Introduction to CLIL	
Master/bachelor level	Bachelor 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. Elective course
Course prerequisites	English level B1- B2
Semester of the course	6-7
Course Volume	3 ECTS 90 hours 30 hours of class work 60 hours of consultations and individual work

Form of final control	Credit (passed/failed)
Course language	English
Developers	S. Lyevochkina, PhD in Philology, Senior Lecturer, Department of Conversational English, Bohdan Khmelnytsky National University of Cherkasy; N. Kuravska, PhD, Vasyl Stefanyk Precarpathian National University; T. Starostenko, PhD in Philology, Associate Professor, English Philology Department, H.S. Skovoroda Kharkiv National Pedagogical University, TESOL Ukraine; L. Kokorina, Horlivka Institute for Foreign Languages HSEE "Donbas State Pedagogical University"; I. Arkhipova, Horlivka Institute for Foreign Languages HSEE "Donbas State Pedagogical University" L. Babii, PhD, Ternopil Volodymyr Hnatiuk National Pedagogical University O.Lobova, PhD, Associate Professor, Department of English Philology, V.N.Karazin Kharkiv National University I.Tyminska Poltava V.G. Korolenko National Pedagogical University O. Kuznietsova, PhD, Associate Professor, Department of English Philology, V.N.Karazin Kharkiv National University
Course summary	

The course **"Introduction to CLIL"** comprises a set of diversified methodological tools for bilingual integration of language and disciplines in the educational process within the framework of preparation of future global teachers. The course introduces the relevant CLIL terminology and the underlying principles, provides the mechanisms for activation of target language in diverse situations and implementation of the dual-focus courses in practice, enforces intercultural awareness, internationalisation, language competence, develops social and thinking skills, prepares students for both study and working life. The course enables students to select and adapt subject-specific materials for a multiple focus CLIL-classroom, apply varied teaching strategies and choose relevant resources for effective lesson planning, teaches to outline the objectives for the curriculum, evaluate CLIL resources, be aware of the effective assessment tools and be able to apply the procedure of micro-teaching in the CLIL-specific classroom.

The course „**Introduction to CLIL** " 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), balance of language, content and culture; Coyly's 4 Cs framework, linguistic scaffolding, activating prior knowledge, communicative context, high and medium frequency words, bullet points, code switching, content-compatible and content-obligatory language, cognitive process, Bloom's taxonomy, LOTS and HOTS, Soft CLIL, Hard CLIL, Modular CLIL, linguistic scaffolding, microteaching, KWL (know, want, learn) grid, subject-specific materials, selection and adaptation principles, target-language competence, CLIL-specific classroom, curricular variations, from partial to total immersion, natural setting, authenticity, genuine information exchange, information processing skills, hypothesise, collaboration, negotiation and problem-solving, performance-based tasks, comprehensibility, assessment rubrics, formative and summative assessment, practical skills.

Course aim

The aim of the course is to build understanding of fundamental principles of CLIL methodology, its theoretical and practical foundations, terminology, diversified tools and dual educational focus; to enable students to work in multicultural environment, choose subject-specific materials, identify the main focus of classroom activities, plan and deliver CLIL lessons, improve student's proficiency in the target language, develop social and cognitive skills, assess both language skills and content comprehension.

Competencies	
Integral competency	Ability to carry out complex specialized tasks and solve practical problems in the field of linguistics and foreign language teaching, which involves the application of pedagogical and linguistics theories and methods and is characterized by the complexity and uncertainty of conditions.
Generic competencies	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 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; capacity to generate new ideas; ability to apply knowledge in practical professional or educational contexts; information and communication technologies usage skills; ability to evaluate and maintain the work produced; ability to conduct research at the appropriate level, taking into account the basic principles of intellectual property protection.
Specific competencies	Ability to critically analyze, understand and apply educational theories and methodology as a basis for general and specific teaching activities. Awareness of the different roles of participants in the learning process. Ability to do appropriate educational research in different contexts. Ability to manage educational/developmental projects. Ability to manage and evaluate educational programmes, activities and materials. Ability to understand trends in education and be able to recognize their potential implications.

	Ability to lead or coordinate a multidisciplinary educational team. Competences in a number of teaching and learning strategies. Knowledge of the subject/subjects to be taught. Ability to communicate effectively with groups and individuals. Ability to create a climate conducive to learning. Ability to make use of e-learning and to integrate it into the learning environment. Ability to improve the teaching and learning environment. Ability to adjust the curriculum and educational materials to a specific educational context. Ability to design and implement varied strategies, based on specific criteria, to evaluate learning.
Learning outcomes	
ITCLO1	comprehend the key concepts of CLIL, its focus and core features; learn related terms and phrases to discuss the issues of CLIL model;
ITCLO2	identify and describe classification criteria of types of CLIL;
ITCLO3	analyse curricular models in CLIL in primary, secondary and tertiary education; identify the learners' needs and problems which they may face in mastering receptive and productive skills;
ITCLO4	demonstrate a clear understanding of the central role of communicative, cognitive and learning skills in CLIL, its theoretical aspects and the underlying principles;
ITCLO5	analyze a skill-oriented piece of material and define its purpose;
ITCLO6	design a sequence of activities focusing on developing productive skills according to learners' needs and different learning and teaching purposes and apply the procedure of microteaching in CLIL classroom;
ITCLO7	understand the language demands on the implication of CLIL methods in content-driven classroom; analyse and select scaffolding tools; learn to distinguish the phrases that explicitly introduce content, language and cognition as basic components;

