

Maxmising the Use of Target Language in Chinese Teaching through CLIL

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Personal Background

- Completed VCE in Australia = Acquired English & Learned various subjects in English
- ➔ Believe in **acquiring** a language through **using** it rather than learning it.
- Completed a research project on CLIL (Content Language Integrated Learning) in 2013
- Started researching and teaching CLIL in high schools since 2014

Outline

- What is CLIL?
- Why CLIL works?
- How CLIL works?
- Context
- Challenges in using target language in CLIL classroom & feasible strategies
- Resources of adopting CLIL and maximising the use of target language in mainstream Chinese classrooms

What is CLIL?

- Refers to a **pedagogy**.
- An 'umbrella' term for a flexible approach to **dual** focused (content/language) instruction (Marsh, 2002).
- Study a **non language subject** through an **additional language**.
- CLIL-based programs can take a variety of forms.

What is CLIL: Examples

- Teaching Science in Chinese to Australian students
 - What is content?
 - What is language?
- Teaching Maths in English to Chinese students
 - What is content?
 - What is language?
- Overseas students study any non-language subject in Australia

Why CLIL works?

- Provides opportunities for pupils to use their new language skills now – with purpose and needs (学以致用)
- Provide natural language acquisition context in classroom
- Acquiring a language through language use, real meaning and interaction. Students use a language instead of knowing a language.
- Intellectually stimulating and rewarding

How CLIL works?

- The most important basis of a CLIL unit or lesson always start with its **learning outcomes**.
- The learning outcomes should include both **content and language outcomes**.
- CLIL teaching involves **explicit planning and teaching** both content and language outcomes.

How CLIL Works: Content Outcomes

- Start with content outcomes.
 - A clear, concrete statement of what the learners will be able to do or say at the end of the Unit (day, week)
 - = Content knowledge/skills as ACTION CAPABILITY
- (Orton & Zhang, 2014)

How CLIL Works: Language Outcomes

- Then identify the **essential** language needed to show the learning of the concept/skill.

How CLIL Works: Examples of Learning Outcomes

Subjects	Content Outcomes	Language Outcomes
Science	To identify forces that are acting on an object.	A受到一个...力。
Maths	To calculate the area of a square.	...的平方等于...
Humanities	To create a history timeline.	公元前/后...年 谁+地点+动词

How CLIL Works: Language Outcomes

- In CLIL Chinese, we can use **a simple account** (Widdowson, 1978) of the key content of the learning expressed in the generally simple but natural & accurate language that the students will have mastered
= Content knowledge as **FACTS & LANGUAGE**
(Orton & Zhang, 2014)
- A simple account should also include ‘hard’ language, such as terminologies, that is needed for the fundamental and core concept.

Examples of Simple Account – Balanced Forces

A受到一个向上/下/左/右的X力，
也受到一个向上/下/左/右的Y力。

因为这两个力大小相等、方向相反，
所以A受到的是力是平衡的，静止不动。

Or

因为X力大于Y力，
所以A会向上/下/左/右运动。

Core concept +
generally simple
but accurate and
natural language

Teaching Context – High Schools

	Bilingual, CLIL programs	Mainstream Chinese
Students	Yr7-9 Students who have completed Bilingual Chinese education in primary schools	Beginners and those who learned basic Chinese in primary school
Hours	400 or 570 mins per week	200 mins per week
Subjects taught in Chinese	Science*, Humanities, Chinese literacy	Chinese literacy
Use of target language	99%	Start with 10-15 mins per class, gradually increase to 70%-80%

