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On language teachers and CLIL

Shifting the perspectives

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Publication date

2020

Document Version

Other version

License

Other

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Citation for published version (APA):

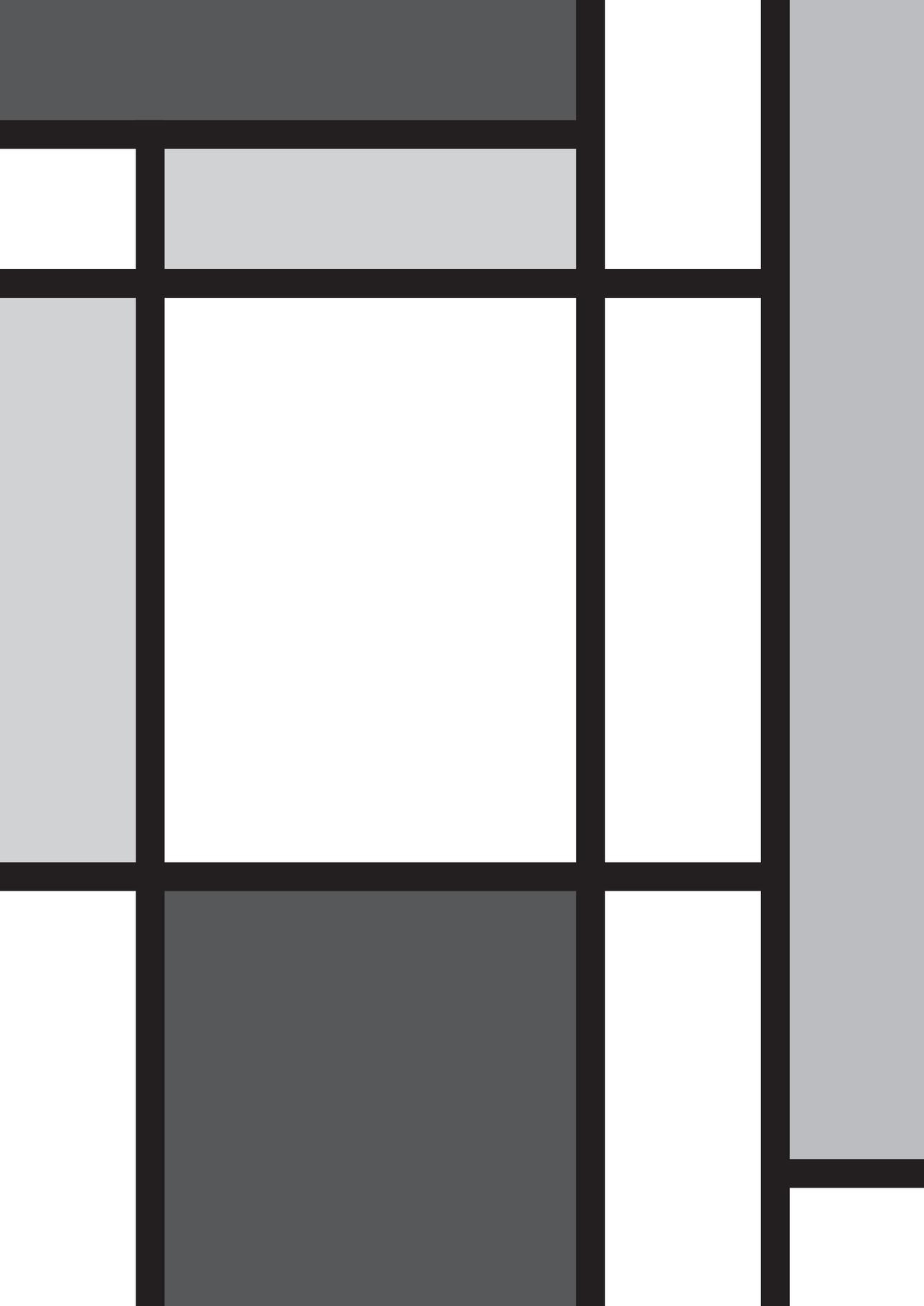
Dale, E. M. (2020). *On language teachers and CLIL: Shifting the perspectives*. Kenniscentrum Onderwijs en Opvoeding.

