

CLIL in the TC-Nurse Project

Transcultural Nursing: A European Priority, a
Professional Responsibility (TC-Nurse)

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CLIL in the TC-Nurse Project

Teaching and learning in a multicultural context in higher education is a challenging endeavour as both students and teachers come from diverse linguistic backgrounds and a common language or “lingua franca” is needed in order to support student learning.

To meet this challenge, we integrated Content and Language Integrated Learning (CLIL) into the CCMEn model of the project as it would help support student learning of content through an additional language. As defined by Coyle, Hood and Marsh, CLIL is "a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language.

That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time." (2010:1). It is based on four core elements which are the following:

- Content: What the students need to learn.
- Communication: The language skills and functions that the students need to have in order to work on the content both autonomously and in the classroom.
- Culture: The students’ cultural heritage shaping their previous experiences, personal values, reflective processes and behaviours.
- Cognition: The thinking processes that the students need to use in order to engage with and understand course content.

The CCMEn model of the TC-Nurse project includes these four elements but brings Culture to the fore in order to reinforce intercultural learning and understanding. The rationale for this change is twofold: the students’ culture must be carefully considered when teaching and learning in a multicultural environment and it must be integrated in the teaching plans to promote meaningful cultural encounters. (Antón-Solanas et. al., 2020)

However, in order to develop this effectively, training for content teachers of the courses became a key priority as most teachers were not accustomed to teaching through a second language and they needed to acquire the skills and strategies to make learning accessible to such a diverse student population.

CLIL teacher training in the TC- Nurse Project

CLIL teacher training has been highlighted as a major deficit in CLIL planning (Dafouz, 2008; Lasagabaster & Ruiz de Zarobe, 2010; Ball, & Lindsay, 2012). Therefore, in order to resolve this, three short intensive CLIL training courses were designed for the content teachers and facilitators aimed at supporting them to develop and implement CLIL modules for transcultural teaching/learning in nursing. These trained teachers would then be responsible for designing and delivering the TC-Nurse intensive courses for HE nursing students.

During the project three staff training courses were delivered by a team of CLIL trainers from two partner countries. Trainees were university lecturers who taught a range of different subjects related to Nursing and had little or no experience of teaching content through English.

The CLIL Training Courses

The first two short-term joint CLIL staff training courses were face-to-face events and held in Portalegre (March 2019) and in Antwerp (December 2019). Owing to COVID 19, the last course was delivered entirely on-line (June 2020). The first two courses consisted of 25 hours, were divided into 10 hours of in class training and 15 hours autonomous work with online support; in the case of the on-line training, with the same number of hours, there were three synchronous sessions and then the autonomous work.

The courses were designed to be practical, participative and hands-on, blending lecture format and practical activities based on the CLIL approach. Throughout the course, participants were encouraged to reflect on their own practice, consider alternative practices and try out a variety of materials and classroom activities applied to specific topics in their own teaching contexts

The learning outcomes of each course were:

- Identify and apply the theoretical principles of CLIL.
- Plan a teaching and learning activity through a CLIL approach.
- Adapt teaching materials to facilitate content learning through CLIL.
- Apply teaching & learning and assessment strategies to promote the integration of English and content in the classes.

Content consisted of the following learning units:

1. Introducing CLIL

- 1.1 Background, objectives and learning outcomes of the TC- Nurse
- 1.2 What is CLIL? An overview
- 1.3 The CLIL approach in Higher Education– the challenges
- 1.4 The potential of CLIL for inter/transcultural development

2. Exploring CLIL – theoretical framework and practical strategies

- 2.1 Cognitive skills: LOTS and HOTS
- 2.2 Core CLIL Features
- 2.3 CLIL Learning strategies & activities
 - 2.3.1 Promoting oral interaction and critical dialogue
 - 2.3.2 Forms of interdisciplinary cooperation/collaboration
- 2.4 The stages of CLIL planning

3. CLIL Materials and Resources

- 3.1 Selecting & adapting materials and resources to CLIL teaching programmes
- 3.2 Scaffolding – a multimodal support system in the CLIL class
- 3.3 Activating prior knowledge

4. Assessment in CLIL

- 4.1 Monitoring and evaluating CLIL in action

5. Planning the participants' CLIL Module

Feedback from trainees (on-line course)

After the course, trainees were asked to evaluate their learning experience and this is what they said:

- In general, all trainees rated the course highly and there was total agreement on what they had expected to learn. They were asked to choose from a series of words which described their opinion of the course and the most selected words were:

Interesting, practical, inspiring, beneficial and enjoyable

- They considered that the course objectives had been clearly stated and that they had had no major problems following it. They liked the teaching strategies and activities and appreciated the material and resources provided. Using English as a means of instruction did not cause any major problems and they felt that what they had learnt would certainly impact their teaching.