Concerns and Questions about CLIL Teaching

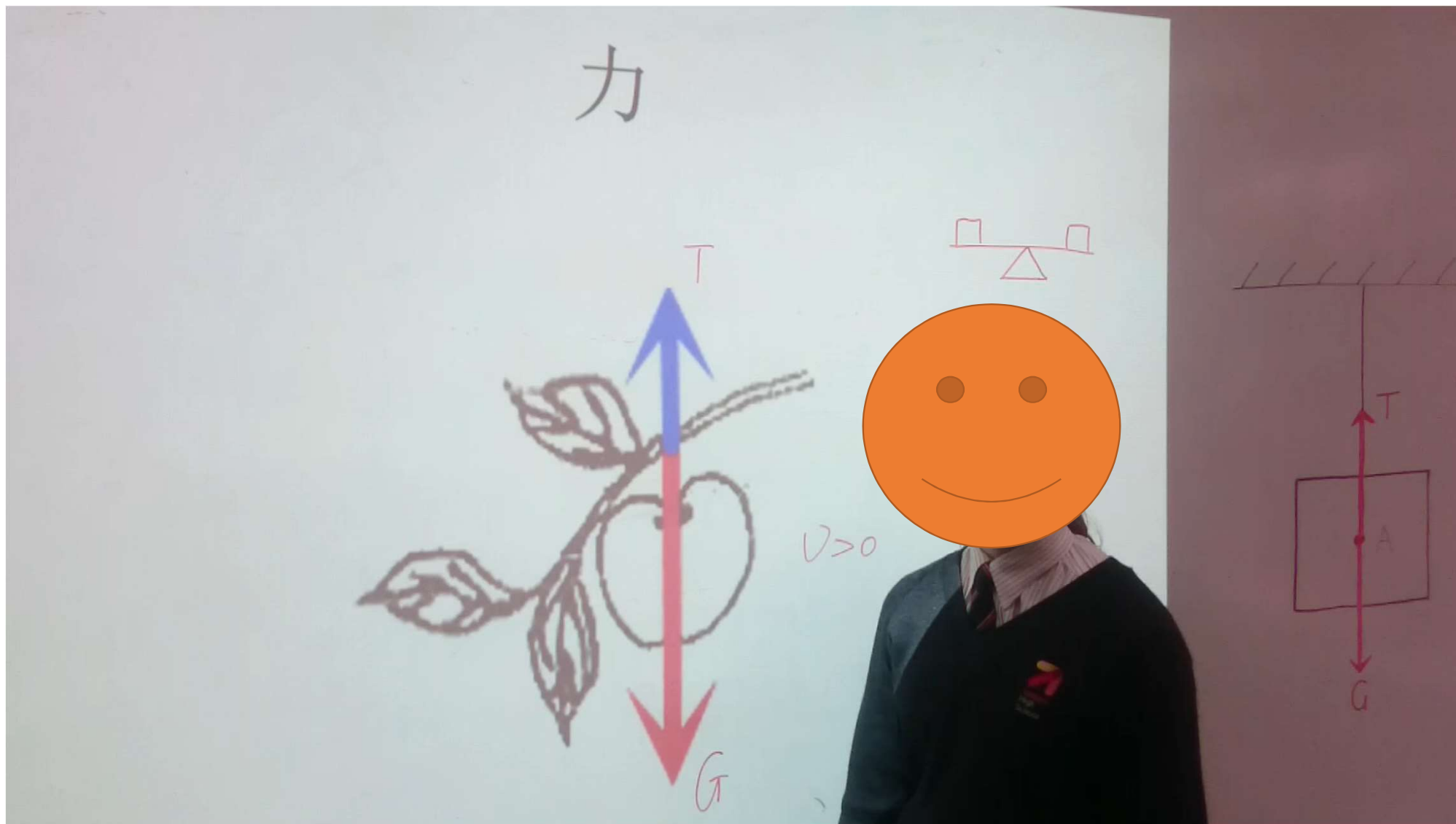
Can students understand the content/instruction if I don't use English?

It is much easier to use English translation for meaning, is it worth using Chinese only?

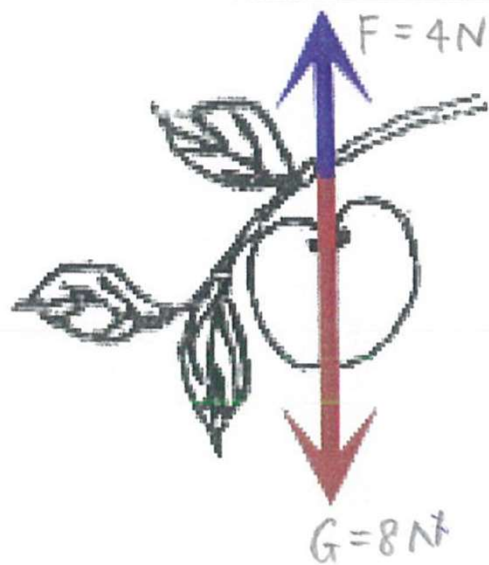
Do the students learn the content again in English?