ITCLO8	assess students' English language skills;
ITCLO9	select, create, evaluate and correctly apply educational material, modern educational technologies and CLIL methods;
ITCLO10	adapt and apply the procedure of microteaching in CLIL classroom to apply knowledge in practical professional or educational contexts.
ITCLO11	understanding their culture and other cultures, being a global citizen, developing cultural awareness in the process of teaching CLIL lessons in the framework upbringing of a global citizen

Correlation matrix of program and course learning outcomes		
Programme Learning Outcomes	**Course Learning Outcomes**	**LO code**
PLO 1. To communicate freely in professional spheres with specialists and non-specialists in the state and foreign languages in oral and written forms, to use the languages for effective intercultural communication	demonstrate a clear understanding of the central role of communicative, cognitive and learning skills in CLIL, its theoretical aspects and the underlying principles; design a sequence of activities focusing on developing productive skills according to learners' needs and different learning and teaching purposes and apply the procedure of microteaching in CLIL classroom; adapt and apply the procedure of microteaching in CLIL classroom to apply knowledge in practical professional or educational contexts	ITCLO4 ITCLO6 ITCLO10 ITCLO 11

	develop cultural awareness in the process of teaching CLIL lessons in the framework upbringing of a global citizen	
PLO 2. To work effectively with information: to select necessary information from various sources, including professional literature and electronic databases, to critically analyze and interpret the information, organize, classify, and systematize it.	identify and describe classification criteria of types of CLIL; analyze a skill-oriented piece of material and define its purpose; select, create, evaluate and correctly apply educational material, modern educational technologies and CLIL methods; select, create, evaluate and correctly apply educational material, modern educational technologies and CLIL methods; adapt and apply the procedure of microteaching in CLIL classroom to apply knowledge in practical professional or educational contexts.	ITCLO2 ITCLO5 ITCLO9 ITCLO10 ITCLO11
PLO 3. To organize the process of their learning and self-education with a significant degree of autonomy.	comprehend the key concepts of CLIL, its focus and core features; learn related terms and phrases to discuss the issues of CLIL model; design a sequence of activities focusing on developing productive skills according to learners' needs and different learning and teaching purposes and apply the procedure of microteaching in CLIL classroom; analyze a skill-oriented piece of material and define its purpose; assess English language skills to students;	ITCLO1 ITCLO5 ITCLO6 ITCLO8

PLO 5. To collaborate with colleagues, representatives of other cultures and religions, supporters of different political views, etc.	analyse curricular models in CLIL in primary, secondary and tertiary education; identify the learners' needs and problems which they may face in mastering receptive and productive skills; demonstrate a clear understanding of the central role of communicative, cognitive and learning skills in CLIL, its theoretical aspects and the underlying principles; assess English language skills to students; develop cultural awareness in the process of teaching CLIL lessons in the framework upbringing of a global citizen	ITCLO3 ITCLO4 ITCLO8 ITCLO 11
PLO 6. To use information and communication technologies to solve complex specialized and professional problems.	comprehend the key concepts of CLIL, its focus and core features; learn related terms and phrases to discuss the issues of CLIL model; analyse curricular models in CLIL in primary, secondary and tertiary education; identify the learners' needs and problems which they may face in mastering receptive and productive skills; demonstrate a clear understanding of the central role of communicative, cognitive and learning skills in CLIL, its theoretical aspects and the underlying principles; understand the language demands on the implication of CLIL methods in content-driven classroom; analyse and select scaffolding tools; learn to distinguish the phrases that explicitly introduce content, language and cognition as basic components;	ITCLO1 ITCLO3 ITCLO4 ITCLO7 ITCLO9

	select, create, evaluate and correctly apply educational material, modern educational technologies and CLIL methods;	
PLO 8. To understand the main problems of education and the ways of their solving applying innovative approaches, appropriate methods and technologies.	comprehend the key concepts of CLIL, its focus and core features; learn related terms and phrases to discuss the issues of CLIL model; identify and describe classification criteria of types of CLIL; analyse curricular models in CLIL in primary, secondary and tertiary education; identify the learners' needs and problems which they may face in mastering receptive and productive skills; design a sequence of activities focusing on developing productive skills according to learners' needs and different learning and teaching purposes and apply the procedure of microteaching in CLIL classroom; understand the language demands on the implication of CLIL methods in content-driven classroom; analyse and select scaffolding tools; learn to distinguish the phrases that explicitly introduce content, language and cognition as basic components; select, create, evaluate and correctly apply educational material, modern educational technologies and CLIL methods;	ITCLO1 ITCLO2 ITCLO3 ITCLO6 ITCLO7 ITCLO9

