Multilingual Education and CLIL Methodology

International spring semester at Narva College of the University of Tartu funded by the Estonian Ministry of Foreign Affairs under Estonian Development Cooperation framework

01.02.2017- 06.06.2017
Estonia

- **Language**: Estonian
- **Capital**: Tallinn
- **Climate**: wet, moderate winters, cool summers
- **Population**: 1 317 800 (1. January 2017)
- **Flag**: Blue - the sky, loyalty to one's homeland
  Black - the soil, diligence
  White - simplicity, purity, hope for the future.
Narva College of the University of Tartu
Our international group
European key competences for lifelong learning (8):

1. communication in the mother tongue;
2. communication in foreign languages;
3. mathematical competence and basic competences in science and technology;
4. digital competence;
5. learning to learn;
6. social and civic competences;
7. sense of initiative and entrepreneurship;
8. cultural awareness and expression
Professional learning communities

An inclusive group of people, motivated by a shared learning vision, who support and work with each other, finding ways, inside and outside their immediate community, to enquire on their practice and together learn new and better approaches that will enhance all pupils’ learning’ (Stoll et al., 2006).

Professional learning communities tend to:

• have shared values and visions
• assume collective responsibility for student learning
• foster reflective professional inquiry
• facilitate collaboration, which includes open and frank debate
• promote group, as well as individual learning (Bolam et al., 2005)
Content Integrated Language Learning

Inspired and developed by:
David Marsh, Do Coyle and Philip Hood (since 1994)
CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of content and language with the objective of promoting both content and language mastery to predefined levels.
Core features of CLIL methodology

• **Multiple focus** (cross-curricular themes and projects)

• **Safe and enriching learning environment** (using classroom learning centers)

• **Authenticity** (using current materials from media and other sources and making constant connections with students’ real life)

• **Active learning** (students communicating more than the teacher (teachers acting as a facilitator), students set and evaluate learning outcomes)

• **Co-operation** (involving other teachers, parents and community into learning process)
Last, but not least... Scaffolding

• Building on a student’s existing knowledge, skills, attitudes and experience
• Re-packaging information in user-friendly ways
• Responding to different learning styles
• Fostering creative and critical thinking
• Challenging students to take a further step forward and not just coast in comfort
Scaffolding Strategies

- Visuals and Realia
- Use of first language
- Read Aloud
- Modeling/Gestures
- Graphic Organizers
- Intentional Small Group/Partner Work
- Connect to Background Knowledge
- Sentence Structures/Starters

*I know _______ because _______.*
The four principles driving CLIL

Community

Cognition

Communication

Content

Taken from uncovering CLIL Mehisto. Marsh, Frigols (2008)
4Cs by Do Coyle

4.1 Cognition (perceiving, recognizing, judging, reasoning, conceiving, imagining)
4.2 Content

• Students apply new content and develop related skills through experiential activities
• Content is substantive without being overwhelming
• Content from various subjects is integrated
• Cultural content is integrated into all subjects
4.3 Communication

• Language/Communication skills are developed in all subjects
• Students and teachers co-construct and negotiate meaning
• Desk placement, displays on classroom walls and other available resources support learning and communication
4.4 Community

• Students feel that being a member of a learning community is enriching

• Students have the self-confidence and skills to work within a group and the local community, balancing personal interests with those of others

• Teachers, students, parents, employers are partners in education

• Students can define their role within the classroom, the local and the global context
Thank you for your attention!
Prepared by Olena Stovpak
MA student, Sumy State University
Scientific supervisor: Larysa Shchihlo
Associate professor, Candidate of Philological Sciences (PhD)