

## **Content and Language Integrated Learning for Austrian HTL**

Das Curriculum dieser Veranstaltungsreihe basiert teilweise auf dem “Zertifikatskurs der Universität Wien. Content and Language Integrated Learning for Austrian HTL`s”, entwickelt von ao. Prof. Dr. Christiane Dalton- Puffer, welches von Mag. Eva Poisel adaptiert wurde.

### **Ziel der Veranstaltungsreihe:**

Ziel dieses Kurses ist es, Lehrer/innen an an HTLs die wesentlichen Kenntnisse und Fähigkeiten zu vermitteln, die es ihnen ermöglichen, professionell Unterrichtssequenzen ihrer Fächer in der Fremdsprache Englisch zu erstellen und zu halten.

### **Aufbau der Veranstaltungsreihe:**

Die Veranstaltungsreihe umfasst ein Angebot von vier Blöcken zu je drei Tagen/ 24 Lerneinheiten innerhalb von zwei Semestern, in denen sich die Teilnehmer/innen mit der Methodik und Didaktik des Fremdsprachen- und CLIL Unterrichts theoretisch und praktisch auseinandersetzen und auf ihre individuellen Bedürfnisse umlegen, indem sie Unterrichtsmaterial selbst entwickeln.

### **Methoden:**

- Kurze Inputs durch Vortragende
- praktische individuelle und kooperative Arbeitsfrequenzen zum Festigen und Ausprobieren
- Diskussionen
- Tutorien
- Präsentationen der Teilnehmer/innen
- E-learning
- Selbststudium mit Reflexion
- Die gesamte Veranstaltungsreihe wird in Englisch abgehalten, um den Teilnehmer/innen neben den präsentierten Inhalten auch die Erfahrungsebene des aktiven Fremdsprachenlernens zu geben, d.h. CLIL in practice!

Um den Spracherwerb weiter zu steigern, werden folgende unterstützenden Maßnahmen angeboten:

- Die Teilnehmer/innen können im Rahmen von Comenius Förderprogrammen einen vierzehntägigen Auslandsaufenthalt in einer Sprachschule im angelsächsischen Raum mit Fokus auf CLIL absolvieren. Spezielle Angebote bieten Exeter und Norwich.
- Außerdem besteht die Möglichkeit, einen online Sprachkurs zu belegen, bei dem relativ wenig Kosten entstehen(z.B. [www.babbel.com](http://www.babbel.com)).

Um den didaktischen Input und die Arbeit während der Veranstaltungen zu sichern, wird eine e-learning Phase als „Teaching Project“ auf einer Lernplattform zwischen den einzelnen Blöcken eingerichtet. Am Ende jedes Blocks erhalten die Teilnehmer/innen konkrete Arbeitsaufträge, die bis zum nächsten Block erledigt werden sollen. Während des zweiten Blocks wählen die Teilnehmer/innen ein Thema, an dem sie arbeiten wollen mit dem Ziel, am Ende der Veranstaltungsreihe eine komplette Unterrichtssequenz von mehreren Stunden zu haben. Die Materialien zu diesem Thema, die während der Anwesenheitsphase erarbeitet werden, sollen im Unterricht pilotiert, durch Schüler/innen und Kolleg/innen evaluiert, anschließend adaptiert und auf die Datenbank hochgeladen werden, um allen Teilnehmer/innen zugänglich zu sein. In Foren erhalten die Teilnehmer/innen abermals Feedback durch ihre Kolleg/innen und den/die Betreuer/in der Lernplattform. Die Materialien werden begleitet von einer persönlichen Reflexion in einem Portfolio gesammelt.

Am Ende der Veranstaltungsreihe präsentieren die Teilnehmer/innen ihre Portfolios mit den erstellten Unterrichtssequenzen und evaluieren die Ergebnisse des Kurses.

### **Lernziele:**

Die Teilnehmer/innen

- verstehen CLIL als ein Unterrichtsprinzip
- sind vertraut mit der grundlegenden Methodik des Fremdsprachenlernens und -lehrens
- haben verschiedene geeignete CLIL Methoden kennen gelernt und ausprobiert
- haben nach didaktischen und methodischen Grundsätzen des Fremdsprachenunterrichts eigenes CLIL Material entwickelt und evaluiert
- kennen eine Reihe von interaktiven, kooperativen und Schülerzentrierten Arbeitsmethoden und haben dazu eigenes Material entwickelt
- verfügen über eine Reihe von Kriterien für die Planung und Ausübung von CLIL Unterrichtseinheiten
- haben ihre Sprachbeherrschung in den Bereichen Englisch als Unterrichtssprache und als Fachsprache wesentlich gesteigert
- verfügen am Ende des Kurses über selbst produziertes Material zu einem von ihnen gewählten Thema, in dem sie verschiedene Methoden erfolgreich angewendet haben.

