

**The Current Situation, Problems and Countermeasures
in "three educational priorities"
(Teachers, Teaching Materials and Methodology)
in primary school**

Presenters

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Shuo (Shane) Huang

CLIL (Science and Humanities) and Mandarin teacher



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What is CLIL?

- Content and Language Integrated Learning
- The target language is used as the language of instruction to teach a subject or part of a subject.
- Dual-focused aims: learning the content and the language at the same time.

How does CLIL work – the 4C framework

Content

- To provide extra motivation for the subject learning

Communication

- To teach the target language in general and specialized situations more effectively

Cognition

- To improve learners' higher-order thinking skills

Culture

- To develop learners' intercultural awareness

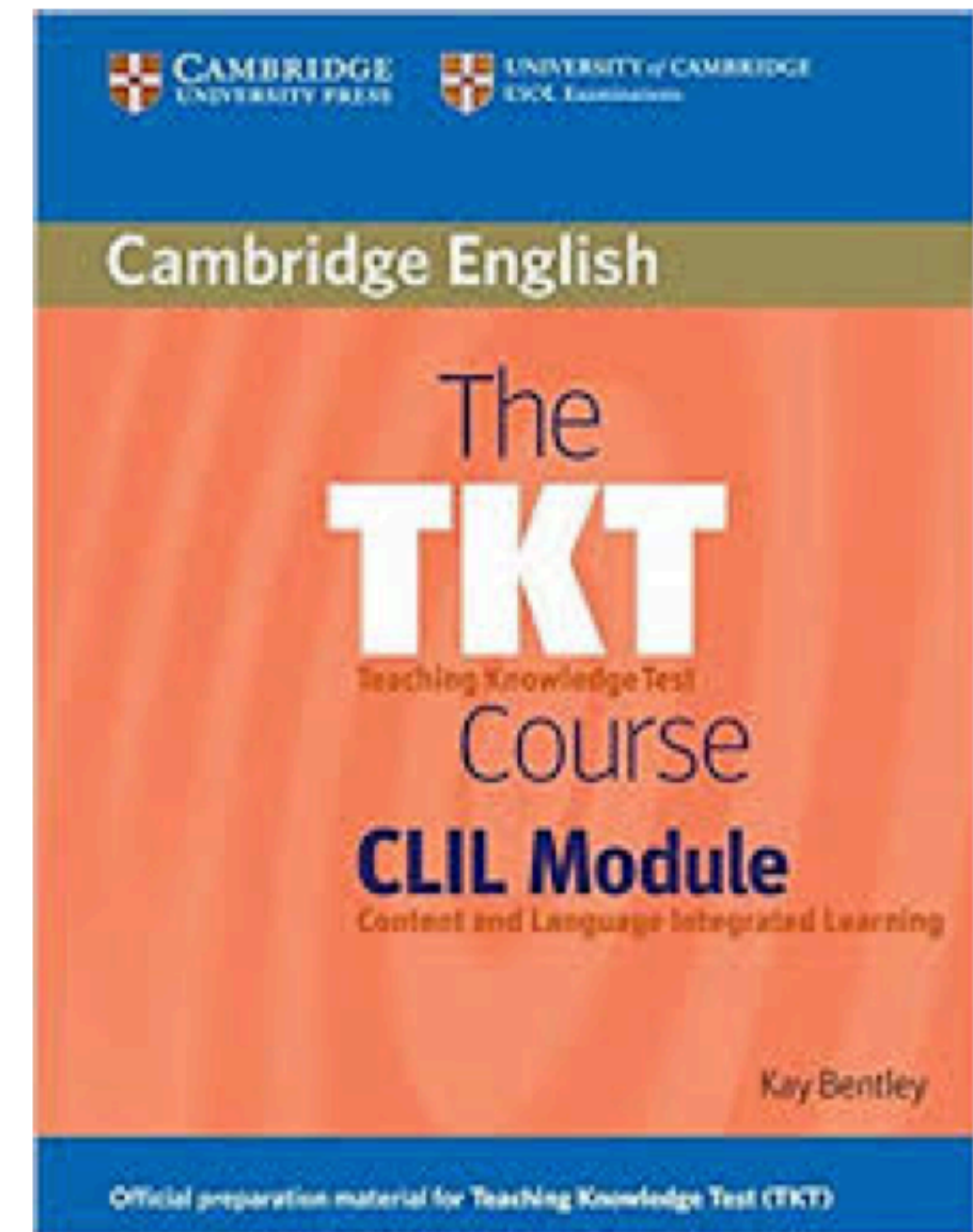
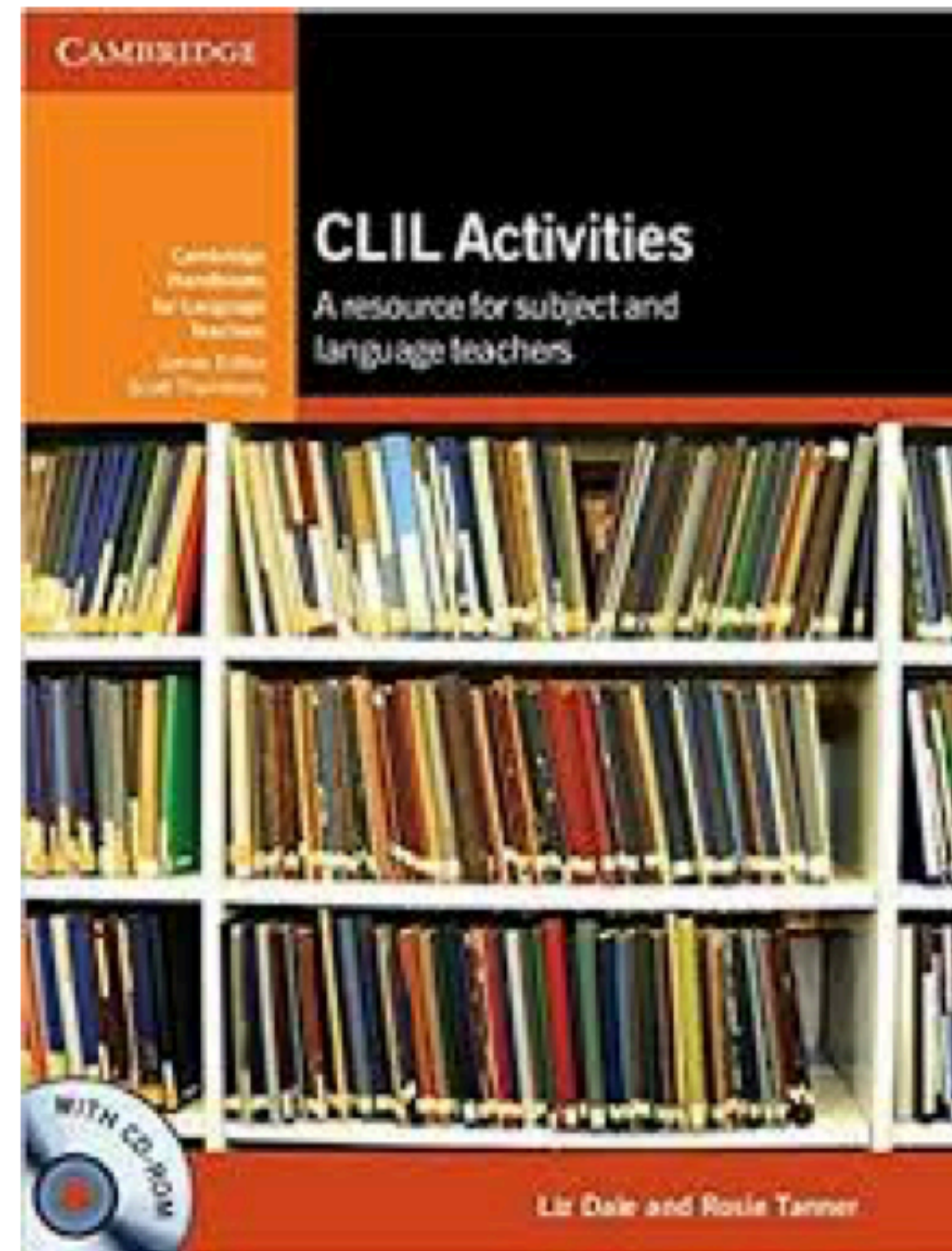
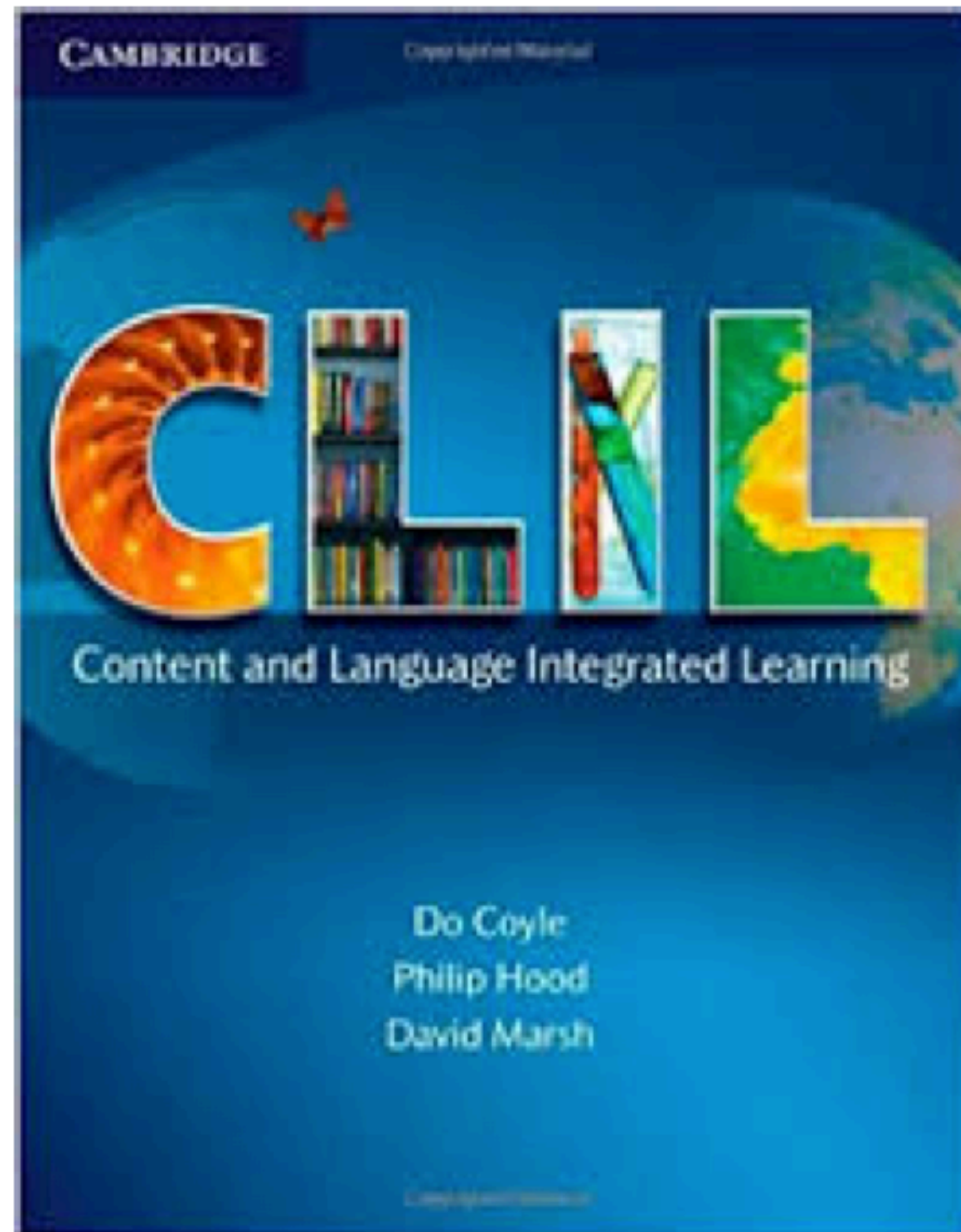
OACC Mandarin CLIL Module