Can the students do well in the subject area, e.g. maths, science?

Work Samples - Balanced Forces (Bilingual)



Work Samples - Balanced Forces (Bilingual)



shòu

1. 苹果受到什么力？

苹果受到向下的重力和向上的支持力。

héng

2. 苹果受到的力是不是平衡的？为什么？

这两个力大小不相等，重力比支持力大，所以苹果受到的力是不平衡的。

miǎo

3. 下一秒（然后），苹果会怎么样？

就会掉下去。

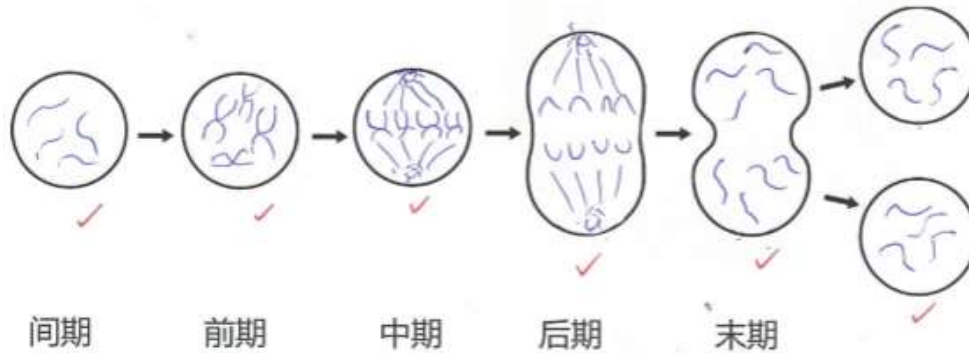
Work Samples – Mitosis (Bilingual)



Work Samples – Mitosis (Bilingual)

◆ 有丝分裂

1. 请你画出有丝分裂的每个时期。



2. 请你描述一下细胞有丝分裂每个时期发生的 ^{qíngkuàng} 情况。

(你可能需要这些词来帮助你回答问题: 染色体 遗传物质 染色单体对 细胞核 复制 排列 中央 分裂)

间期: 细胞核里有 ~~染色单体~~ 遗传物质。 ^{染色体} 做了什么

前期: 遗传物质形成染色单体对。 ^{染色体} 是两根相同的染色体形成的

中期: 染色单体对排列在中央。 ✓

后期: 染色单体对分裂。 ✓ 向两边移动

末期: 细胞核分开形成两个细胞核。 ✓
^{新的}

Work Samples – Classification (Mainstream)



The Challenge is **HOW** to achieve the learning outcomes **without using English.**

Common Challenges to Speak Chinese throughout CLIL lessons

- Comprehension
- Time constrain
- Classroom management

Challenges - Comprehension

Language acquisition requires comprehensible input (Krashen, 1981).

Comprehensible input

- How to make sure that my students can understand the concept without using English?

Comprehensible output

- How to ensure my students produce the language outcome?

We have talked about using essential,
simple but natural language.

Essential, simple but natural language

=

Comprehensive Input ?

Essential, simple but natural language

≠

Comprehensive Input

Essential, simple but natural language

+

Carefully designed scaffolding

=

Comprehensive Input

Overcome the Challenge: Explicit and Detailed Scaffolding in Planning and Teaching