PLO 14. To use English in oral and written forms, in various genres, styles and registers of communication (formal, informal, neutral), to solve communicative tasks in everyday, social, educational, professional, scientific spheres of life.	demonstrate a clear understanding of the central role of communicative, cognitive and learning skills in CLIL, its theoretical aspects and the underlying principles; design a sequence of activities focusing on developing productive skills according to learners' needs and different learning and teaching purposes and apply the procedure of microteaching in CLIL classroom; understand the language demands on the implication of CLIL methods in content-driven classroom; analyse and select scaffolding tools; learn to distinguish the phrases that explicitly introduce content, language and cognition as basic components;	ITCLO4 ITCLO6 ITCLO7
PLO 16. To know and understand the basic notions, theories, and concepts of the selected philological specialization, and apply the principles, forms, techniques and modern methods of teaching foreign languages and foreign literature in secondary education institutions	comprehend the key concepts of CLIL, its focus and core features; learn related terms and phrases to discuss the issues of CLIL model; identify and describe classification criteria of types of CLIL; analyse curricular models in CLIL in primary, secondary and tertiary education; identify the learners' needs and problems which they may face in mastering receptive and productive skills; analyze a skill-oriented piece of material and define its purpose; demonstrate a clear understanding of the central role of communicative, cognitive and learning skills in CLIL, its theoretical aspects and the underlying principles;	ITCLO1 ITCLO2 ITCLO3 ITCLO4 ITCLO5 ITCLO7 ITCLO10

	understand the language demands on the implication of CLIL methods in content-driven classroom; analyse and select scaffolding tools; learn to distinguish the phrases that explicitly introduce content, language and cognition as basic components; adapt and apply the procedure of microteaching in CLIL classroom to apply knowledge in practical professional or educational contexts.	
PLO 20. To have the skills to manage complex tasks or projects in solving complex problems of professional practice in the field of the chosen philological specialization and methods of teaching English and to be responsible for decision-making under unpredictable conditions.	comprehend the key concepts of CLIL, its focus and core features; learn related terms and phrases to discuss the issues of CLIL model; analyse curricular models in CLIL in primary, secondary and tertiary education; identify the learners' needs and problems which they may face in mastering receptive and productive skills; identify and describe classification criteria of types of CLIL; analyze a skill-oriented piece of material and define its purpose; understand the language demands on the implication of CLIL methods in content-driven classroom; analyse and select scaffolding tools; learn to distinguish the phrases that explicitly introduce content, language and cognition as basic components;	ITCLO1 ITCLO2 ITCLO3 ITCLO5 ITCLO7 ITCLO10

| | | | | adapt and apply the procedure of microteaching in CLIL classroom to apply knowledge in practical professional or educational contexts. | |

Characteristics of learning outcomes for IMLCT					
Course Learning Outcomes	**Code of Learning Outcome**	**Knowledge**	**Skills**	**Communication**	**Autonomy and responsibility**
comprehend the key concepts of CLIL, its focus and core features; learn related terms and phrases to discuss the issues of CLIL model;	ITCLO1	+		+	
identify and describe classification criteria of types of CLIL;	ITCLO2	+	+		
analyse curricular models in CLIL in primary, secondary and tertiary education; identify the learners'	ITCLO3	+		+	

needs and problems which they may face in mastering receptive and productive skills;					
demonstrate a clear understanding of the central role of communicative, cognitive and learning skills in CLIL, its theoretical aspects and the underlying principles;	ITCLO4	+	+	+	
analyze a skill-oriented piece of material and define its purpose;	ITCLO5	+	+		+
design a sequence of activities focusing on developing productive skills according to learners' needs and different learning and teaching purposes and apply the procedure of	ITCLO6		+	+	+

microteaching in CLIL classroom;					
understand the language demands on the implication of CLIL methods in content-driven classroom; analyse and select scaffolding tools; learn to distinguish the phrases that explicitly introduce content, language and cognition as basic components;	ITCLO7	+	+	+	
assess students' English language skills;	ITCLO8		+		
select, create, evaluate and correctly apply educational material, modern educational	ITCLO9		+	+	+

technologies and CLIL methods;					
adapt and apply the procedure of microteaching in CLIL classroom to apply knowledge in practical professional or educational contexts.	ITCLO10	+	+	+	+
develop cultural awareness in the process of teaching CLIL lessons in the framework upbringing of a global citizen	ITCLO 11		+	+	

IMLCT learning objectives and outcomes in modules					
Themes	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:					
1.CLIL BASICS	1.1 Background to CLIL: Key principles of CLIL. Language demands on subject and content; 1.2 Communicative, cognitive and learning skills across the curriculum. Culture and environment.	1) Introductory (diagnostic) quiz. 'How "CLIL" are you?' Coyle's checklist. 2) Jigsaw reading activities and mind map on CLIL concepts and challenges. 3) Activating for CLIL: language, knowledge, experience and thinking, culture and environment within a paradigm of classroom activities. Graphic organizers (selecting, matching, discussion, adaptation, transformation).	Students will be able to: - get familiar with the basic set of learning theories important in CLIL; - comprehend the key concepts of CLIL, its focus and core features; - understand the language demands on subject and content (content-obligatory language vs. content-compatible language, subject-specific language); - distinguish between high order and low order thinking skills; - build awareness of communicative competence (oracy), cognitive and learning skills in the	ITCLO1: comprehend the key concepts of CLIL, its focus and core features; learn related terms and phrases to discuss the issues of CLIL model; ITCLO2: identify and describe classification criteria of types of CLIL; ITCLO4: demonstrate a clear understanding of the central role of communicative, cognitive and learning skills in CLIL, its theoretical aspects and the underlying principles;	ITCLO 1:develop cultural awareness in the process of teaching CLIL lessons in the framework upbringing of a global citizen

