Integrating CLIL in transcultural education:

A practical guide for HE teachers

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TC-nurse

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

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Introduction

Transcultural Nursing in Higher Education

All European Higher Education Institutions (HEI), from top-ranking universities in large cities, to the smallest ones in underprivileged areas, are trying their best to boost internationalisation. It is not internationalisation for its own sake, it is a policy that allows students, teachers and institutions to develop all types of interesting and useful networks, along with deeper critical thinking and more creative work strategies.

This international goal can be attained through diverse paths: welcoming Erasmus students who enrich the academic environment with the diversity of their cultures and points of view and promote teaching and learning creativity by their very presence; motivating teachers to go on teaching missions abroad; participating in international Erasmus projects, such as *TC-Nurse – Transcultural nursing, a European priority, a professional responsibility.*

These European projects, involving researchers, teachers and students, create the environment for one of the most fruitful international experiences in Higher Education (HE), both for the individuals and for their organisations. Collaboration of professionals from different backgrounds enhances professional growth for all as it helps perfect teaching and learning strategies. Conducting research, involving different university departments around Europe, creates the occasion to deepen, spread and multiply scientific knowledge.
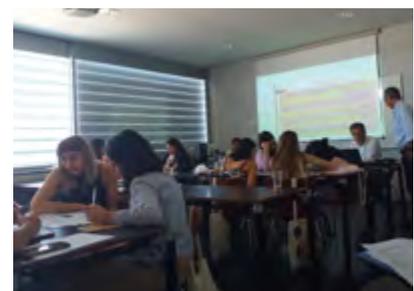
None of this would be possible if we only spoke our mother tongue. There has to be a common language that makes communication possible among people from different cultures and nationalities. We know that, in Europe, most of the time, this lingua franca is English. Teachers and students have to make the effort to communicate in a foreign language to convey ideas, data research, work strategies and accomplish individual and group tasks. Thus, one can argue the development of foreign language skills should be guaranteed and enhanced by every HEI, not only for its learners but also for all the professional staff. When we talk about international projects this takes on an even greater prominence.

European societies are at a turning point facing unprecedented challenges in terms of social cohesion in a multicultural, globalized society, with increasing cultural exchanges among countries. Although cultural diversity enriches the societal aspect of European countries and presents new challenges and opportunities to communities that receive immigrants and migrants, the growing number of people moving to Europe highlights the need for culturally safe health care practices that address and embrace differences in communication styles, attitudes, expectations, worldviews and language. Yet, patients from minority groups often experience poorer quality of care compared with the majority population.

To face these challenges it is a priority to have Healthcare professionals adequately trained and prepared to care for patients, families and groups from different cultural backgrounds.

Nurses and Healthcare providers in general, need to be culturally mindful of their clients' individual needs and adapt their practice in order to provide culturally safe and equitable care for all. However, they often lack the opportunity to gain the knowledge, skills and attitudes necessary to relate to culturally diverse patients.

The ERASMUS+ project, *Transcultural Nursing: A European Priority, a Professional Responsibility* (TC-Nurse), a collaboration between four European universities (Universidad San Jorge (USJ), Spain; Instituto Politécnico de Portalegre (IPP), Portugal; AP University of Applied Sciences and Arts (APU), Belgium and Istanbul Aydin University (IAU), Turkey) aims to address cultural, linguistic and religious diversity, and promote ownership of shared values, equality, non-discrimination and social inclusion through education and training at higher education (HE) level.

CLIL in the TC-Nurse project

Teaching and learning in a multicultural context in HE 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. Considering the TC-Nurse project's multinational, multilingual and multicultural audience, it became clear that a specific pedagogical approach was needed in order to deal with the challenges of teaching and learning in this context. Therefore, a Content and Language Integrated Learning (CLIL) approach was adopted to support both content and language learning through a second language (Garone & Van de Craen, 2017). Coyle's (2006, 1999) 4Cs Framework is based on the principle that the strengthening and development of a learner's conceptual understanding involves social, cultural, linguistic and cognitive processes, and offers a comprehensive theoretical and pedagogical foundation for planning CLIL lessons, designing activities and assessing student achievement.