1. Language scaffolding
2. Content & cognition scaffolding
3. Scaffolding without English

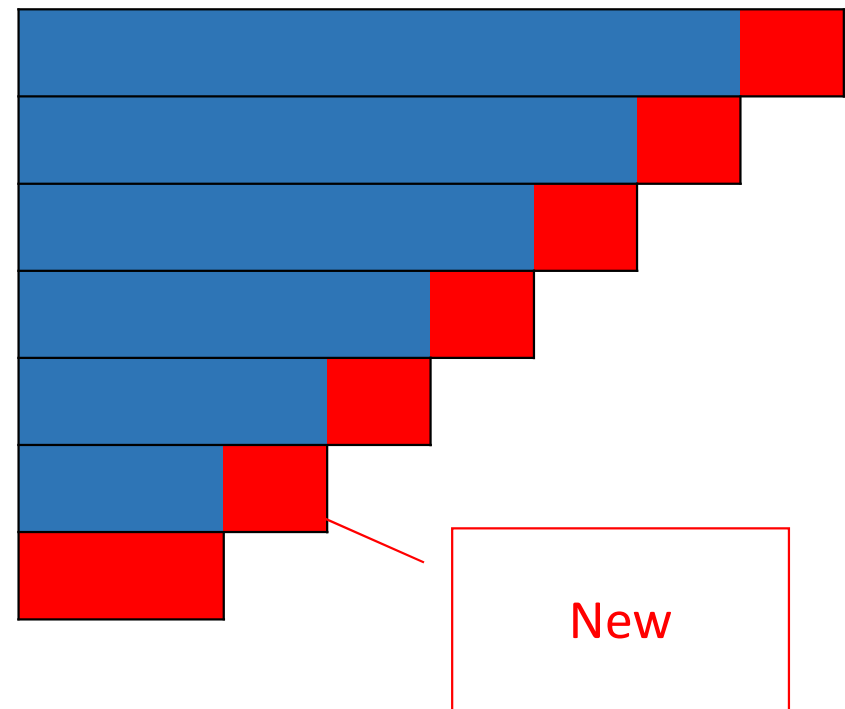
The three aspects need to be interwoven into one scaffolding process rather than three stand alone scaffolding processes

Challenging → Affecting
on teacher's confidence
of only using Chinese in
the classroom

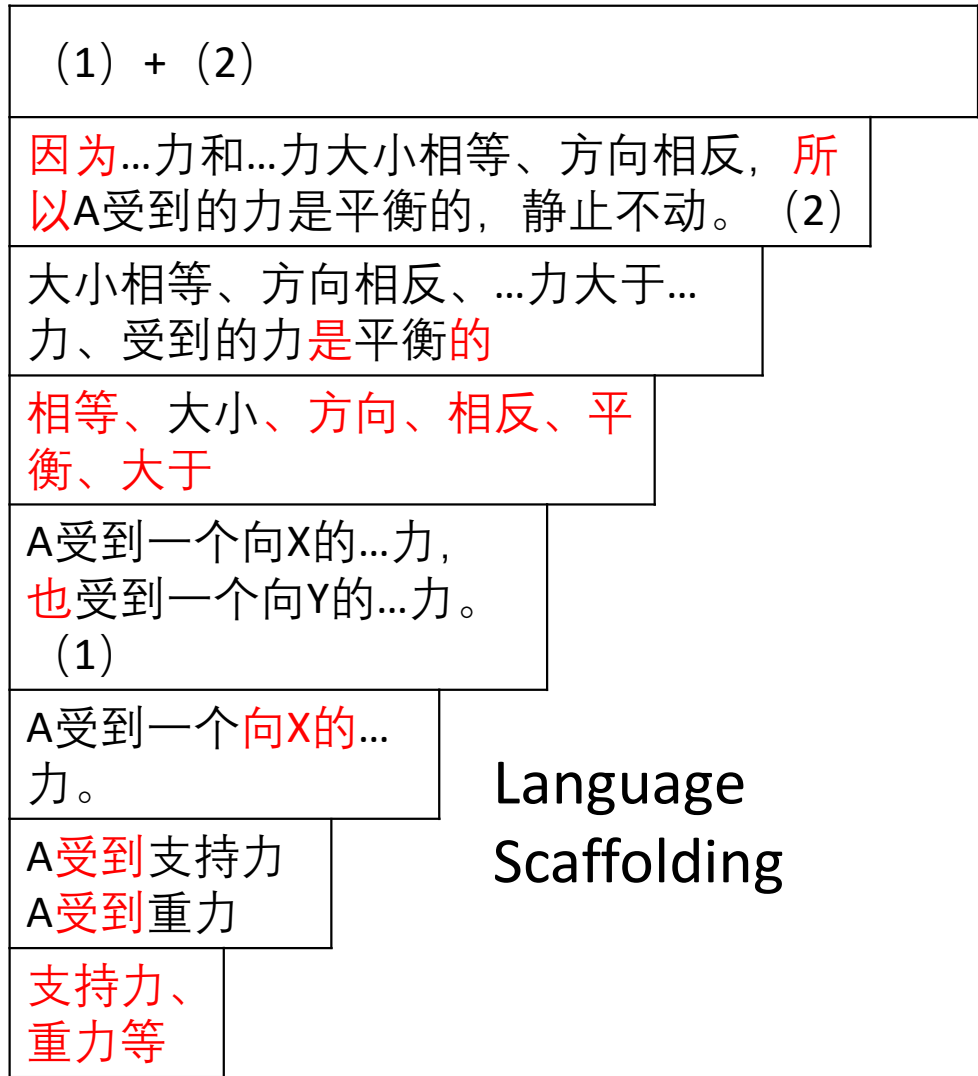
Overcome the Challenge: Explicit and Detailed Scaffolding in Planning and Teaching