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APPENDIX A

Focus group themes and sample comments

Table 1

Themes and sample comments in Q1

Q1 Literature/Language Arts (Culture-specific Content/Meaning)	Sample comment
Focus on culture(s) of English-Speaking World	I wrote down culture as well because it's not only about the language, of course. [2TEB3]
Focus on literature	[When the English language is taught through other subjects, English lessons] would purely be looking at the literature side of it. [3TEB9]

Table 2

Themes and sample comments in Q2

Q2 Language and communication (Culture-specific Language/Form)	Sample comment
Focus on general and academic English skills and strategies	Maybe it's very rude that I say so, but grammar doesn't really matter in year one. They need to be able to speak and understand and listen [2ST3]
Focus on language systems in a communicative context	And also focus on grammar, vocab, only integrated in real life language production, [not] ...on grammar and vocab as something on its own [1TEB2]
Use a variety of course materials	Not just sticking to the course book alone, also looking at other sources of information for pupils. Now there are also a lot of teachers who stick to written material and make limited use of film clips and the like, which are also very useful [AS1]
Assess/give feedback on learner language in set tasks for English	One aspect .. is also stimulating feedback. That you don't just hear what you did wrong, but also what you did right. [AC4]

Table 3

Themes and sample comments in Q3

Q3 Content support (Subject-specific Content/Meaning)	Sample comment
Coach STs in CLIL pedagogical skills	So literally I ran to ...my English teaching colleagues, "What am I going to do?" Because I don't just have to be a history teacher, especially in the first year, in the first months I have to be a language teacher. But I'm not a language teacher and I don't have the skills to be that. So just give me tips, give me information, what can I do? [3ST4]
Support and monitor nns-STs' language skills	The subject teachers, they really need the English language teachers in order to produce their work in a proper way, so that there are no mistakes and that it also sounds English. [1ST1]
Formulate a language policy	Language policy is not so much dealing with students' mistakes (but I think that English teachers should also have that approach). How do you deal with the kind of language you want and expect from students at a certain level? This is about language types and language forms, and a kind of accuracy, a kind of adequacy, these are all included, too. And all that together forms language policy. [AC2]

Table 4*Themes and sample comments in Q4*

Q4 Subject-specific language (Subject-specific Language/Form)	Sample comment
Focus on transferrable skills and strategies	Encourage pupils to apply the language-learning skills that they learn in English lessons and other languages, too...if we're working with a vocab list with words that they learn in English, that they can apply the same sort of strategies in a subject. [3TEB11]
Focus on language systems in subject contexts	I worked with somebody in the geography lesson. [The pupils] were using the 'ing'-form for the sun shining and stuff like that....I walked in and said 'okay, we're going to really address something. What's the present simple again? So what does the sun do? What do the waves do? Because I know you had that in your geography lesson last week. What was that again? Now you were all saying it was shining? No it's not shining, it shines, no they're not rolling, they roll.' [3TEB8]
Use topics and materials in English lessons from subjects	I would love it, if I could give our English teachers pages out of all the text books of all the different subject teachers and use those texts as the basis for their teaching sometimes. [1ST2]
Prepare/assess/give feedback on language for subject tasks offer support in tasks from other subjects carried out in English. To prepare for this, or give students time to prepare in your class and get feedback. [AC2]
Team teach	So for me what would be the ideal lesson, is that the English lessons, there would not be any English lessons, ok? Because they would have their subject lessons and the English teachers would then team-teach with the subject teacher. So the English lessons would be superfluous because they would learn all their English through their other subjects. [3TEB9]