			CLIL classroom. Language: -to activate the target language for the CLIL-specific classroom		
2. 4 Cs	2.1. Coyle's 4 Cs framework 2.2. Bloom's taxonomy 2.3. Linguistic scaffolding	2.1. Drawing a cognitive map (content structure) and defining its technical terminology; 2.2. Analysing lesson plans via 3 dimensions of CLIL (content, language and cognitive skills) 2.3. Selecting scaffolding tools for subject-specific language	Students <u>content</u> -will identify the notions '4 Cs framework', 'content', 'culture', 'cognition', 'communication', 'linguistic scaffolding'; -understand the balance between content and language in CLIL classroom; -choose appropriate content and demonstrate cultural understanding; -analyse and select specialized vocabulary and	ITCLO4: getting aware of the implication of CLIL methods in content-driven classroom; ITCLO1: knowing the basic terms, notions and their meaning to communicate efficiently in a foreign language; ITCLO4:demonstrating awareness of the balance between content and language in CLIL classroom; ITCLO9: being able to select appropriate scaffolding tools which meets learners' needs; ITCLO6: being able to design a writing frame according to subject-specific text type ITCLO 11: develop cultural awareness in the process of teaching CLIL lessons in the framework upbringing of a	ITCLO2:understanding the need for applying CLIL methods for enriching the curriculum; ITCLO4: understanding their culture and other cultures, being a global citizen ITCLO 11:develop cultural awareness in the process of teaching CLIL lessons in the framework upbringing of a global citizen

			grammatical features as scaffolding tools; -learn how develop cognitive and thinking skills whilst teaching learners for different purposes <u>Language</u> - get acquainted with related terms and phrases to discuss the issues of 4 Cs; - learn to distinguish the phrases that explicitly introduce content, language and cognition as basic components; - develop presentation skills	global citizen	
3.Types of CLIL and Curricular variations in CLIL	3.1. Criteria for classification of types of CLIL; 3.2. CLIL models 3.3.	3.1. Analysing the examples of three CLIL models (Hard CLIL, Soft CLIL, Modular CLIL) in order to indicate the differences 3.2. Analysing curricular models in CLIL in primary, secondary and tertiary	<u>The students will</u> <u>Content</u> - get acquainted with the classification criteria of types of CLIL; - identify the notions of "Hard CLIL",	ITCLO1: comprehend the key concepts of CLIL, its focus and core features; learn related terms and phrases to discuss the issues of CLIL model;	ITCLO4: demonstrate a clear understanding of the central role of communicative, cognitive and learning skills in

	Curricular variations in CLIL	education	"Soft CLIL", "Modular CLIL"; - enhance their understanding of differences between CLIL models; - raise their awareness of curricular models in CLIL in primary, secondary and tertiary education <u>Language</u> - learn related terms and phrases to discuss the issues of CLIL models	ITCLO2: identify and describe classification criteria of types of CLIL; ITCLO3: analyse curricular models in CLIL in primary, secondary and tertiary education; identify the learners' needs and problems which they may face in mastering receptive and productive skills;	CLIL, its theoretical aspects and the underlying principles.
Module 2:					
4. Teaching strategies and techniques for CLIL	4.1. Scaffolding in content and language development 4.2. Comprehensible input methods and	4.1. To be aware of/selecting scaffolding strategies as a way of creating a supportive learning environment 4.2. Principles and features of the Comprehensible input methods and cooperative learning and task- based activities	<u>Content</u> The students will - get acquainted with types of instructional scaffolding; - learn how to use verbal, content and learning process scaffolding; -find out how to create supportive	ITCLO4: demonstrate a clear understanding of the central role of communicative, cognitive and learning skills in CLIL, its theoretical aspects and the underlying principles;	ITCLO 7: understand the language demands on the implication of CLIL methods in content-driven classroom;

	cooperative learning as CLIL teaching techniques		learning environment; - raise awareness of comprehensible input methods - find out techniques of cooperative learning and task-based activities to be used in classroom <u>Language</u> activate the target language for the CLIL-specific classroom	ITCLO 5: being able to analyze a skill-oriented piece of material and define its purpose; ITCLO 9: being able to select appropriate scaffolding tools which meets learners' needs;	analyse and select scaffolding tools; learn to distinguish the phrases that explicitly introduce content, language and cognition as basic components;
5. Planning a lesson	5.1 Principles of CLIL lessons 5.2. Planning and delivering CLIL lessons	5.1.Analysing CLIL lessons , 5.2. Working with the CLIL Pyramid (by Oliver Meyer) 5.3. Practice in planning a CLIL Lesson	<u>Content</u> students - will know how to plan a CLIL lesson - will be able to identify parts of a CLIL lesson - Will be able to describe learning outcomes	ITCLO4: demonstrate a clear understanding of the central role of communicative, ITCLO 6: design a sequence of activities focusing on developing productive skills according to learners' needs and different learning and teaching purposes and apply the procedure of	ITCLO9: select, create, evaluate and correctly apply educational material, modern educational technologies and CLIL methods;