## **Unit1: Conceptional and didactic principles of CLIL**

### **1.1: Foundations of CLIL**

#### Objectives:

- To consider aims and rationales for CLIL
- To develop awareness of own goals and rationales for CLIL
- To consider available resources and necessary support for implementing CLIL at own school

#### Content:

- Identify rationale for CLIL
- Identify personal aims for CLIL, possible fears and misgivings
- Identify a common set of aims and rationales
- Identify current CLIL policy at Austrian HTL´s and what is needed on a personal and school specific level to reach the aims
- Identify possible needs for personal language enhancement to be done in 1,4

### **1.2: Didactic principles of communicative language learning and teaching (CLLT) applied on CLIL**

#### Objectives:

- To be familiar with the basic ideas of CLLT
- To appreciate their compatibility with CLIL
- To be familiar with the role of the four skills
- To get to know some central principles of teaching the four skills
- To be able to apply these principles in teaching episodes

#### Contents:

- Familiarize oneself with the concept of communicative competence- CEF, personal evaluation
- Discuss each of the four skills with the help of examples (preferably relevant for HTL´s)
  - What does it involve?
  - How does one learn it?
  - How can learning be supported?
  - What are the strategies needed?
  - What are the key techniques/ tasks for teaching receptive and productive skills?
- Identify how these components can be applied in the HTL CLIL classroom
- Explore typical classroom activities for vocabulary learning and teaching
- Explore typical classroom activities for contextualized grammar learning

### **1.3: Hands On:**

#### Objectives:

- To acquire practice for developing tasks for CLLT

#### Contents:

- Take a sample text from individual teacher´s subject and with the help of the tutors develop a skill specific activity and a vocabulary activity ( if group work, then

activities for all 4 skills) to be piloted in the classroom
<b>1.4: Meeting language needs:</b>
Objectives: <ul style="list-style-type: none"> <li>• To work on specific language needs of participants</li> </ul>
Contents: <ul style="list-style-type: none"> <li>• Practice to improve language performance in areas defined before by HTL relevant tasks</li> </ul>
<b>Assignment for “Teaching Project”</b> <ul style="list-style-type: none"> <li>• Finalize the materials designed during the workshops</li> <li>• pilot them in the classroom,</li> <li>• collect feedback from students and colleagues,</li> <li>• process feedback</li> <li>• upload the revised materials on the e-learning platform.</li> <li>• invite other participants and tutors to comment on it.</li> <li>• If necessary, revise materials again</li> <li>• Collect materials and personal reflexion in portfolio</li> </ul>

<b>Unit 2.1: The interdependence of language and learning</b>
<b>2.1.1: The language of thinking</b>
Objectives: <ul style="list-style-type: none"> <li>• To reflect on the role of language for thought processes</li> <li>• To reflect how thinking can be encouraged through inquiry</li> <li>• To consider what language tools are necessary to express thought processes</li> <li>• To internalize language awareness through practice</li> <li>• To practice discourse patterns</li> </ul>
Contents: <ul style="list-style-type: none"> <li>• Discuss the relationships between inquiry and thought</li> <li>• Identify questions as instruments to trigger thinking in inquiry- Inquiry based teaching (IBT)</li> <li>• Explore the Inquiry- Response- Feedback (IRF) sequence and its potential</li> <li>• Watch and analyse a IRF sequence and analyse it</li> <li>• Design an IBT activity in groups or individually</li> <li>• Identify personal needs for language enhancement</li> <li>• Practice discourse patterns necessary to express different thought processes</li> </ul>
<b>2.1.2: Learning from text- working with texts</b>
Objectives: <ul style="list-style-type: none"> <li>• To appreciate the different purposes and characteristics of language use at the interpersonal and academic level</li> <li>• To get familiar with a didactic model for developing textual competence</li> <li>• To explore strategies that help students to develop textual competence</li> <li>• To apply the didactic model on material development</li> </ul>
Contents: <ul style="list-style-type: none"> <li>• Discuss the concept of BICS and CALP</li> <li>• Identify the essence of “Drei Pasen Modell” nach Sabine Schmölder-Eibinger, Universität Graz</li> </ul>

