

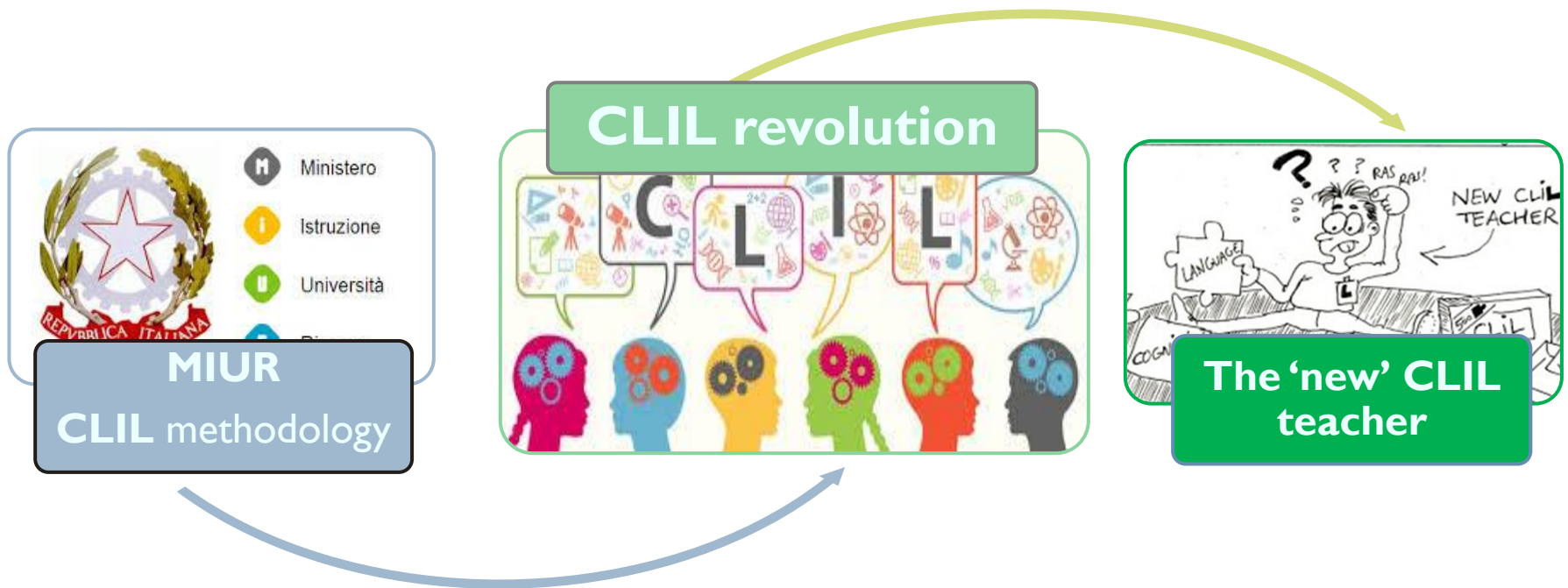


**When Learners become Teachers:
a vertical CLIL project based on peer teaching**

Francesca Ripamonti
University of Milan, Liceo Scient. 'Gandini', Lodi, Italy

fripamonti5@gmail.com

1- Background



1-Italian Upper School Reform (2012-15)

- CLIL** is recognised as an **innovative methodology**
- CLIL** is **mandatory** in the final year (5th year)
- 50% CLIL teaching** of the chosen subject
- C1 language level** of the CEFR

Lyceums

- **One curricular subject** in a **foreign language** (CLIL)
- 50% of any subject

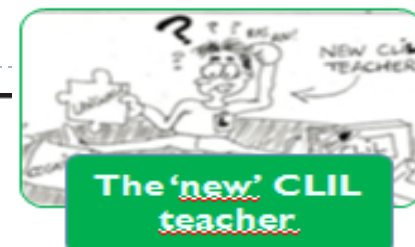
Linguistic Lyceums

- **Two curricular subjects** in a **foreign language** (CLIL)
- 50% of any subjects

Technical Schools

- **One curricular subject** in a **foreign language** (CLIL)
- 50% of any **specialised subject** (ESP)

1- CLIL Teacher Profile



Language dimension:

The teacher

- has a C1 level of competence in the foreign language (CEFR)
- is able to manage, adapt and use subject materials in the foreign language
- has a mastery of the specific subject language (specific lexicon, discourse types, text genres and forms) and of the subject concepts in the foreign language.

Subject dimension:

The teacher

- is able to use the subject knowledge according to the national curricula of the relevant school level
- is able to teach the subject content integrating language and content.