			Language students - learn related terms and phrases to discuss the issues of CLIL models	microteaching in CLIL classroom; ITCLO 7: understand the language demands on the implication of CLIL methods in content-driven classroom; analyse and select scaffolding tools; learn to distinguish the phrases that explicitly introduce content, language and cognition as basic components;	

6.Material selection and adaptation	6.1.Principles of selection and adaptation of materials.
	
	6.2. Criteria for evaluating materials.
		6.1. Analysing subject-specific materials and CLIL material.
		6.2.Practice in theselection and adaptationof materials for CLIL with reference to one`s choice of texts.
			Content
			students
			-Will be able to select, adapt and apply material;
			-Will be able to analyse subject-specific materials and CLIL material.
			Language
			students
			  Lear and activate terms and phrases for the
			  CLIL-specific
				ITCLO5: analyze a skill-oriented piece of material and define its purpose;
				
				ITCLO9: select, create,evaluate and correctly apply educational material, modern educational technologies and CLIL methods.
					ITCLO 2: identify and describe classification criteria of types of CLIL;
					ITCLO4:demonstrate a clear understanding of the central role of communicative, cognitive and learning skills in CLIL, its theoretical aspects

			classroom		and the underlying principles.
7. Assessment and error correction in CLIL	1.Assessment of learning and assessment for learning. (Formative and summative assessment) 2. Forms of assessment. 3. Assessment rubrics.	1.Practice in working out rubrics for assessment. 2. Feedback on content and language issues.	<u>Content</u> Students will be able to assess language skills; Will be able to analyse curricular models in CLIL in primary, secondary and tertiary education; identify the learners' needs and problems. <u>Language</u> Students learn related terms and phrases to discuss the issues of CLIL models	ITCLO 8: assess students' English language skills; ITCLO 3: analyse curricular models in CLIL in primary, secondary and tertiary education; identify the learners' needs and problems which they may face in mastering receptive and productive skills; ITCLO 10: adapt and apply the procedure of microteaching in CLIL classroom to apply knowledge in practical professional or educational contexts.	ITCLO4:demonstrate a clear understanding of the central role of communicative, cognitive and learning skills in CLIL, its theoretical aspects and the underlying principles .
Module 3:					
Microteaching		3.1.Analysing the process of planning a mini lesson 3.2. Practice in planning a mini lesson	<u>Content</u> Students - will know how to plan a mini lesson - will be able to identify	ITCLO1: understand basic principles and concept of microteaching; ITCLO6 : apply the procedure of microteaching;	ITCLO8: conceive and identify advantages and disadvantages of microteaching;

				tasks for mini lesson	ITCLO10: plan and work out a micro lesson.	
				- will apply knowledge to work out a mini lesson		
				Language		
				Students		
				- learn related terms and phrases to discuss the issues of CLIL models		

Module	Topics	Lectures/hours	Seminars/hours	Individual Work/hours
Module 1.	1	2	2	6
	2	2	2	6
	3	2	2	6

Total for Module 1	3	6	6	18
Module 2	4	2	2	8
	5	2	2	8
	6	2	2	8
	7	2	2	8
Total for Module 2	4	8	8	32
Module 3	1	-	2	10
Total for Module 3	1	-	2	10
Total for the Course	8	14	16	60

Total for Module 1	**Topics: 3** **Lectures: 6 h** **Seminars: 6 h** **Individual work: 18 h**
Total for Module 2	**Topics: 4** **Lectures: 8 h** **Seminars: 8 h** **Individual work: 32 h**
Total for Module 3	**Topics: 1** **Seminars: 2 h** **Individual work: 10 h**

Total for the Course	Topics: 5 Lectures: 14 h Seminars: 16 h Individual work: 60 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)
ITCLO 1	comprehend the key concepts of CLIL, its focus and core features; learn related terms and phrases to discuss the issues of CLIL model;	- brainstorming - oral participation - discussion - group work - cognitive/Mind map	- teacher's regular oral feedback; - diagnostic test.

