

Preparing CLIL Teacher to Use IT

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Abstract

In Estonia the practical training for teachers of transition to CLIL was started in 2006.

The training sessions were covering the following main areas:

- *Training of Estonian language in order to improve the knowledge of Estonian language among Russian-speaking teachers who would be then able to teach the class material in the lessons in Estonian language.*
- *Methodology of bilingual training to introduce the latest methodologies in language learning.*
- *Preparation of teaching materials, because there were no bilingual educational materials necessary for teaching.*

During the training, teachers learned how to use a variety of IT opportunities to prepare materials and make classes diverse and interesting. Was learned to use the Hot Potatoes program to prepare exercises and tests. It also introduced a variety of Internet search functions compilation options (such as treasure hunts, cooperation projects), to guide students to use authentic language and material. To diversify students' independent work the teachers were introduced to in a variety of online dictionaries (eg <http://vene-eesti.ase.ee/>, <http://www.eki.ee/dict/vene/>), important analytical tools for language learning (eg <http://www.eki.ee/dict/qs/>, <http://www.eki.ee/keeletehnoloogia/>).

Teachers also studied the possibilities of MS Office (eg PowerPoint presentations were done, prepared materials in Publisher for newspapers, flyers, etc.).

During last training they could put up their worksheets, lesson plans into IVA environment (<http://iva.htk.tlu.ee/>), which could also be used and commented by other training participants. At the end of each training, the teacher will introduce the best and successful endeavors in the work group.

Students' feedback on the use of technology in classes was very positive and encourages teachers to use more IT more opportunities both in homeworks given and in the classroom.

Teachers will continue their cooperation in blogs and forums to exchange experiences to make use of IT in teaching to be effective and useful.

The report presents practical materials prepared by teachers in the training course.

1. Introduction

In 2002 the Parliament complemented the Secondary Schools Act, Russian-speaking schools were required to designate its development plan to the transition of Estonian as necessary and possible language measures. In 2007 the transition to teaching subjects in Estonian from grade 10 was started.

The Ministry of Education advised the Estonian literature to be the first subject taught in Estonian language but the schools were also free to choose what subject to teach depending on the teachers ability to teach the certain subjects in Estonian. Most often it was a teacher whose native language was Estonian. Teachers rated the biggest obstacle for Teaching in Estonian language the



lack of materials in Estonian, their own weakness in knowledge of the Estonian language and weakness of preparation to the teaching.

According to studies, teachers were waiting for support for particular teaching methods, supplementary teaching materials, the national curriculum, subject-related terminology in teaching and teachers' assistants.

Tallinn University has conducted the following courses in recent years.

Integrated subject and language teaching . Quantity 120h/3 credits. January – April 2010 (40 teachers)

Integrated subject and language teaching Quantity: 78h/3 credits. August 2009 – may 2010 (50 teachers)

Integrated language teaching. 2009 – 2010. Quantity: 104h/4 credits (42 teachers)

Teachers' competitiveness in non Estonian school environment. Geography, Social Studies. Quantity 160 h/5 credits, October 2006-February 2009 (100 teachers).

Learning language through experience. Quantity: 78h/3 credits. August 2010 – January 2011(60 teachers).

1.1 CLIL course content

All courses have been designed to raise teachers' levels of linguistic and methodical preparation. The courses are divided into modules: theoretical and practical modules. CLIL modules provide an overview of theoretical principles and methodology of the possibilities of applying the lessons of various subjects.

The teachers were to elaborate the book Uncovering CLIL Content and Language Integrated learning in Bilingual and Multilingual Education by Peeter Mehisto, David Marsh and Maria Jesus Frigols, Estonian version of the book also includes a teachers' experience and tips on techniques for CLIL and immersion classes. The course is usually designed for a language and subject teachers (eg math, Estonian, English, music, physical education, biology, geography, human studies, computer science, history, physics, social studies, literature teachers). Teachers got knowledge of skill development, implementation of active learning methods. As the text of the teaching materials plays an important part the attention has been given to how to adapt authentic texts, how to use various reading strategies. As the vocabulary plays an important role in language the teachers got the knowledge of vocabulary development techniques. Practical lessons CLIL modules included visits to different schools. The teachers surveyed their subjects, discussed and analyzed them with the other teachers and trainers.

