p> | <p>- Moodle tests (true-false, multiple choice, short answer questions)</p> |
| CLILM CET10 | to apply the basic principles of questionnaire development for the CLIL specific purposes | <p>Hands-on learning Case study Individual work Group work Discussion-based learning Brainstorming Discussion Role Play / Simulation Project work</p> | <p>- teacher's regular oral feedback - peer- and self-review - project presentation feedback (questionnaire)</p> |
| CLILM CET11 | to develop CLIL research planning | <p>Case study Individual work Group work Discussion-based learning Project work</p> | <p>- teacher's feedback on group work results - project presentation feedback (research planning) - peer- and self-review</p> |
| CLILM CET12 | to understand, evaluate and critically analyse research on CLIL | <p>Hands-on learning Case study Individual work Group work Discussion-based learning</p> | <p>- teacher's regular feedback - project presentation feedback (research timeline) - peer- and self-review</p> |

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| CLILM CET13 | to refresh and improve communicative skills in the English language | Brainstorming Discussion Individual or Group presentations Role-play | - teacher's regular feedback - situated / contextualised assessment - peer- and self-review |
| CLILM CET14 | to improve collaboration skills | Pair/ Group work Role play / Simulation Project work Discussion | - teacher's regular feedback - situated / contextualised assessment - peer- and self-review |

| Assessment and feedback approaches | | | |
|---|-----------------------------|-----------------------|--------------------------|
| # | Work, activity, task | Maximum points | Extra information |
| | | | |

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|---|--|----|--|
| 1 | Participation (classes, individual and independent work, work in Moodle) | 20 | <p>Students can gain these points by:</p> <ul style="list-style-type: none"> - attending classes; - completing individual tasks; - doing independent work; - learning to use digital tools for information verification; - designing schemes, tables, diagrams, charts, models; - participating in case study analyses, projects etc. <p>Regular feedback is given during the classes.</p> |
| 2 | Module 1: test | 10 | <p>Online testing. Explanation for every question is embedded in the test automatic feedback.</p> |
| 3 | Module 1: essay | 10 | <p>A comprehensive academic essay, 350-400 words. It should relate to the topic, be logically coherent and well structured, include appropriate introductory and transition words, phrases, and academic cliches, and be proof-read. Written feedback is provided for every essay.</p> |
| 4 | Module 1: test | 10 | <p>Online testing. Explanation for every question is embedded in the test automatic feedback.</p> |

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| 5 | Module 2: presentation | 10 | Activities presentations. Project presentations. Oral feedback is given during and/or after the case presentation. |
| 6 | Module 2: test | 10 | Online testing. Explanation for every question is embedded in the test. automatic feedback. |
| 7 | Module 3: project results | 10 | Peer review. Questionnaire designing. Essay editing and grading. |
| 8 | Module 3: research literature summary and reference list | 10 | Research literature summary. Reference list. |
| 9 | Final assessment | 10 | Online testing. Explanation for every question is embedded in the test automatic feedback. |

Assessment scale

| Assessment scale | Mark on the scale of the higher education institution | | |
|------------------|---|---|--------|
| | 90 – 100 | A | passed |
| | 80 – 89 | B | |
| | 70 – 79 | C | |
| | 60 – 69 | D | |
| | 50 – 59 | E | |
| | 0-49 | F | failed |

Equipment, digital tools, and educational technologies for the course

Smart board and books procured during MultiEd project, Internet, educational technologies, smartphones.