ITCLO 2	identify and describe classification criteria of types of CLIL;	- discussion - odd one out; - word cards; - mnemonics; - ranking cards; - jigsaw reading; - graphic organizers; - stickers.	- teacher's regular oral feedback; - in-class quiz; - online tests (true-false, multiple choice, short answer questions); - peer- and self-assessment.
ITCLO 3	analyse curricular models in CLIL in primary, secondary and tertiary education; identify the learners' needs and problems which they may face in mastering receptive and productive skills;	- group discussion; - cooperative learning; - presentation; - jigsaw reading.	- teacher's regular oral feedback; - informal classroom observation of learners as they perform group work;
ITCLO 4	demonstrate a clear understanding of the central role of communicative, cognitive and learning skills in CLIL, its theoretical aspects and the underlying principles;	- cognitive map; - direct learning; - collaborative learning.	- teacher's regular oral feedback; - online tests (true-false, multiple choice, short answer questions).
ITCLO 5	analyze a skill-oriented piece of material and define its purpose;	- case study; - group work; - hands-on learning.	- teacher's regular oral feedback; - peer- and self-assessment; - project presentation feedback.

ITCLO 6	design a sequence of activities focusing on developing productive skills according to learners' needs and different learning and teaching purposes and apply the procedure of microteaching in CLIL classroom;	- group work; - hands-on learning; - task based learning; - project work	- teacher's regular oral feedback; - project presentation feedback.
ITCLO 7	understand the language demands on the implication of CLIL methods in content-driven classroom; analyse and select scaffolding tools; learn to distinguish the phrases that explicitly introduce content, language and cognition as basic components;	- discussion - odd one out; - word cards; - mnemonics; - graphic organizers; - task based learning;	- teacher's regular oral feedback; - online tests (true-false, multiple choice, short answer questions).
ITCLO 8	assess students' English language skills;	- discussion; - task based learning.	- teacher's regular oral feedback; - online tests (true-false, multiple choice, short answer questions).
ITCLO 9	select, create, evaluate and correctly apply educational material, modern educational technologies and CLIL methods;	- project presentation; - case-study.	- teacher's regular oral feedback; - peer- and self-assessment; - project presentation feedback.

ITCLO 10	adapt and apply the procedure of microteaching in CLIL classroom to apply knowledge in practical professional or educational contexts.	- microteaching; - collaborative learning.	- informal classroom observation of learners as they perform group work; - microteaching feedback.
ITCLO 11	understanding their culture and other cultures, being a global citizen	- case study; - discussion; - group work.	- teacher's regular oral feedback; - informal classroom observation of learners as they perform group work;

Assessment and feedback approaches		
Teacher-based assessment		
Type of work, activity, task	**Max points**	**Extra information**
The student's participation in: **- class and/or online discussions;** **- case study analyses, projects, presentations, etc.**	**Total: 15** **(15*1)**	**1 point maximum is given for each topic out of 15 topics in the course programme** **Feedback is given regularly during the classes.** ***Regular attendance is very important and will be included in determination of the course grade***

Test	Total:20 (2*10)	*2 during the course at the end of each Module
		A test online consists of 10 questions with the four variants of the answer. Each correct answer equals 1 point. Questions represent theoretical and practical issues introduced within the course.
		Explanation for every question is embedded in the test automatic feedback.

Peer assessment		
Type of work, activity, task	**Max points**	**Extra information**
Case study (Video review)	Total: 5 (1*5)	*1 during the course (Module 2) Written feedback is given for every case study.
Class presentation	Total: 20 2*10	*2 during the course (Module 1 and 2) Oral group presentation of up to 10 – 15 min. Written feedback is given for every presentation.

Course final assessment		
Type of work, activity, task	**Max points**	**Extra information**

Multiple Choice test	Total: 20 (1*10)	Comprehensive test online. Test consists of 20 questions with the four variants of the answer. Each correct answer equals 1 point. Questions represent theoretical and practical issues introduced within the course. The explanation for every question is embedded in the test.
Microteaching	Total: 20 (1*20)	The microteaching is based on a learning experience in which students synthesize knowledge from various areas of learning, and apply it critically and creatively. Written feedback is given for every microteaching.
Total	100 points	

Assessment criteria for Presentation (max. score - 10)				
Criteria / Points	**Descriptors**			
	5 Excellent	**4 Good**	**3 Satisfactory**	**2 Unsatisfactory**
Content (accuracy and volume of information, student's subject knowledge)	The content fully meets the objectives of the task.	The presentation is coherent and covers the main tasks, but the conclusions are not clearly defined.	The content of the presentation does not fully cover the task, though it is relevant to the main goal	The project is not coherent, the goals and conclusions are missing.
Language (language use, grammar forms, range of vocabulary)	The presentation was well delivered (clear, accurate and well-organized speech) with a wide range of advanced grammatical constructions and advanced vocabulary	Students use a wide range of advanced grammatical constructions, vocabulary is advanced with some minor grammatical, pronunciation mistakes.	Students use simple grammatical constructions and vocabulary, making minor mistakes.	Students use simple grammatical constructions and vocabulary, making major mistakes.