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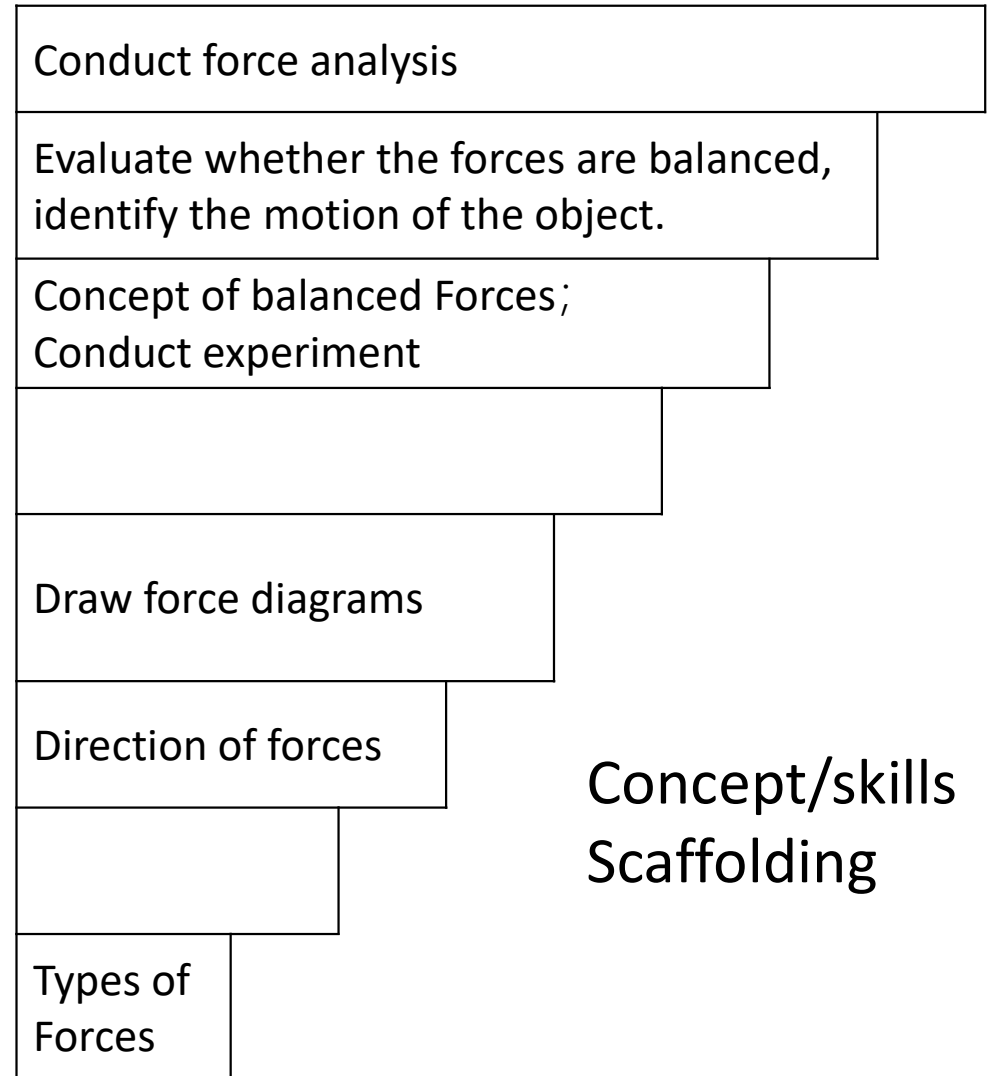
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Scaffolding Example: Balanced Forces