APPENDIX B

Case study descriptions

Quadrant 1 Literature/Language arts

Case 1A Horror Stories

During lessons, pupils read and analysed abridged versions of horror stories (e.g. *Frankenstein*, *The Call*, *The Ash Tree*), and watched a horror film (*The Others*). The teacher formulated content aims (e.g. learners can recognise and describe literary devices in a horror story) and language aims (e.g. learners can write a comparative essay, use linking words). Lesson materials included teacher presentations, handouts and online teaching resources (e.g. a TED Ed video, a sample learner's paragraph). Classroom activities included teacher-led discussions, individual, pair and group work analysing the literary devices used in horror stories along with speaking activities (e.g. pitch a short story collection of horror stories to a publisher) and structured writing activities (e.g. write a compare and contrast paragraph using a Point, Evidence, Explanation [P.E.E.] model and linking words). As a summative assessment, learners could choose to write an 800 word horror story or an 800 word essay comparing and contrasting two of the horror stories analysed in class. A grade for this final writing assignment was given using a rubric which assessed content (quality of comparison or horror story elements, e.g. setting), structure (organisation of ideas or plot development, use of footnotes) and language (appropriacy, number of grammar and spelling mistakes). Pupils received written feedback on their writing assignment in annotations by the teacher on spelling, grammatical accuracy, content and essay structure, along with a 'tip' and a 'top'.

Quadrant 1 Literature/Language arts

Case 1B Romeo and Juliet

During lessons, pupils watched, read, performed and analysed excerpts from Shakespeare's Romeo and Juliet. The teacher identified language aims (e.g. to introduce the learners to the language of Shakespeare and the story of Romeo and Juliet). She reported her focus was language rather than content. Lesson materials included music (Prokofiev's ballet, Depeche Mode's 'New Dress'), teacher presentations, a project booklet, handouts, video (Baz Luhrmann's film starring Leonard Di Caprio), and newspaper headlines. Classroom activities included teacher-led discussions, individual work (e.g. drawing in response to Prokofiev's music) and pair and group work analysing the language of the play (e.g. learners identified literary devices such as consonance, sibilance and assonance and the rhyme scheme in the prologue). They also included drama (e.g. choral whole class performance of the prologue, insult hurling, performing an Elizabethan dance) and creative writing tasks (e.g. write a tabloid gossip article reporting on the party scene). As a summative assessment, learners created a group performance of the second prologue and a written rationale for their performance and wrote a 1000 – 1200 word essay from a choice of 5-6 titles, exploring a theme in the play. Pupils received verbal feedback in class on their performance of the prologue and written feedback with a compliment, a point for development and a grade for use of voice and creativity. Feedback on the essay was based on assessment criteria which assessed language (appropriacy, number of grammar and spelling mistakes), content (explanation of themes in the play, use of quotes as evidence) and structure (organisation of ideas).

Quadrant 2 Language and communication

Case 2A The Blurbs

During lessons, pupils read and listened along to a podcast of a book review, and wrote and discussed blurbs for the back cover of a book about a story they imagined they had written. The teacher identified language aims (learners develop critical thinking, argumentative speaking, and fluency) and no content aims. Lesson materials included an online book review, (an article and podcast from a language teaching magazine about the teenage author of the book), assignment handouts, and a website. Classroom activities included teacher-led discussions, individual, pair and group work introducing, reading and listening to the magazine article and reading comprehension and vocabulary exercises. Learners also wrote a 50-150 word blurb and held group discussions to choose the best blurb using set phrases for expressing an opinion. As summative speaking and writing assessments for this term, learners talked in pairs about their holiday plans and planned a trip for relatives visiting the Netherlands. They carried out two writing tasks: a 100-150 word description of a situation they will never forget and two paragraphs comparing two friends in 80-120 words. These were graded with a rubric based on external exams. The speaking rubric had five headings- communication (interaction with the examiner), content (ability to speak about the holiday plans and trip) pronunciation, vocabulary and grammar (use of appropriate structures for the task and A2 CEFR level). The writing rubric had four headings- content organisation (paragraphing, spelling and grammar), accuracy (vocabulary), range of grammatical structures and task completion. Pupils received verbal feedback and a completed assessment form on their speaking test, and a completed rubric for the writing test.