- Wissensaktivierung – activating knowledge
- Arbeit an Texten – working with the text
- Texttransformation – transferring information into something new
- Work with a HTL relevant example
- Design an activity sequence based on a subject specific text, in groups or individually, with the help of the tutors

## **Unit 2.2: Working on materials**

### Objectives:

- To possess key sources for materials for own subjects
- To collect a set of materials for a specific topic sequence
- To gain an overview of techniques for scaffolding, adaptation and simplification

### Contents:

- Collect internet sites and sources for subject specific materials
- Identify an appropriate topic for a subject specific topic sequence to be worked on in the following workshops
- Collect materials for this topic
- Look at former units for strategies dealing with materials
- Establish a list of strategies to be continued
- Explore some scaffolding strategies
- Explore different adaptation and simplification strategies
- Work on some of the material collected

### **Assignment for “Teaching Project”**

- Finalize the materials designed during the workshops
- pilot them in the classroom,
- collect feedback from students and colleagues,
- process feedback
- upload the revised materials on the e-learning platform.
- invite other participants and tutors to comment on it.
- If necessary, revise materials again
- Collect materials and personal reflexion in portfolio
- Look for more material to work on subject specific task sequence

## **Unit 3: Methods**

### **3.1: Scaffolding**

#### Objectives:

- To consider how content is expressed and organized in subject specific texts
- To identify typical genre specific language structures in texts
- To enhance writing performance of participants
- To consider how the students can be supported to meet genre specific demands by scaffolding

#### Contents:

- Study examples of how subject content is expressed and organized in subject texts using materials collected before
- Explore the role of discourse patterns for specific subjects

- Define genre specific templates and registers. Genres: lectures, reports, process description, accounts,..
- Practice templates and registers
- Develop strategies to support students' genre connected responses
- Work with a sample text to develop tasks to raise students' genre awareness
- Design more scaffolding tasks: visuals, language support,...

### **3.2: Task- based and cooperative learning**

#### Objectives:

- To know about Jane Willis' concept of Task-based learning (TBL)
- To appreciate the potential of cooperative learning
- To consider how cooperative learning and TBL can be applied in the HTL CLIL classroom

#### Contents:

- Become familiar with the essential elements of TBL with the help of HTL specific examples
- Design a task circle for subject specific task sequence chosen in Unit 2 with the help of the tutors
- Identify the potential of cooperative learning
- Discuss possible modes of cooperative learning and its requirements
- Design a subject specific episode based on cooperative learning in groups or individually, with the help of the tutors

### **3.3: Portfolio work**

#### Objectives:

- To appreciate the potential of process work
- To develop appropriate assessment practices
- To apply the principles of process work and alternative assessment modes

#### Contents:

- Define the individual steps of process work with the help of a HTL relevant example
- Reflect on appropriate assessment practices for process work
- Create requirements for a portfolio incorporating alternative assessment modes for the subject specific topic chosen, with the help of the tutors.

#### **Assignment for "Teaching Project"**

- Finalize the materials designed during the workshops
- pilot them in the classroom,
- collect feedback from students and colleagues,
- process feedback
- upload the revised materials on the e-learning platform.
- invite other participants and tutors to comment on it.
- If necessary, revise materials again
- Collect materials and personal reflexion in portfolio

## **Unit 4: Methods**

### **4.1: Differentiated and autonomous learning and teaching**

#### Objectives

- To raise awareness for the need of differentiation and autonomous learning

- To be familiar with the basic elements of differentiated teaching and learning
- To be able to develop tasks for mixed ability groups and autonomous learning

Contents:

- Reflect on the need for a differentiated learning and teaching approach
- Identify the basic elements of a differentiated learning and teaching approach
- Project these elements into a subject specific learning episode of the topic chosen
- Identify the basic elements of autonomous learning
- Develop strategies to enhance the students learning competence
- Identify different tasks for autonomous learning episode
- Design tasks for an autonomous learning episode for the task chosen

#### **4.2: Project work**

Objectives:

- To produce a set of CLIL lessons on the subject- specific topic chosen in Unit 2

Contents:

- Specify the topic chosen in Unit 2 and decide on length and contents of the set
- Plan the individual lessons: contents, introduction-main part- conclusion, links
- Establish a list of activities
- Revisit former units for the activities designed
- Check collection of materials in “Learning Project”
- Adapt them where necessary
- Finalize the set of CLIL lessons

#### **4.3: Presentation of Final Product and Evaluation**

Objectives:

- To evaluate final product
- To exchange materials
- To establish network

Contents:

- Evaluate the final product
- Create a network for future cooperation

#### **4.4: Round Up and Celebration**