- Mandarin started from Prep as a compulsory subject in 2014, each year adding a new year level (up to Year 7 by 2021)
- 17-26 students per class, mainly non-background learners
- **Content:**
 - * Science-related units in Junior School (Prep-Year 4)
 - * Geography/Economics-related units in Middle School (Year 5&6)
- **Time allocation per week:**
 - * Prep-Year 2: 25mins every day (125mins CLIL)
 - * Year 3&4 : 3x25mins+ 2x50mins (125mins CLIL+50mins literacy)
 - * Year 5&6 : 2x25mins+ 3x50mins (125mins CLIL+75mins literacy)

OACC Mandarin CLIL Content

- **Prep:** General topics(greeting, colours, body parts, family and number);
Seasonal changes;Plants and living things
- **Year 1:** Materials; Natural environment
- **Year 2:** Life cycle; Natural resources (water cycle)
- **Year 3:** Packaging and decomposition; States of matter
- **Year 4:** Simple machines; Earth changes
- **Year 5:** Countries, continents and oceans; Mapping skills; The environment
has impact on human survival
- **Year 6:** Needs and wants; Indigenous people; The geographical diversity of
the Asia region

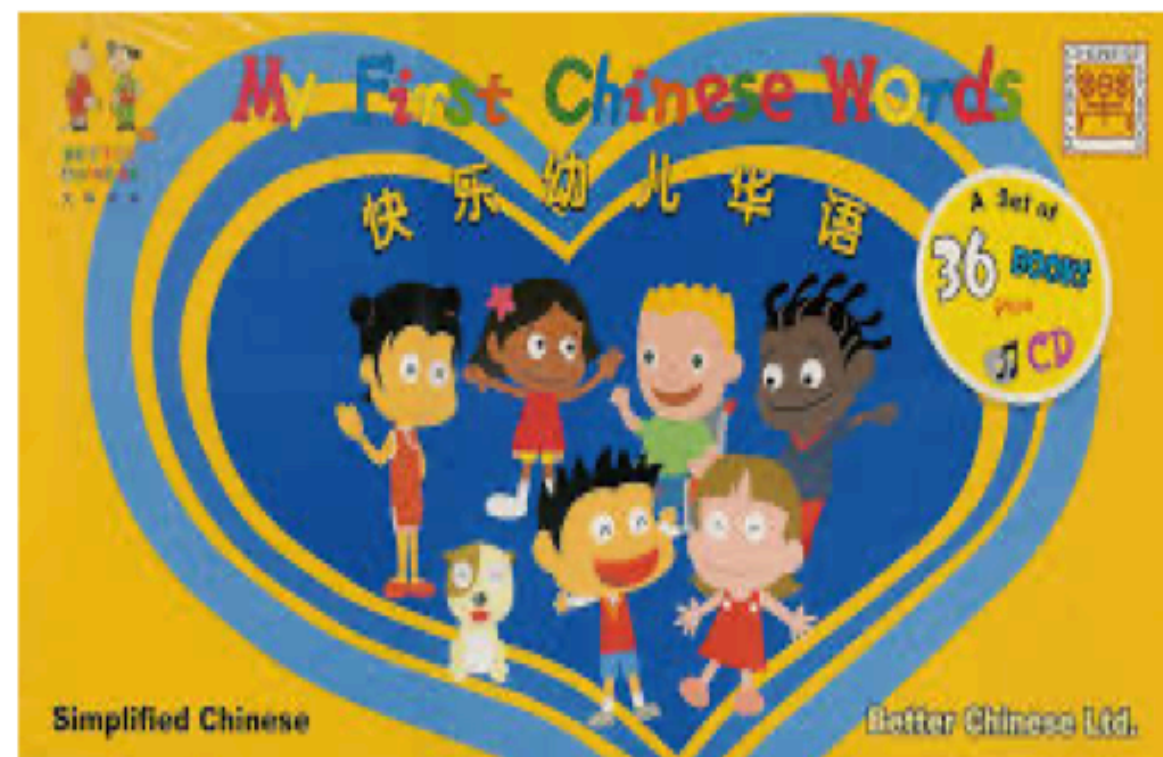
CLIL books



Resources

- AIM
- 《晓康歌谣》系列-周晓康博士
- 《中文百宝箱》系列
- 《快乐幼儿华语》
- Youtube 歌曲视频
- MLTAV-CLIL网站/workshop
- ICN 中文CLIL教学webinar

<https://clillanguageteachers.weebly.com>



Challenges

- Preparation and negotiation (18months preparation)
- Teamwork and planning (same teaching plan)
- Assessment and reporting
- Time limitation (for dual outcomes)
- Resources (share all the resources within the team)
- Modify your teaching style (only speak Mandarin)
- Trust students (use target language wisely)
- Scaffolding strategies for both content and language

What worked well

- Frequency- a little bit everyday (25-50minutes)
- Languages- authentic, simplified, recycled
- Depth of content - don't go too deep...
- Care for different learning styles
- Visual aids (more pictorial texts less written texts)
- Simple gestures/movements
- Songs/stories/role-plays
- Hands on activities (experiments, handcrafts etc.)
- Different assessment tasks
- ICT (Explain everything, Popplet, Seesaw, Quizlet, Kahoot, Stile etc.)

More details :

<http://www.cltav.org.au/getattachment/News-and-Events/2020-Online-Professional-Development-Workshops/Developing-and-Implementing-CLIL.pdf>

Developing and Implementing CLIL



Grace Wen & Shane Huang

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Questions for teachers

1. What are the main problems when you teach Mandarin? How do you solve these problems?
2. What's your opinion about teachers' training?
3. Do all teaching materials suit your school's curriculum? If not, how to solve this problem?