- When asked about the topics and activities they had found most interesting or useful they highlighted the following:

Hots and Lots questions and the resources provided in Module 2 and 3

Everything! Scaffolding and learning theory to support practice and teaching

The video material is very appealing. Also, the microteaching revealed a lot of future challenges and opportunities.

- When asked about what actions they would take as a result of the training they mentioned:

Probably I will modify my approach to CLIL

I am already using it, for example I created an activity in Kahoot; I give more time for students to think and talk; and so on

Be more aware of different backgrounds and make more use of various learning tools.

Focus less on the content (not too much content in one lesson) and keep lessons very interactive

- When asked about what could have been done better they said:

More time to digest the contents and do the activities

More sessions, because there is a long program

It would be good if the guiding ppt in the modules can stay at a fixed slide when you watch a video or do an exercise. Now, after completing an exercise, we had to search where we were in the ppt. Also, it would have been better to have all the exercises done before the microteaching.

Give more time between the tasks, lesson 2: more focus on content instead of experience. We already looked at all the materials to be able to do the tasks

-And finally they added some further comments:

Please, give this opportunity to other professors/ students

Very interesting course, I would definitely recommend this to my colleagues. Thank you!

Great experience, great team, learned a lot!!!

Examples of teaching/learning activities used in the CLIL training courses



Scaffolding videos



Task 1

Watch the video "A failure to communicate"

(<https://www.youtube.com/watch?v=8Ox5LhJSBE>) and think about how you could turn it into a "CLIL learning resource".

Consider the following issues and then complete the handout with your suggestions

1. **Pre-watching:** How could you find out about what they already know? How could you interest them in what they are about to watch? By doing this you are preparing them and activating prior knowledge and interest. Would you pre-teach any content words/phrases?
2. **While watching:** while they are watching, what will they do? What kind of activity could you create to help them engage with the video?
3. **Post watching:** what could you do here? Start a discussion/debate? Link it to a problem-solving task? Relate it to what they are going to learn/do during this unit? What else?



Try out these tools:

<https://edpuzzle.com/>

<https://info.flipgrid.com/>

You can make a video
interactive by adding
questions



Scaffolding speaking



Task 2

Speaking can sometimes be challenging, especially when teaching students whose first language is not English, however, the only way they can work on this is through practice. Imagine you want to engage students to speak about the following scenario. How would you do this?

Try these tools:

<https://www.mentimeter.com/>

<https://padlet.com/>

<http://en.linoit.com/>

www.wordhippo.com

If I were the teacher, I would..... (Think of 3 ideas)

Post your answer on Group
Debate 1 on the Learning
Platform

One of my most memorable patients was Grace, an African-American Jehovah's Witness. Grace was in her late 70's and very sick. One of her heart valves wasn't working and she needed major cardiac surgery to replace it. Grace also had a bleeding tendency and would require blood transfusions during the operation. Jehovah's Witnesses usually decline transfusion of whole blood or blood components. This choice is not due to perceived risk but is based on interpretation of biblical texts. Grace refused to have the surgery. After a lot of introspection and discussion with her family and religious community, it became clear this really was her fully informed wish, so the medical team respected her decision.

Source: <https://www.qualityinteractions.com/blog/cultural-awareness-in-healthcare-checklist>
See Handout 1 Oral Interaction Activities to get some ideas.

Teaching strategies for higher education



To watch and think about

Evaluate how different teachers use active learning in their classes. As you watch consider how you could integrate Active Learning into your CLIL framework.

Video 1

<https://www.youtube.com/watch?v=1J1URbdisYE>

Observe the class and list the strategies this lecturer uses.

Now think of your class, could you introduce some of these strategies? How?

Video 2

<https://www.youtube.com/watch?v=ReefNPdZwVo>

List the challenges of active learning in large groups. Do you face these challenges in your classroom? If you usually teach small groups what challenges do you face?

How does this lecturer meet these challenges?

Video 3

<https://www.youtube.com/watch?v=qQra4baNwP8>

How does this teacher engage her students in the learning process?

What are 3 key points this teacher stresses?