The core elements of the 4 Cs Framework are:

- Content: What the students need to know.
- Communication: The language skills 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 and the contribution of the CLIL educational approach

In order to guide both teachers and nursing students in the process of teaching and learning cultural competence in a multicultural environment while using a second language, an innovative model, the Cultural Competence in a Multicultural Environment (CCMEn) model (Figure 1) was designed, tested and improved to act as a framework to plan the classes and support students who participated in the *TC-Nurse* Project, both in face-to-face (F2F) and online activities.
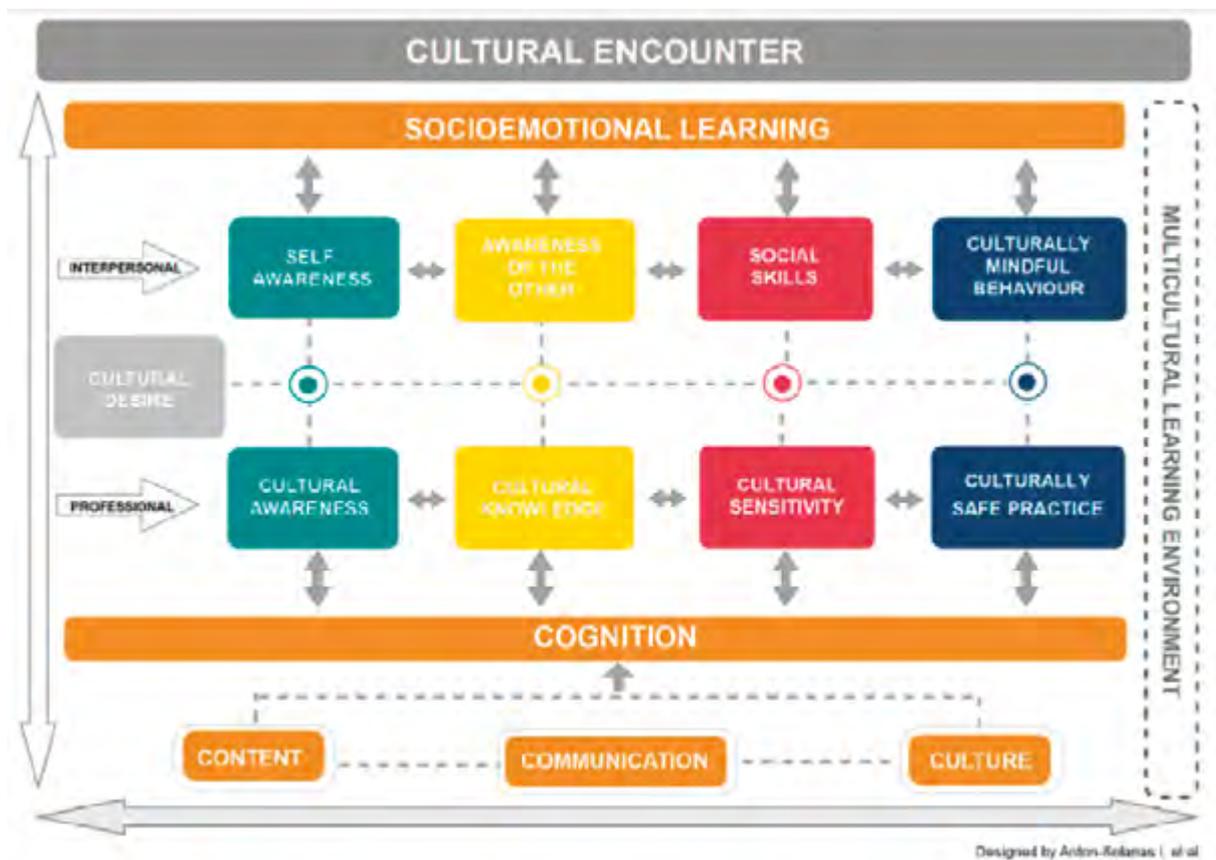
Figure 1 - The TC-Nurse project Cultural Competence in a Multicultural Environment (CCMEn) model

The model derives from an in depth literature review of other models of teaching and learning cultural competence in HE and it integrates the concepts of Social and Emotional Learning (SEL), (Durlak et al., 2015) to address the problem of communication and social interaction. Moreover, it draws on Coyle's 4 C's dimensions of the CLIL approach, which, considering the multilingual and multicultural context of the Project, aims to provide effective support to both content learning and language interactions through a second language.