4. How do you scaffold learning for new students who did not learn Mandarin or had no idea about CLIL?

Questions for teachers

1. What are the main problems when you teach Mandarin/CLIL? How do you solve these problems?

To encourage students to use the target language to communicate. We made up subject-related songs and rhythms to help students practise what they have learned.

It is challenging to keep students motivated in learning Mandarin.

The biggest challenge for me is to differentiate students learning. We have been providing IEP goals and modified program to adjust the learning content or process, in order to cater for individual's learning needs.

2. What's your opinion about teachers' training?

For CLIL teachers, it's hard to find proper PL sessions but we can adapt some strategies from bilingual classes.

Attending professional development is important for improve our teaching skills. I would love to attend more PD related to teaching CLIL.

CLIL related PL will be helpful and it is a great chance to support professional conversations and enhance teaching practice. I hope there will be more PL opportunities available online.

3. Do all teaching materials suit your school's curriculum? If not, how to solve this problem?

Most Chinese resources are not suitable for CLIL content. Creating suitable resources is always hard and time consuming. We usually find suitable English content based on the science curriculum and then translated into Mandarin using age appropriated words and sentence. Teachers from my school spend fair amount of time creating the teaching resources based on the curriculum.

It is hard to find suitable resources for teaching science-related topic in Mandarin. The translated version of some suitable English resources(e.g. The very hungry caterpillar) will not be used directly; we would rephrase the text using target language.

4. How do you scaffold learning for new students who did not learn Mandarin or had no idea about CLIL?

New students will be provided online learning resources for them to catch up beyond the classroom. Due to the limited learning time at school, new students are highly recommended to access the lessons recorded by teachers or Chinese Apps. In the class, they are also given English translations or peer support to help finish the tasks.

Students are encouraged to use visual aids and observe teacher's actions to better understand the learning content and instructions. New students will be paired up with friend to help get familiar with classroom schedules and routines. Recorded lessons are uploaded to online platform (Stile) for them to access.