FUNDAMENTAL PRINCIPLES OF CLIL I
MATERIALS DESIGN II
[CLASSICAL MYTHOLOGY: THE OLYMPIAN GODS]
IES Narcís Monturiol – Barcelona (Montbau).

387 students from 12 to 18 (ESO - BATX) and from 18 to 25 (evening courses). Mainly from middle class.

44 teachers.

Relatively low rate of immigrant students.
Main characteristics:

- Small size: friendly atmosphere.
- Commitment: deeply rooted in the quarter.
- Enthusiasm: easily engaged in programmes:
  - Green schools
  - Comenius
  - Orator
  - Students’ exchange with King Edward School in Sheffield
  - EuroComRom project (The transfer inventory of Romance languages)
  - CLIL
Greek and Classical Studies teacher: ESO levels 3 and 4; BATX.

English teacher since 2006: ESO levels 1 and 2.

In charge of informatics.

Administration tasks.

CLIL teacher since 2007
May 2006: Asked to teach a subject in English.

First step: what subject?
- Classical mythology.
  - Why? (From the teacher’s point of view).
    - Curricular subject.
    - Well known subject, already done in Catalan
  - Why not? (From the students’ point of view).
    - Narrative character with intricate plots, difficult for the students to be done in a foreign language.

The final choice: **Classical mythology. The Olympian gods**
- Basically descriptive character.
- Easier to delimit episodes.
- Simpler visuals.
- More concrete and specific vocabulary.

Next step: How to do it?
- Should it be done as if in mother tongue?
- What materials were to be used and where could they be found?
- Should be the mother tongue allowed in class?
- How to assess students?
February 2007: The subject is taught in English for the first time. Non-satisfactory results. Need for teacher training.

July 2007, Colchester: First contact with bilingual/CLIL teaching

- Re-conceptualisation of teaching in L2
  - From “in” to “through”
- Re-elaboration of previous materials
  - Scaffolding
  - CLIL activities
- Outcome: Same subject, different methodology
What is CLIL?
- It is the result of different approaches to teach foreign languages and in foreign languages.
- It is based on the social constructivist theories of learning by Vygotsky and Bruner and on the second language acquisition theory by Krashen.
- Its key characteristic is the integration of language and content learning.

How is integration achieved? CLIL methodological tools:
- The four Cs: A tool to design and plan units or lessons.
- The three As: A tool to elicit the linguistic requirements of the subject (Learning, thinking, communicating).
- Bloom’s taxonomy: A tool to promote high-order thinking skills.
- Cummin’s matrix: A tool to audit the suitability of both language and content demands in tasks.
- Scaffolding: A tool to bridge the gap between what students can do by themselves and what they can do with some help (ZPD).
CONTEXT: My CLIL subject

DESCRIPTION:

- Classical Mythology. The Olympian gods
- 3r ESO (aged 15)
- One term optional subject
- Four units
- Three worked on at CLIL Materials design II.
- The fourth one consisting of a web quest activity about the gods including a presentation as assessment.
UNIT 1. Myth and Mythology

Content:
- What is a myth?
- What is mythology?
- How do myths work?
- Why classical mythology?

Cognition:
- Knowledge: Terms and definitions
- Comprehension: Mythological discourse
- Application: Recognition of patterns
- Analysis: Current situations
- Evaluation: Cultural products
- Synthesis: To invent a brand

Culture:
- Language of: A few terms: myth, discourse...
- Language for: Definitions, descriptions, comparison.
- Language through: Spontaneous language

Communication:
- Symbolic dimension of language
- Different ways to explain the world
- Survival of mythological models
- A world of images

Scaffolding:
- Spontaneous language scaffolding
- Language through:

- Synthesis: To invent a brand
- Evaluation: Cultural products
- Analysis: Current situations
- Application: Recognition of patterns
- Comprehension: Mythological discourse
- Knowledge: Terms and definitions

Scaffolding:
- What is a myth?
- What is mythology?
- How do myths work?
- Why classical mythology?
CLIL ACTIVITIES I

- Power point presentation: scaffolding and brainstorming.
  - To encourage speaking.
  - To lead students towards high-order thinking skills (from description to hypothesis by means of analysis).
  - To raise students’ cultural and personal awareness.

Why classical mythology? Medusa’s look
Jigsaw activity in groups or pairs.

Reading a text looking for relevant information: *skimming and scanning activity*.

Asking for relevant information: *oral activity*.

Organisation and expression of new acquired information: *Substitution tables and patterns*.

Application of previous knowledge about the gods’ appearance and behaviour.

Comparing and contrasting gods and humans.

Justifying answers.

Imagining situations.
CLIL ACTIVITIES: AUDIT

CLIL matrix adapted from Cummins (1984)  Coyle, 2005
There is a fundamental difference between teaching content through a foreign language and in a foreign language and what it implies:

- **Integration** of content and language.
- **Organisation**: Need for lesson planning and task developing tools (4 Cs, Bloom’s taxonomy, 3 As).
- **Suitability**: Awareness of the linguistic and cognitive demands of both the subject and the students (3 As, Cummins’ matrix, Bloom’s taxonomy, scaffolding).
- **Engagement**: Need for cultural/social awareness and personal development: What does all that have to do with me?