Books and resources recommended for this course

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| Books | <ol style="list-style-type: none"> 1. Coyle, D., Hood P. and Marsh, D. (2010) CLIL: Content and Language Integrated Learning. Cambridge: Cambridge University Press. 184 p. 2. Coyle, D. (2005) CLIL: Planning tools for teachers. University of Nottingham. 17 p. 3. Beacco, V.-C., Fleming, M., Goullier, F., Thurmann, E., Vollmer, H. (2015) The Language Dimension in all Subjects. Council of Europe: Language Policy Unit. 162 p. 4. Bently, Kay. (2016) The Teaching Knowledge Test Course. Clil Module. Cambridge: Cambridge University Press. 130 p. 5. Dale, L., Wibo van der Es, Tanner, R. (2011) CLIL Skills. ICLON Universitet Leiden. 272 p. 6. Dale, L., Tanner, R. (2013) CLIL Activities: A resource for subject and language teachers. Cambridge: Cambridge University Press. |
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| | <p>149 p.</p> <p>7. Dalton-Puffer, Ch. (2007) Discourse in Content and Language Integrated Learning (CLIL) Classrooms. Amsterdam/Philadelphia: John Benjamins Publishing Company. 326 p.</p> <p>8. Deller, Sh., Price, Ch. (2007) <i>Teaching Other Subjects Through English</i>. Oxford: Oxford University Press. 159 p.</p> <p>9. Eurydice Survey (2006) CLIL at School in Europe. Brussels: Eurydice. 82 p.</p> <p>10. Marsh, D. (2012) Content and Language Integrated Learning (CLIL). A Development Trajectory. University of Cordoba. 552 p.</p> |
| Internet resources | <p>11. Martinez M.A. An overview of Content and Language Integrated Learning: origins, features and research outcomes. URL: https://core.ac.uk/download/pdf/19609781.pdf [accessed 18 September, 2021].</p> <p>12. Montalto S.A., Walter L, Theodorou M/, Chrysanthou K. The CLIL Guidebook. URL: https://www.languages.dk/archive/clil4u/book/CLIL%20Book%20En.pdf [accessed 28 May, 2021].</p> <p>13. Stoks, G. (2002) WebQuest: task-based learning in a digital environment. Babylonia, 1(02). URL: http://www.babylonia-ti.ch/BABY102/PDF/stoks.pdf [accessed 23 May, 2021].</p> <p>14. The International CLIL Research Journal. URL: http://www.icrj.eu/ [accessed 03 October, 2021].</p> |
| Other resources | <p>15. Brown H., Bradford A. (2017) EMI, CLIL, & CBI: Differing approaches and goals. In P. Clements, A. Krause, & H. Brown (Eds.), Transformation in language education. Tokyo: JALT. P. 328-334.</p> <p>16. Dalton-Puffer, Ch. (2011) Content-and-Language Integrated Learning: From Practice to Principles? Annual Review of Applied Linguistics Cambridge University Press. P. 182–204.</p> <p>17. Dongying Li, Lian Zhang (2020) Exploring teacher scaffolding in a CLIL-framed EFL intensive reading class: A classroom discourse analysis approach. Language Teaching Research. Beijing Foreign Studies University, China. 28 p.</p> <p>18. Lofft Basse, R. (2016) Assessment for Learning in the CLIL classroom: A corpus based study of teacher motivational L2 strategies and student motivation and metacognitive abilities. Tesis doctoral. universidad autónoma de Madrid. Madrid. 284 p.</p> <p>19. Moore, P., Lorenzo, F. (2015) Task-based learning and content and language integrated learning materials design: process and product. The Language Learning Journal. P. 334-357.</p> <p>20. Morton, T. (2020) Cognitive Discourse Functions: A Bridge between Content, Literacy and Language for Teaching and Assessment in CLIL. CLIL Journal of Innovation and Research in Plurilingual and Pluricultural Education. P. 7-17.</p> <p>21. Pérez-Cañado, M.L. (2012) CLIL research in Europe: past, present, and future, International Journal of Bilingual Education and Bilingualism. P. 315-341.</p> |

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| | <p>22. Ruiz de Zarobe, Y. (2013) CLIL implementation: from policy-makers to individual initiatives, International Journal of Bilingual Education and Bilingualism. P. 231-243.</p> <p>23. Wannagat, Ulrich (2007) Learning through L2 - Content and Language Integrated Learning (CLIL) and English as Medium of Instruction (EMI). International Journal of Bilingual Education and Bilingualism. P. 663-682.</p> |
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| Course quality monitoring | |
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| <ol style="list-style-type: none">1. Syllabus feedback from internal and external peer-reviewers.2. Feedback from students who attend the course.3. Students' performance during the course. |
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