Micro-teaching



Task 1

For your **microteaching** activity to present on 16 December, you will prepare and teach a 10 minute CLIL activity based on the topic your country has been assigned. During the session you will receive feedback from trainers and peers.

Use the template provided in **Handout 2 Microteaching Activity Plan Template** to plan your microteaching:



MICROTEACHING PLAN

Planning your CLIL Microteaching activity

ACTIVITY AIMS (Remember they are teacher-centered)

- Give a general idea of what you would like to achieve in the activity

LEARNING OUTCOMES (Remember they are student-centered)

Think about the learning outcomes of the activity: what do you want your students to learn? Use Bloom's Taxonomy to help you decide on specific verbs. For a microteaching activity it's best to focus on 1 or 2 learning outcomes.

By the end of this session the students will be able to:

Checklist for microteaching assessment

While you are observing your peers doing the microteaching activities, bear these questions in mind:

1. What elements of the CLIL framework were evident in this microteaching activity?
2. What did you like about this activity?
3. Is there anything that could be improved/more developed?



Applying Bloom's Verb and Task Wheel



Task

Use the image to devise a task for your 1st year students on the topic "Equality and diversity". Use Bloom's verb and task wheel to assign the tasks to the students.

<http://www.allyivey.com/articles/2017/7/1/why-is-multiculturalism-so-important>

Our educational context and practice as teachers



v. Handout



Which patterns of teaching and learning do you consider effective?

What strategies and educational principles ...

...do you consider a top priority?

...do you find important but don't usually do?

...don't you believe in?

Stereotypes & misconceptions



General vocabulary:

Stereotype	Prejudice	Misconception	Characteristic
Cliche	Bias	Delusion	Aspect
Commonplace	Discrimination	Fallacy	Attribute
Slogan	Preconception	Misinterpretation	Component
Saying	Racism	Misunderstanding	Essence
Standard	Sarcasm	Error	Peculiarity
Stereotype	Xenophobia	Fallacy	Nature
Fashion	Animosity	Misconstruction	Tendency
Catalogue	Enmity	Mistake	Distinctive
Conventionalise	Bigotry	Mistaken belief	Peculiar
Systematic	Narrow-minded	Impression	Idiosyncratic

Expressing opinions:

I think...	I'm of the opinion that...
I feel...	I believe...
I guess...	I suppose...
In my view...	In my opinion...
In my eyes...	It seems to me that...
From my perspective...	From my point of view...
From my point of view...	As far as I'm concerned...
Personally, I think...	I'd like to point out that...
What I mean is...	Generally, it is thought that...
Some people say that...	Well, it is considered that...
It is generally accepted that...	My impression is that...
It goes without saying that...	I hold the view that...

Expressing emotions:

HAPPINESS		
Expression	Definition	Example
happy / glad	marked by pleasure, satisfaction, or joy.	She seemed to be the happier bride I've ever seen.
content / contented	satisfied or showing satisfaction with things as they are.	She was a contented wife.
elated	exultantly proud and joyful; in high spirits.	The winner felt elated and excited.
joyful	full of joy.	It was a joyful occasion.
joyous	full of or characterized by joy.	I heard a joyous laughter.
euphoric	exaggerated feeling of well-being or elation.	They received a euphoric welcome.
delighted	feeling or showing great pleasure.	She had a delighted smile.

gleeful	exuberantly or triumphantly joyful.	She gave a gleeful smile.
mirthful	full of mirth; merry or amusing.	A mirthful laughter.
joyous	feeling or expressing great happiness and triumph.	I met a joyous crowd.

SADNESS		
Expression	Definition	Example
sad / unhappy	feeling or showing sorrow.	I can't bear the tears of a sad child.
feel blue	feel sad.	She's feeling blue after what has happened to her son.
feel low / down	feel dispirited or be sad and gloomy.	I am feeling low because my best friend is very ill.
depressed	low in spirit; downcast.	He was depressed by the loss of his son.
downhearted	marked by low spirits.	Fans were downhearted by the Q&A defeat.

ANGER		
Expression	Definition	Example
angry	experience a strong of displeasure or hostility.	She was angry about the insult.
cross	be quite angry.	I was cross with her because she didn't invite me to her party.
annoyed	aroused to impatience or anger.	Her comments have always annoyed me.

happy	feeling or showing great pleasure.	She was a happy bride.
joyful	full of joy.	It was a joyful occasion.
joyous	full of or characterized by joy.	I heard a joyous laughter.
euphoric	exaggerated feeling of well-being or elation.	They received a euphoric welcome.
delighted	feeling or showing great pleasure.	She had a delighted smile.