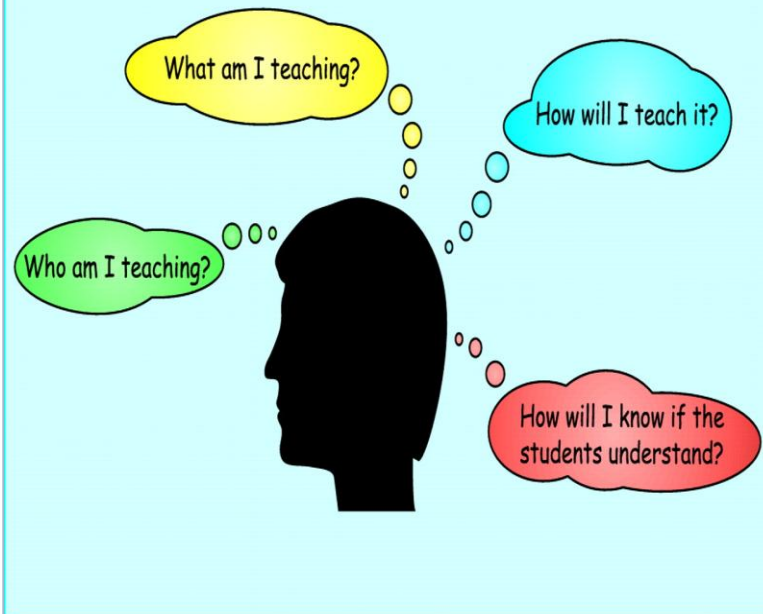
Methodological dimension:

The teacher

- is able to plan CLIL paths in cooperation with language teachers and teachers of other subjects
- is able to find, choose, adapt, create materials and resources to enhance the CLIL lesson also using ICT
- is able to plan a CLIL path autonomously, using methodologies and strategies aimed at fostering the learning of content through the foreign language
- is able to identify, create and use assessment tools which are consistent with CLIL methodology.

1-Orientating towards CLIL

CLIL bewilderment



Faced with the CLIL bids, many educators felt unprepared, both:

- **linguistically**
- **pedagogically**

The critical points mainly concerned:

1. **HOW** CLIL disciplines were to be taught
2. **WHO** was specifically qualified for the purpose

1-Facing the shortage of CLIL teachers



To address the shortage of **CLIL trained teachers** we decided to use:

1. All **resources/competencies** at our disposal
2. our **enthusiasm** to compensate for the **greater workload** and the **limited budgets**
3. **OUR STUDENTS**



2- The ‘Teachers or Learners’ project

PROJECT DESCRIPTION: 2 years vertical project involving students from different school grades engaged in CLIL interdisciplinary activities as protagonists of their learning (peer education).

PARTICIPANTS: Senior students (Grade 12+) of a scientific high school in Lodi (LO) became content-instructors of junior mentees (Grade 10-11) who, in turn, taught last-year students from 6 nearby middle schools (Grade 8).

OBJECTIVES:

- to compensate for the shortage of qualified content teachers with CLIL pre-requisites
- to provide opportunities to study contents *through* and *by* language



THEMES: Evolution; Renewable resources; Recycling; Article writing and journalism; Art and painting; The Tudors ; Gothic art and stained glass; Nelson Mandela and Apartheid; Cyberbullying

OUTCOMES:

-creation of an enriching learning environment where students were empowered to co-construct their understanding and language proficiency actively working with their peers.

2-Project description

- ▶ 2 years **CLIL, vertical, and transversal** project (2015-2017)
 - ▶ Integration +Cooperation +Interaction between:
 1. *NS teacher+L2teachers*
 2. *Teachers+ Students*
 3. *Students+Students*
- involving :
- ▶ **students from different school grades**
 - ▶ engaged in CLIL **interdisciplinary activities**
 - ▶ as **protagonists of their learning** (*peer education*)



2- Participants

**Senior students
(Grade 12/13) of
the scientific
high school**

**junior mentees
(Grade 10-11)**

**last-year
students from 6
nearby middle
schools (Grade 8).**



2- Objectives

1. to **compensate for the shortage** of **qualified content teachers** with CLIL pre-requisites
2. to provide opportunities to **study contents *through and by language***
3. to develop and pilot a **vertical framework** for teaching and learning **transversal competencies** through the **medium of a second language**
 - to get learners to practice their skills making use of **cooperative strategies (peer teaching)** and **digital tools (CALL)**.