Structure (coherence and logics of the presentations and visuals, audio used)	Logical and coherent presentation of the topic: information has a logical structure, flows from one section to another, and can be easily followed and understood. Successfully used charts, audio, video and visual effects.	The information is logically structured, successfully used charts, audio, video and visual effects with minor timing mistakes.	The information is structured, charts, audio, video and visual effects are used, but not logically.	The information is not well-structured, charts, audio, video and visual effects are not used.
Presentation skills (the ability to make coherent, well organized and clear presentation, to be good with timing and use visual aids)	Presentation relevant to the topic with up-to-date visual resources, not long pauses, clear articulation, proper volume, steady rate, good posture, eye contact, enthusiasm, and confidence. The speaker does not read from the notes. Timeliness: within 2 minutes ± of the 3-5 minute goal.	Presentation relevant to the topic, though minor mistakes in visual resources occur, longer pauses, not very clear articulation, proper volume, steady rate, good posture, eye contact, enthusiasm, and confidence. The speaker sometimes reads from the notes.	Presentation relevant to the topic with mistakes in visual resources, long pauses, not clear articulation, improper volume, not steady rate, bad posture, no eye contact, poor enthusiasm, and unconfidence. The speaker reads from the notes.	Presentation based on a limited number of visual resources with major mistakes, very long pauses, vague articulation, improper volume, not steady rate, bad posture, no eye contact, no enthusiasm, and unconfidence. The speaker reads from the notes.

		Timeliness: within 3 minutes ± of the 3-5 minute goal.	Timeliness: within 4 minutes ± of the 3-5 minute goal.	Timeliness: within 5 minutes ± of the 3-5 minute goal.
	*1 – the work does not reach a standard described by any of the descriptors given above *0 – the work has not been done			

Microteaching assessment				
Lesson DELIVERY and PLANNING	max 0.5	max 1	max 1,5	max 2
1) Grammar/ Use of English	Incorrect grammar used, thoughts incoherent	slang, informal English, but clear in coherence and communicative thoughts	Uses standard forms, very clear in communicating thoughts	Uses standard forms, communicates thoughts clearly, and has broad base of vocabulary

2) Preparation	The student arrives ill-prepared. Not ready to present at assigned time	The student presents at assigned time, plan and materials are ready	The student presents on time. Plan and materials are well-organized	The student presents on time. Plan and materials are well-organized and polished
3) Use Of Materials	Teacher/learner materials disorganized, inappropriate	Teacher/learner materials mostly organized, appropriate	Teacher/learner materials well organized, and add to the presentation	Teacher/learner materials are very well organized and promote learning and teaching
4) Pace/ Poise /Presence	Shows anxiety, discomfort, lacks eye contact / Pacing and timing are poor, down time is evident	Mostly confident, some eye contact, smooth gestures / Pacing and timing are appropriate, very limited downtime	Very confident, good eye contact, gestures enhance lesson / Pacing and timing are very good. Lesson moves fluidly and elements are given appropriate priority	Extremely confident and appears natural in class, gestures promote learning, but not arrogant / Pacing and timing are excellent. Appropriate priority given to all elements, no down time

5) **Teaching Strategies**	**Strategies inappropriate for lesson and class makeup. Lacking variety and creativity**	**Strategies mostly appropriate for situation, some variety and creativity**	**Strategies are appropriate for situation, good variety and creativity, addresses some varied learning styles**	**Strategies are very appropriate for situation, excellent variety and creativity addresses multiple learning styles**
6) **Student Engagement/ Interaction**	**Entirely teacher centered, no questioning or interaction**	**Some questions and activities that involve students and promote interaction**	**Good questioning. Most students are actively involved in class. Good interaction between teacher and students**	**Excellent questioning. All students actively participating in class. Quality interaction between students and teacher**
CONTENT				

7) **Learner Objectives - Appropriately include all three domains and clearly stated in objectives (Cognitive, Content, Culture)**	**Not stated or only describes activities**	**Vague and/or missing parts, connection to standards is unclear**	**Stated, but missing parts, connection to standards is clear**	**Clearly stated and all parts listed, connection to standards is clear**
8) **SCAFFOLDING Materials Example: Manipulatives, Tools, Equipment, Handouts, Technology**	**List is incomplete and/or paper materials**	**Some materials listed; some paper materials attached**	**Most materials listed; most paper materials attached**	**All materials listed; all paper materials listed and attached**
9) **Introduction: Purpose/Objective Statement & Outcomes**	**Set is missing**	**Inadequate set is provided**	**Adequate set is provided**	**Effective set is given; previous knowledge and purpose is present**

10) Instructions/ Assessment/ Feedback	Instructions are missing / no assessment/ No feedback included	Instructions are vague or confusing / a few checks are provided/ feedback is incomplete or lacks depth of thought	Instructions and questions are appropriate / Effective assessment of all students / Answers to all the questions included. Some feedback shows desire for personal improvement	Step-by-step instructions with questions to guide students / Effective assessment / Thoughtful answers to all questions. Feedback shows desire for personal improvement
The student gets one plus that equals from 0,5 up to 2 points in each line. Overall score max 20 points				

Calculation of the score on a 10-point scale				
Criterion	**points achieved**			
Content	1	1,5	2	2,5
Language	1	1,5	2	2,5
Structure	1	1,5	2	2,5

Presentation Skills	1	1,5	2	2,5
Total score	_____ out of 10			

Calculation of the score on a 20-point scale				
Criterion	points achieved			
Content	2	3	4	5
Language	2	3	4	5
Structure	2	3	4	5
Presentation Skills	2	3	4	5
Total score	_____ out of 20			