CLIL Planning & Evaluation Checklist

CLIL Theme

Unit of Work

Class

Date

Planning & supporting learning

- Have I scaffolded systematically?
- Have I analysed the content for potential difficulties?
- To what extent will the students have engaged in practical activities to experience CLIL?

Activities

- Are the tasks designed appropriate/accessible?
- Is the language level appropriate?
- Do the activities help to develop speaking skills?
- What language is needed to carry out this activity?
- Is the language level appropriate for these learners?
- Have I cross-checked that the activities planned relate to the aims and learning outcomes?
- Is this an initial/progress/summary activity?

Language

- Are the students involved in using the language?
- Are my instructions clear?
- Are the questions I asked at the appropriate level?
- Have the students got adequate vocabulary/language to answer my questions?
- Are my presentations of new content/concepts clear?
- Have I planned for the language for learning?
- Have I planned for the language of learning?

Content

- Have I covered the content I planned in this unit?
- Is my main objective clear?
- Are my presentations of new content clear?
- Is the content accessible?

Cognition

- Are the questions/problems to be solved at the appropriate cognitive level?
- How can I ensure that the learners progress cognitively?
- Are there adequate strategies to assist them in cognitive development?

Assessment

- How will they know what they have learnt?
- How will I know what they have learnt?
- What will I assess at the end of the unit?

Reflection

- Is there variety? (groups, pairs)
- Have I allocated enough time?
- In future, what will I change in this unit?
- In future what will I add to this unit?

Other comments/notes including student feedback

Signed:

by the
Erasmus
Union

Creating-Synthesis

Bring together parts of knowledge to form a whole and build relationships for new situations.

The teacher should:

- Provide opportunities for students to assemble parts of knowledge into a whole using creative thinking and problem solving.
- Require students to demonstrate that they can combine concepts to build new ideas for new situations.

Questioning prompts:

- What alternative would you suggest for _____?
- What changes would you make to revise _____?
- How would you explain the reason _____?
- How would you generate a plan to _____?
- What could you invent _____?
- What facts can you gather _____?
- Predict the outcome if _____.
- What would happen if _____?
- How would you portray _____?
- Devise a way to _____.
- How would you compile the facts for _____?
- How would you elaborate on the reason _____?
- How would you improve _____?



Why am I going to assess students?

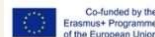


- To encourage learners about their progress in learning content and languages?
- To find out if our planning and teaching of subject content have been effective?
- To inform colleagues, authorities?
- To give them a qualification at the end of the course?
- To find out what learners know about our subject?
- To find out strengths and areas for improvement in subject content and use of language in order to give learners feedback on these?
- To find out what motivates our learners?
- To monitor progress in thinking skills, practical skills and learning?
- To identify support strategies needed?

Or is it a combination of the above?



TC NURSE PROJECT



CLIL in TC-Nurse

CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. In the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time. It is based on four core elements which are the following:

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The CCMEn model of the TC- Nurse project



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Content of the training

The courses were designed to be practical, participative and hands-on, blending lecture format and practical activities based on the CLIL approach. Throughout the course, participants were encouraged to reflect on their own practice, consider alternative practices and try out a variety of materials and classroom activities applied to specific topics in their own teaching contexts. The learning outcomes of each course were:

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Scaffolding

Scaffolding is a core feature of CLIL. It originates from the construction industry. It describes the process through which teachers provide temporary support to help the learners move forward in their knowledge and to facilitate their understanding and production of language and competences in a given context. It enables to solve a task or achieve a goal that would be beyond without unassisted effort. Rather than simplifying we amplify and enrich the linguistic context.

Types of scaffolding: Verbal – procedural – instructional

Tips & Tricks

- Be aware of the background of your students
- Use various learning tools
- Focus less on the context and keep it very active
- Use visual support
- Get to know Bloom!
- Make your materials meaningful, challenging and authentic.... create rich input
- Make students aware of hidden cultural codes and strategies to address them.
- Keep evaluating the quality of the learning experience.
- Tell students the learning intentions and make the process visible
- Foster cooperative learning and critical thinking
- Incorporate authentic language using (f.e. real stories)
- Promote cognitive fluency through scaffolding of content, language and learning skills development.
- Activate prior knowledge



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