The CCMEn model incorporates this framework but its components have been rearranged with the aim of giving Culture a much more prevalent role. In the original 4Cs Framework, Content, Cognition and Communication form the basis of content and language integrated learning, whilst Culture permeates the other elements allowing the students to develop intercultural understanding and reinforcing learning (Coyle, 2006). In the CCMEn model, Content, Communication and Culture are explicitly integrated in the teaching plan and underpin the design of the intended learning outcomes, teaching and learning activities and assessment tasks, all of which are integrated into the fourth C, Cognition. 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. Another very specific characteristic of this project is that the CMMEn model incorporates into the CLIL logic an important factor: socio- emotional learning, which is a key factor when it comes to learning through an additional language as the affective and emotional side of learning has a clear effect on learning progression and achievement.

It was considered fundamental that participating teaching staff from the four partner HEIs were CLIL trained. As only a minority of teachers had done CLIL training prior to the start of this project, short intensive CLIL courses were prepared and held for the teaching staff, before the preparation of the students' intensive program, which was held each year of the project. Each year, two or more different lecturers from each partner university attended the course, in order to train the largest possible number of individuals. The training courses had different formats, F2F and online, according to circumstances: the first in Portalegre, in March 2019; the second in Antwerp, in December 2019; the third online, in March 2021. The first two were organised and delivered by Margarida Coelho and Teresa Coelho, lecturers and researchers at the Politécnico de Portalegre, and experts in CLIL, and the final one was prepared and delivered by Margarida Coelho, Teresa Coelho and Fiona Crean, also a CLIL expert, teacher trainer and researcher from the University of San Jorge, in Zaragoza.

During the first intensive course for students, it was observed that, although the lecturers understood the CLIL approach and were able to describe it, they were not capable of fully implementing it in the design and delivery of their teaching sessions. Thus, a much more practical approach was adopted in the second and third CLIL trainings. In the second year, the lecturers were also asked to read about CLIL and draft a CLIL module session by the end of the training course. Finally, a micro-teaching methodology was adopted in the last, online, CLIL course. The training methodologies and the contents were also modified, always trying to upgrade more problematic areas.

Lecturers participating in the intensive programmes (IPs) were expected to design and deliver their teaching sessions using this educational approach. Thus, we took advantage of this opportunity to evaluate the use of CLIL in HE from two perspectives: the lecturers' teaching experience and the students' learning experience. Data was collected through focus group discussions with the TC-Nurse Project participants (teachers and students), and through individual questionnaires. The data gathered during the three years of the project enables us to have a broad comparative perspective of the participants' opinions on different issues related to their teaching and learning experiences.

A practical guide for integrating CLIL in transcultural education

Integrating CLIL in transcultural education: a practical guide for HE teachers is a hands-on resource aimed at supporting HE teachers working in transcultural education and using the CLIL approach. The *TC-nurse* project students' and teachers' voices are strongly echoed in the guide. The lesson plans and pedagogical materials mentioned in the guide come directly from the project's experience and contribute to guide the design and development of this resource for the implementation of CLIL in HE. This guide and all the materials produced are freely available through the project's webpage **(https://tcnurse.eu/)** or through the "TC- Nurse materials: public folder" drive at **https://drive. google.com/drive/folders/14XhcU8lRyGExXkaWHIoTnYslOBkF5o3-?usp=sharing**

Whereas there is a wealth of scientific material on the implementation of CLIL at other levels of education, this teaching and learning approach has not been used and researched as widely in HE. Furthermore, there is insufficient evidence available on the teaching of content through an additional language in nursing undergraduate courses. In fact, an extensive search which was carried out in the scientific database PubMed using the broad terms "CLIL" and "nursing", during the writing of the project's proposal only returned one literature review and no empirical studies on this topic.

This guide, one of the intellectual outputs of the *TC-Nurse* project, is a contribution to the development of research in the field of content and language teaching and learning in HE. In the medium to long term, we expect that it will serve to increase language competencies among learners, not only from nursing courses but also from other areas, because most of the principles, lesson plans and pedagogical materials referred to in this book can be adapted to other subjects and topics, wherever and whenever teachers aim to improve motivation for content and language learning through engaging teaching methods. A set of guidelines and teaching materials on teaching and learning in trans-cultural nursing in HE have been compiled in another intellectual output, *TC-NURSE: Handbook For Intensive Teaching and Learning*, which is the constant reference we have drawn on and also available in the project's webpage.