5-point marking scale out of 10	5-point marking scale out of 20	10- point marking scale out of 20

«1» 1–3 «2» 4–5,5 «3» 6–6,5 «4» 7–8,5 «5» 9–10	«1» 1–4 «2» 5–8 «3» 9–12 «4» 13–16 «5» 17–20	«1» 1-2 «2» 3-4 «3» 5-6 «4» 7-8 «5» 9-10 «6» 11-12 «7» 13-14 «8» 15-16 «9» 17-18 «10» 19-20

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 the MultiEd project, the Internet, educational technologies, smartphones. **Books to be procured in this project:** 1. Ball Ph., Kelly, K., Clegg J. (2016) *Putting CLIL into Practice*. Oxford University Press. 336 p. 2. Bentley, Kay. (2016) *The Teaching Knowledge Test Course. CLIL Module.* Cambridge: Cambridge University Press. 130 p. 3. Grieveson, M., Superfine, W. (2019) *CLIL. The Resource Pack.* Delta Publishing. 148 p.
Books and resources recommended for this course

Books	1. 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. https://www.ecml.at/coe-docs/language-dimensions-subjects-EN.pdf 2. Dale, L., Wibo van der Es, Tanner, R. (2011) *CLIL Skills*. ICLON Universitet Leiden. 272 p. https://www.rosietanner.com/images/docs/CLILSkills_pdf.pdf 3. Dalton-Puffer, Ch. (2007) *Discourse in Content and Language Integrated Learning (CLIL) Classrooms.*

	Amsterdam/Philadelphia: John Benjamins Publishing Company. 326 p. https://www.academia.edu/4692561/Discourse_in_Content_and_Language_Integrated_Learning_CLIL_classrooms 4. Eurydice Survey (2006) *CLIL at School in Europe*. Brussels: Eurydice. 82 p. https://www.indire.it/lucabas/lkmw_file/eurydice/CLIL_EN.pdf 5. Marsh, D. (2012) *Content and Language Integrated Learning (CLIL). A Development Trajectory.* University of Cordoba. 552 p. https://core.ac.uk/download/pdf/60884824.pdf
Internet resources	1.British Council. *CLIL (Content and Language Integrated Learning). Introduction*. Teaching English. British Council. URL: https://www.teachingenglish.org.uk/article/content-language-integrated-learning-clil [accessed 18 September, 2021]. 2. Coyle D. Content and Language Integrated Learning Motivating Learners and Teachers. URL: http://blocs.xtec.cat/clilpractiques1/files/2008/11/slrcoyle.pdf [accessed 23 May, 2021]. 3. Gabillon, Zehra. *Revisiting CLIL: Background, Pedagogy and Theoretical Underpinnings.* URL: https://journals.openedition.org/ced/1836 [accessed 02 December, 2021]. 4. Maljers A., Marsh D., Coyle D., Hartiala A.K., Marsland B., Pérez-Vidal C., Wolff D. *The CLIL Compendium.* URL: http://www.clilcompendium.com [accessed 23 May, 2021]. 5. 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]. 6. Montalto S.A., Walter L, Theodorou M, Chrysanthou K. *The CLIL Guidebook.* https://www.languages.dk/archive/clil4u/book/CLIL%20Book%20En.pdf [accessed 28 May, 2021].
Other resources	1. 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. https://jalt-publications.org/files/pdf-article/jalt2016-pcp-042.pdf

2. Dalton-Puffer, Ch. (2011) *Content-and-Language Integrated Learning: From Practice to Principles?* Annual Review of Applied Linguistics Cambridge University Press. P. 182–204.

https://www.researchgate.net/publication/259412894_Content-and-Language_Integrated_Learning_From_Practice_to_Principles

3. 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.

https://www.academia.edu/42731631/Exploring_teacher_scaffolding_in_a_CLIL_framed_EFL_intensive_reading_class_A_classroom_discourse_analysis_approach

4. 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.

https://repositorio.uam.es/bitstream/handle/10486/671766/basse_lofft_rachel.pdf?sequence=1

5. 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.

https://www.tandfonline.com/doi/full/10.1080/09571736.2015.1053282

6. 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.

https://www.researchgate.net/publication/338913366_Cognitive_Discourse_Functions_A_Bridge_between_Content_Literacy_and_Language_for_Teaching_and_Assessment_in_CLIL

7. Pérez-Cañado, M.L. (2012) *CLIL research in Europe: past, present, and future, International Journal of Bilingual Education and Bilingualism.* P. 315-341.

https://www.researchgate.net/publication/254242336_CLIL_research_in_Europe_Past_present_and_future

8. Ruiz de Zarobe, Y. (2013) *CLIL implementation: from policy-makers to individual initiatives*. International Journal of Bilingual Education and Bilingualism. P. 231-243.

https://www.tandfonline.com/doi/abs/10.1080/13670050.2013.777383

10. 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.

https://www.tandfonline.com/doi/abs/10.2167/beb465.0

Course quality monitoring
1. Syllabus feedback from internal and external peer-reviewers 2. Feedback from students who attend the course 3. Students' performance during the course