Quadrant 2 Language and communication

Case 2B United Nations Environment Programme (UNEP)

Most lessons involved two or three activities. Every English lesson started with pupils reading silently from novels for 10 minutes. They worked from a course book and/or on the UNEP. The teacher identified language aims for the project (learners develop the language of persuasion and discussion and vocabulary for environmental issues) and process aims (e.g. to develop planning and cooperation skills). The project had no content aims. Lesson materials included online videos, a project booklet with illustrations, project time-line, language prompts for discussions, persuasive techniques, rubrics, and progress forms. Classroom activities included teacher-led explanations, an orientation selecting a specialisation in air, sun, earth or water and group work brainstorming, designing a product or invention to solve an environmental issue, creating a script, storyboard and video of an infomercial or funding pitch for their invention. As a summative assessment, learners presented a group video and participated in a group discussion on the products or inventions. Learners provided peer feedback on the videos. A group grade was given for the video, and an individual grade for the discussion. Both were based on rubrics. The video rubric assessed task effectiveness, (use of persuasive techniques), task completion (elements of pitch or infomercial), co-operation (sharing responsibilities and workload), language (vocabulary range), delivery (voice clarity and pronunciation) and accuracy (number of grammatical mistakes). The discussion rubric assessed content relevance (staying on topic), vocabulary (range), fluency (hesitation, word searching), turn-taking (listening and interrupting politely), responding and tone (respect, politeness), accuracy (extent to which mistakes interfere with comprehension), pronunciation (intonation and L1 interference). Pupils received a copy of each rubric indicating their score with comments reflecting peer feedback in class and on the quality of the video and participation in the discussion.

Quadrant 3 Content support

Case 3A ST observation and feedback

A TEB observed an STs' 80-minute maths lesson and discussed this with the ST in a feedback session. During the school year, the bilingual stream coordinator allocated TEBs at this school a group of three to four ST colleagues. The TEB observed and gave feedback on one lesson for each of these colleagues and was available to each ST as a language consultant for teaching materials and tests. The ST was responsible for requesting a visit and advice on language use in teaching materials and tests. During the observation, the TEB took notes on the ST's language use and CLIL teaching approach, using a 'bilingual teacher speaking rubric' and a CLIL observation form. The speaking rubric evaluated comprehension (understanding speech at a normal rate of speed), fluency (flow, word searching), vocabulary (variety and range), grammar (appropriate tenses and adjective placement). The CLIL observation form evaluated the teacher's English, teaching approach and written work and asked for 'tips and tops'. In a feedback session, she reviewed the teacher's language use and CLIL teaching approach. The TEB described language aims (to give feedback on the ST's own language use) and content aims (to give feedback on the ST's encouragement of language use by his learners; his awareness that learners may need help expressing their ideas about maths in English). She complimented the ST on his language skills, reassuring him that rephrasing is a feature of spoken language, highlighting a grammatical point, and pointing out that native-like pronunciation is not a requirement. The ST explained he prioritised content (mathematical knowledge and skills) above language use and group work in order to prepare year 3 students for the upper school. The TEB highlighted learners' use of Dutch during group work, and a learner's explanation that it was easier to use Dutch than English. The TEB suggested ways the ST could design group work so that learners practice explaining their reasoning out loud (e.g. he could provide language prompts if appropriate, and use an online tool to set working conditions, length of time and randomly select a group representative). The ST expressed his appreciation for the TEB's ideas and asked for a link or reference to review CLIL teaching approaches. The TEB composed a report on the observation and feedback session for the maths teacher and the bilingual stream coordinator.