Because there are not many CLIL materials in Estonia, it takes a lot of time for teachers to develop the material itself. Therefore it played an important part to analyze the existing courses based on an analysis of their students' needs, as well as developing new materials with colleagues. CLIL refers to the principles of immersion in the development of materials (www.kke.ee).

1.2 IT use in CLIL

As IT is an important part in today's world, the teachers learned how to use IT tools in the preparation and conducting the study. The various online dictionaries were introduced to help students work through the material at home as well in classes, because it is not always possible to use paper dictionaries, because they are not in every class.

Daily Word and PowerPoint are used out of MS Office programmes but MS Publisher offers a lot of opportunities for diversification of study. The teachers were introduced to the possibilities of that programme, for example newspapers, flyers, calendars etc. Because some teachers were using them right away with his students and received positive feedback from them, the other teachers dared to try them as well. For example students prepared the flyers how to use the cabinet of physics, the flyers were shared by other students in their school.

Teachers used PowerPoint to make presentations in groups in which they introduced their home works, such as what are the expectations in their classes, what kind of mistakes are allowed in learning language, the teachers introduced the tasks to the students how to develop the vocabulary, etc. There are different opportunities in Internet use. Teachers tried to create their own substance suitable for a variety of search functions, so that students can use them in the classroom as well as a homework assignment. For example the geography teachers prepared the task of European Capitals using Google Earth.

Gordon Lewis offers a lot of sample tasks in his book Bringing technology into the classroom [3], under which teachers could prepare students with appropriate tasks themselves. For example, the use of Podcasts, or Wiki. So you can make learning more interesting and diverse for those whose language skills are much better than of their peers. In addition to the teachers also acquainted with a ready-made worksheets. Language Immersion generated worksheets can be used for history, geography, biology, human studies, science, crafts, physical, chemical, mathematics and music lessons. The worksheets are diverse and include both training as well as control functions, including explanations of terms and images that facilitate understanding. These worksheets are designed for 1 and 9 grade.

They also studied the tasks designed by the Estonian teachers, which they analyzed depending on their students' language skills and needs, as these worksheets are designed primarily for students who are native speakers of Estonian. For example: <http://www.miksike.ee/>, <http://www.koolielu.ee/>, <http://www.tigrihype.ee/>. The materials in Estonian are the presentations as well as task sheets to teachers of Russian schools that can be modified when necessary to save time in task preparation.

At school the teachers can participate in discussion forums and communities, to discuss and exchange experiences with other teachers of the same subject. The website <http://lemill.net/> was considered to be very useful as it introduces a lot of different methods and through which contacts with teachers from other countries can be found. The work what was created During the course, was posted on the site <http://iva.htk.tlu.ee/>, and every participant got their own password. From there, participants also received individual feedback to the work assignments and information about the different literature and teaching materials sites, there was also opportunity to participate in the forum. At the end of the course work the teachers presented in the PowerPoint program one of their classes or how to use in the classroom some element of CLIL, it was all done in Estonian language and they used their group mates as the students. That way they received the immediate feedback about their work. The teachers could use all presented materials during the year, all materials were displayed on website <http://iva.htk.tlu.ee/>. In addition, all graduates received a CD of all presentations to the later use of these materials.

In the course feedback the teachers admitted that they had received encouraging support for CLIL classes at the school, and that they feel more confident about using IT tools for preparing and conducting the classes. Many teachers had thought that using the online resources in the classroom was a waste of time but after the course they were willing to use the Internet for their classes.

References

[1] www.hm.ee/index.php?popup=download&id=5745



- [2] Peeter Mehisto, David Marsh & Maria Jesus Frigols.2008. Uncovering CLIL. Content and Language Integrated Learning in Bilingual and Multilingual Education. Maxmillan Education
- [3] Gordon Lewis. 2009. Bringing technology into the classroom. Oxford University Press.