Other formative and educational goals were:

1. to provide opportunities to study contents from different perspectives;
2. to develop thinking processes;
3. to foster different learning styles



2- Research questions

The project aimed at answering the following research questions:

1. How can the Ministerial CLIL requirements (in content and second language education) be successfully satisfied with **shortage of qualified staff**?
2. Will CLIL learners achieve better **language proficiency** if lectured by peers?
3. Will CLIL students' **content knowledge** and **motivation** be affected by this reversed and innovative approach?



3-Methodology

Phase 1: October 2015 a general survey (by the Territorial Education Board) decreed the **shortage of CLIL** teachers in the province suitable for the “CLIL Teacher Profile” (Miur, 2012)

Phase 2: to overcome the CLIL obstacle CLIL-minded teachers from our high school **networked** with colleagues from 6 middle schools of Lodi and province

Phase 3:

- *topics*
- *goals*
- *methodologies*
- *project phases*
- *activities*
- *assessment criteria*

were first agreed and next shared with students



3-Methodology

Phase 4: CLIL cross-curricular and transversal topics were shared

1-Article writing and journalism

2015 -16

2-Evolution

**3-Gothic art and stained glasses
(Canterbury Cathedral)**

4-The Tudors 5-Art and painting

1-Renewable resources

2016 -17

2-Recycling

3-Nelson Mandela and apartheid

4-Cyberbullying



3- Methodology

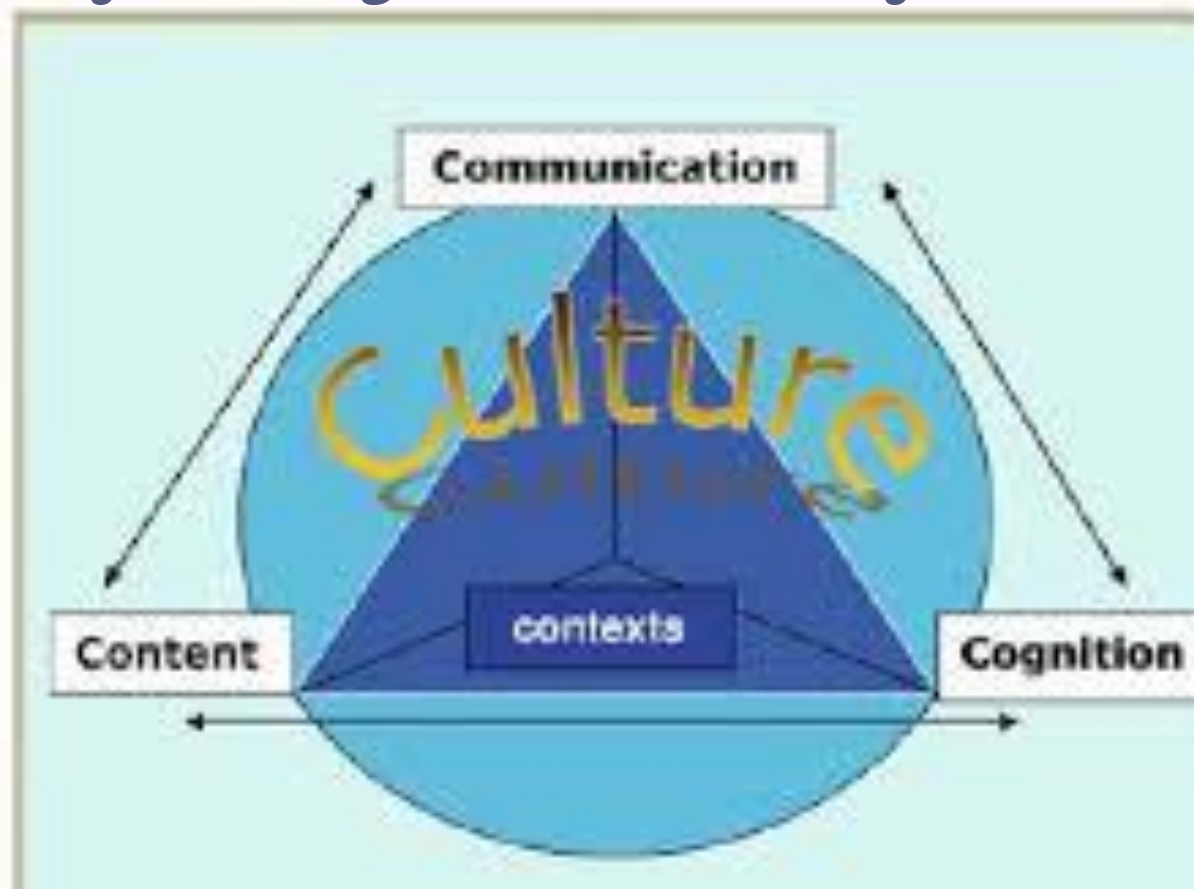
- ▶ **Phase 5: “pre-service” session** For a semester (weekly workshops) both senior and junior high school students were coached by content and language teachers on:
 - ▶ *CLIL thematic areas*
 - ▶ *CLIL teaching foundations*
 - ▶ *subject specific vocabulary*
 - ▶ *classroom discourse*