Quadrant 3 Content support

Case 3B The People Project

First year pupils starting secondary school in the bilingual stream followed an integrated CLIL curriculum on the theme of 'people' in geography, biology, English and history lessons for the first eight weeks of term. STs and TEBs focused on study skills, language aims and subject knowledge. TEBs and STs collaborated to co-plan a scheme of work, co-plan lessons, co-construct materials, co-assess learner performance, and co-evaluate the project as a whole. The main lesson topic for geography was the school environment and social versus physical geography, for biology the skeleton, for English describing people, and for history early humans. The English department provided an overview of the English language curriculum for the STs and each ST created an overview of can do statements for language skills (reading, writing, speaking, listening) and subject content for their subject. Pupils were given a week by week study planner for each subject describing lesson materials and content and language assignments. Lesson materials included course books and workbooks, teacher presentations and handouts, and online resources. Classroom activities in both language and subject lessons included individual, pair and group work creating drawings and mind maps, completing language (e.g. in history, vocabulary lists, use of present and past tense) and subject content exercises (e.g. use of sources as evidence of early humans, circulatory system information gap reading activity). No summative assessment took place; only formative assessment. Pupils produced a European and International Orientation portfolio and gave a presentation to parents. They practised giving and receiving peer feedback and received spoken and written formative feedback from teachers on assignments in class (e.g. put three sample answers in order from weak to strong, on answers written on mini whiteboards, write a response to three teacher questions on a written assignment).

Quadrant 4 Subject-specific language

Case 4A Musical English

The English teacher taught Musical English lessons for the first half of the year, the music teacher for the second half. During English lessons, pupils listened to, analysed and wrote new lyrics to existing songs. In music lessons, they rehearsed, performed and recorded their new lyrics to the original music. The teacher identified content aims (analyse song lyrics) and language aims (recognise the meaning and use of tenses). English lesson materials included spoken word performances, songs, a project booklet, handouts, and course book exercises. English classroom activities included teacher explanations, individual, pair and group work, listening to songs with gap fill exercises, identifying stylistic devices, syllables, sentence stress and grammatical characteristics (e.g. tenses) in song lyrics, writing short poems, course book exercises on grammar (e.g. definite and indefinite articles) and re-writing song lyrics. The summative group assessment was to re-write the lyrics to one of three set songs and record their group performing the re-written lyrics. Learners were given a group grade for English for their song lyrics and one for music for their musical performance based on separate assessment criteria. The criteria evaluated the background information learners provided on the song, their use of fitting metre, level of English (spelling and grammar), level of English (vocabulary), use of rhyme scheme, whether the assignment was complete. Pupils received formative teacher and peer feedback on their song lyrics during English lessons. Graded lyrics were returned with grammatical inaccuracies circled if they were in structures taught that year, but learners were only marked down if mistakes interfered with comprehensibility.

Quadrant 4 Subject-specific language

Quadrant 4: Case 4B Endangered Animals

Most lessons involved two or three activities. English lessons started with pupils reading silently from novels for 10 minutes then working from a course book and/or on designing and creating a poster on an endangered animal and its habitat and a fund-raising pitch. The teacher formulated language skills aims (learners can summarise and organise ideas in their own words). The lesson had no content aims. Lesson materials included teacher presentations, song, vocabulary exercises, a graded reader on endangered animals, a project booklet, online resources provided by the teacher or by learners and a multimedia online grammar course book. Classroom activities included teacher explanations, individual, pair and group work practising general and subject-specific language (e.g. the TEB elicited descriptive verbs- shiver, reverberate, scrub, scurry- from the novels learners had been reading and saved them for a future vocabulary quiz, animal parts vocabulary, present simple), listening activities (song about deforestation), online research, summaries and paragraph writing (e.g. using a graphic organiser and writing frame), creating and illustrating a poster, and writing a presentation script. The summative assessment was the poster and presentation. The poster was graded separately for English and biology with a combined individual/group grade. The TEB gave individual grades for the presentation. She gave feedback on learners' paragraphs in poster annotations, and comments in a completed rubric. The poster rubric assessed attractiveness (design, layout, neatness), content (presence of five required elements), language (vocabulary accuracy, variety, appropriacy for audience, comprehensibility). The presentation rubric assessed how convincing the pitch was (lively, attention grabbing, enthusiasm) and bilingual attitude (exclusive use of English, avoiding Dutch). Learners received peer feedback (a 'tip' and a 'top') on their presentations during class, and TEB feedback in a rubric.