Language
Scaffolding



Concept/skills
Scaffolding

Overcome the Challenge: Explicit and Detailed Scaffolding in **Planning**

A detailed lesson plan need to include

1. Exact words/sentences/questions that the teacher will say
2. Anticipated responses from the students
3. All other elements required for a lesson plan

The students should NOT be asked to produce language that have not been taught.

Scaffolding Example: Using iPad and Applications (Orton & Cui, 2013)

1. Introduce words for iPad parts (On pictures first). (10 mins)

T says **ànniǔ ànniǔ ànniǔ**, shows different buttons, has Ss repeat **ànniǔ**.

T points and students say **ànniǔ ànniǔ ànniǔ**

T points to on/off button and says **qǐdòng ànniǔ**. Ss repeat

T points to swipe bar and says **huá kuài**. Ss repeat

T points to main button and says **zhǔ ànniǔ**. Ss repeat

T points and Ss say: **qǐdòng ànniǔ, zhǔ ànniǔ, huá kuài**

T = Teachers

Ss = Students

Scaffolding Example: Using iPad and Applications (Orton & Cui, 2013)

4. Practice listening to and following instructions on opening and closing the apps. (5 mins)

T says **diǎnjī** (app names in Chinese), Ss follow instructions (on iPad).

T says **qīng àn zhǔ ànniǔ**, Ss follow instruction (on iPad).

Ss in pairs, one giving instruction on clicking and closing apps, the other doing the action. Then they swap. To divide students into pairs, T can assign 'xués hēng yī' (student 1) to half of the class, and 'xués hēng èr' (student 2) to the other half. Then T can indicate one xués hēng yī and xués hēng èr as a pair.

T can achieve this by using gestures. Working with higher language proficiency

Overcome the Challenge: Explicit and Detailed Scaffolding in Teaching

If confusion occurs, instead of using English, the teacher need to

- go back one step
- check understanding
- use various ways to explain meaning/concept

Challenges - Time Constrain

- Can CLIL students learn as much as the mainstream students?
- CLIL gains the depth but may lose some of the breath

Overcome the Challenge: be Cost Effective

1. Focus on the core concept and skills
2. Recycling words that are more common, broadly used or needed across the entire subject

Challenges – Classroom Management

- How can the students understand instructions?
- How about behaviour management?

Overcome the Challenge

1. Teach a unit of Classroom Language
2. Have 1 on 1 conversation in English outside the Chinese classroom.
3. Use structured booklet, routines etc.

Resources to start a CLIL lesson

1. Oracy Development Videos

<https://www.scottle.edu.au/ec/viewing/S5054/index.html>

2. CLIL Unit: Using an iPad and Applications (Orton & Cui, 2013)

3. CLIL Subject at the University of Melbourne

4. Maths through Chinese (Year 1 & 2)

<https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=5839c000-580d-4b90-b16e-388694994a1f&SearchScope=All>

5. Year 7 CLIL Science unit

<https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=2162ccdb-e7c1-4e16-97ec-101178044c40&SearchScope=All>

In conclusion, CLIL works and can maximise the use of target language in Chinese classrooms.

Explicit planning and teaching is required in order to achieve the learning outcomes as well as maximising the use of target language.

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