The novice teachers were lectured on such strategies as:

- ▶ *demonstrating and rephrasing*
- ▶ *using visuals*
- ▶ *scaffolding and linking new information to previous knowledge.*

Module Planning

Prof. Do Coyle's 4-Cs CLIL framework



3-4 Methodology and data collection

- ▶ **Phase 6**: The final presentation practice of **micro-teaching episodes** (from 10 to 20 minutes) with **immediate feedback** from NS and L2 teachers.
- ▶ *e.g: simple game-like activities suited for the beginning of the class (warming-up)*
- ▶ *e.g. Team teaching with 2-3 student teachers performing CLIL lessons*

3-4 Methodology and data collection

- ▶ **Phase 7:** In May (2016 and 2017), groups of novice teachers engaged their younger learners in the agreed CLIL themes trying to exhibit such **CLIL teaching behaviours** as:
 - ▶ *giving instructions clearly,*
 - ▶ *describing tasks accurately,*
 - ▶ *maintaining participants' motivation alive*
 - ▶ *keeping collaboration constructive and respectful.*

3-4 Methodology and data collection

- ▶ **Phase 8:** Final assessment.
- ▶ Evaluation criteria for both **CLIL content** and **language** had been established before modules were presented.
- ▶ Assessment activities included (for junior learners)
 - ▶ *individual or group quizzes*
 - ▶ *questionnaires,*
 - ▶ *interactive games,*
 - ▶ *hands-on tasks,*
 - ▶ *visual representations (pictures, posters, maps, diagrams)*
 - ▶ *role-plays.*
- ▶ Each presentation was attended and supervised by NS and L2 teachers who monitored students' involvement and participation by means of **observation sheets**.
- ▶ Most activities had immediate feedback.

II-LESSON DELIVERY

Lesson planning

- Does each step provide a balanced quantity of materials and tasks?
- Is each lesson planned in detail? (time, materials, activities....)
- Are the steps inside the lesson well defined?
- warm up --- find out tasks --- sort out tasks --- output tasks
- Are the proposed activities balanced btw the 4 language skills? (listening, reading, speaking, writing)
- Are real tasks provided?
- Are diversified activities provided (according to levels/learning styles)?
- Are reinforcement/remedial and in-depth activities provided?

Teaching strategies

Which strategies are used to link new information to previous learning?

- KWL strategy --- brains forming --- questions --- key words

Which strategies are used in order to make input comprehensible?

- oral scaffolding --- questioning, paraphrasing, thinking aloud
- visual aids --- key vocabulary emphasizing
- speech appropriate for students' proficiency level
- graphic organizers --- or
- Which thinking strategies are used to support learning (comprehension & production)
- oral scaffolding --- questioning --- frames
- imitative writing --- or
- Which classroom management activities are planned?
- whole class --- group work --- pair work --- individual activities
- Are learning strategies activities provided? (take notes, complete diagrams, ...)

Teaching resources

- Which are the teaching materials provided? Are the materials authentic or adapted?
- Is the use of the internet or IT suggested?
- Are new technologies used by the teacher only or by the students too?
- Has the concept of gamification been taken into account for the learning process?

Assessment practice

- Are the assessment tools coherent with the learning process (do they test the objectives to check the learning outcomes)?
- Do the assessment tests provide a big variety of exercises?
(multiple choice/matching/True-False/filling the gaps/reading and understanding/open questions/write sentences/perform a real task/project work...)



3-4 Methodology and data collection

Scores	Descriptors
1 Unsatisfactory	Student shows no knowledge of the subject and specific vocabulary.
2 Almost satisfactory	Student is lacking necessary background knowledge and uses specific vocabulary wrongly.
3 Satisfactory	Student has essential knowledge of the subject. He uses specific vocabulary correctly.
4 Good	Student shows a complete knowledge of the subject. He properly uses specific vocabulary.
5 Excellent	Student shows a complete and thorough knowledge of the subject.

3-4 Methodology and data collection

- ▶ **Phase 9:** Results were exchanged and analyzed.
- ▶ **Phase 10:** The CLIL modules designed by the teachers-students were uploaded on **the school platform** and **made available to fellow teachers and learners.**
- ▶ A “**CLIL day**” was also organized as a final and experience-sharing moment involving all participants.



5-Results

CLIL on Evolution



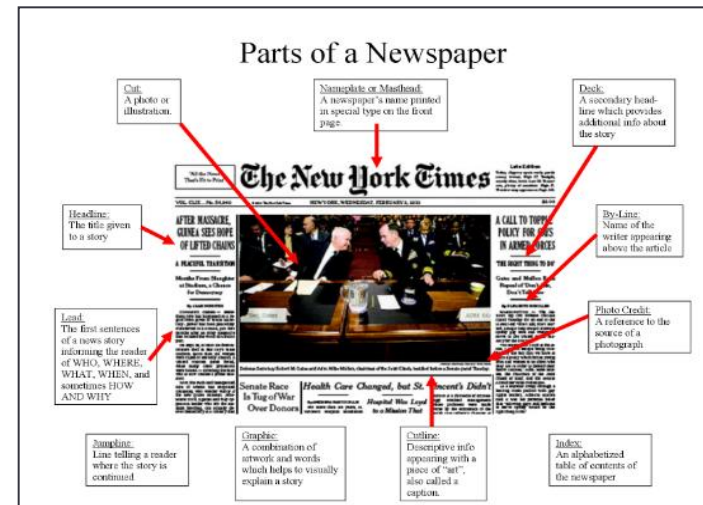
5-Results

CLIL on JOURNALISM:

<https://prezi.com/m/g00qdtascgj/copy-of-journalism/>

What are we going to do?

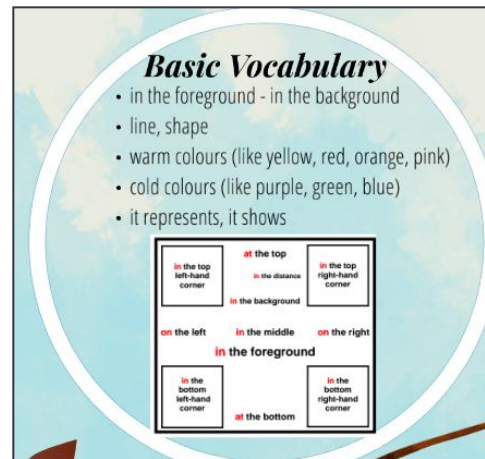
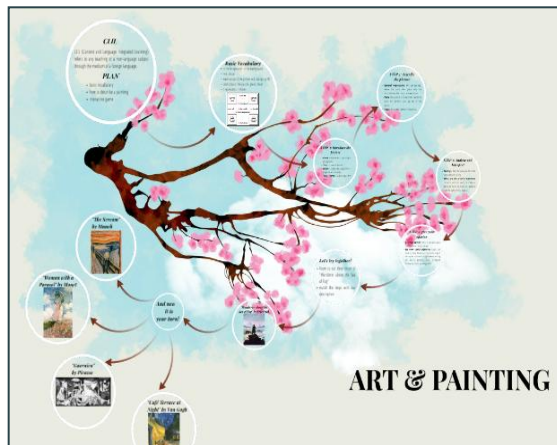
- What is journalism?
- How can we write a good article?
- Some tips
- "Now it's up to you!"



5-Results

CLIL on CLIL ON ART & PAINTING

<https://prezi.com/m/egvyzpdqoora/art-amp-painting/>



5-Results

- ▶ Results from questionnaires and the feedback proved that:
- ▶ **content + language competencies** were favourably affected by our reversed CLIL settings.
- ▶ **peer teaching** resulted in better understanding of curricular concepts.
- ▶ **Class involvement** and **motivation** were positively influenced by this innovative peer-instruction
- ▶ **all students alike** benefited from being CLIL lectured by fellow educators, **not only the brightest or the most talented ones**.
- ▶ Finally, also **novice educators** did well: they learnt contents more deeply and gained several **socio-cultural skills** thus enriching their professional and academic lives

6-Conclusions

CLIL enthusiasts never seem to get tired of telling about the benefits of CLIL.

However, CLIL initiatives may also present problems.

This paper describes how some of these challenges have been faced thanks to:

1. the creation of an **enriching learning environment**
2. where students were empowered to **co-construct their understanding + language proficiency**
3. actively working with their peers.

This is the essence of CLIL



Thank you



fripamonti5@gmail.com