The uniqueness of this guide is also due to the fact that we worked with culturally and linguistically mixed audiences of healthcare and nursing students and teachers. To date, no other guideline, manual or material has been published which deals with the use of CLIL and transcultural competencies in a multicultural context.

The guide was designed with a very practical purpose, as an instrument teachers can use to search for ideas for lesson plans, pedagogical strategies and materials. In this case, the content is related to transcultural nursing, an important topic not all Nursing programs integrate yet. However, as a CLIL guide for HE, it also presents the possibility of transferring the ideas and materials to other contexts, subjects and topics.

In terms of structure, the guide is organised into seven chapters, each chapter dealing with topics that recurrently emerged as particularly challenging or controversial in the interviews with the CLIL teachers or in the students' focus groups and questionnaires conducted yearly during the three years of the *TC- Nurse* project. The first chapter addresses the issue of lecturers' and students' language proficiency when teaching and learning in an FL, and aims at supporting them by building up their confidence when interacting in a multicultural and multilingual environment. The second chapter presents successful teaching strategies to make learning more effective and student- centered. Catering for students' multiple intelligences and learning styles, and a constructive alignment process in the planning of the CLIL lesson are some of the key topics in this chapter. In the third chapter the focus is on language issues and how to deal with them in the CLIL class. Language awareness, the concepts of BICs and CALP and how to encourage language of/for/through learning are the core concepts for CLIL teaching which are dealt with in more detail in this chapter. The fourth chapter presents different ways of adapting materials to deal with the cognitive and language demands in a CLIL class in HE, particularly the use of scaffolding strategies to support learning. The fifth chapter tackles the question of the promotion of the teachers' and students' intercultural competence in a CLIL context. Chapter six focuses on the planning of a CLIL lesson, particularly the use of the 4C's framework as a tool for planning, the different stages to follow in CLIL planning and the teaching plan template created for the *TC-Nurse* project. Finally, chapter seven examines assessment related issues in CLIL teaching, such as different types of assessment strategies and the advantages of using them to assess learning in the CLIL class.

Each chapter of the guide follows the same internal structure: the issues are presented through the voices of the students and teachers themselves, with direct quotes of their words. The problems raised by these direct players in the process are then acknowledged and given a broader context, framed within both the support of research in the area and the experience gained in the three years of involvement in the *TC-Nurse* project. Finally, under the topic 'The CLIL Tip,' practical examples taken from the *TC-Nurse* classes are presented as possible ways to overcome the more problematic issues with examples of best practices.

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01. Building up the lecturers' and students' language proficiency

What is the issue?

"Using English, the whole time, is very difficult, because we have to think and then translate everything into English".

"They [the teachers] encouraged and motivated us so that everyone participated".

"It was funny to see how we were trying to fight the language barrier helping each other. I thought it was pretty interesting, it really was".

"We felt it [the difficulty of using an FL], yes. It is not your own language you're using, so you have to really make an effort, be more interested. If you don't know a word, you look for the meaning, you learn. In the end, it makes you more aware, it makes you concentrate, so you learn a lot more".

"Language proficiency comes also with practice. I was much more fluent in English by the end of the week because we were using English to work for a number of hours every day".

"We took longer to complete the class activities towards the end of the week because we could express ourselves better, and had more self-confidence".

"In fact, sometimes we talk to each other in English unconsciously (all: yes!)".

Students' statements

"English is really a foreign language to me, and that's stressful. It took a long time and effort to produce the language support materials for the students, more even so in an online environment".

"I feel that I have to learn more, both English and about the CLIL strategies, it's not a closed process".

Teacher's statements

Teaching and learning in a Foreign Language (FL)

Everyone will agree that teaching and learning in an FL is not an easy enterprise. Moreover, it becomes even more difficult if the teachers are not just delivering a lecture in the FL but also want their students to become more fluent in that language. With this dual focused approach of learning content and developing skills in an FL, teachers need to clarify certain problematic aspects of that language that are important to fully access the content in question. We can mention, for instance, specific vocabulary or precise sentence structures needed to understand a text, analyse or evaluate a graph, talk or write about any specific issues, in a particular subject.

That is why, in this first chapter, we will address two main topics related with the lecturers' and students' language proficiency: we will discuss some of the ways to support lecturers build their language skills and confidence and we will also suggest strategies to improve language proficiency both for lecturers and students.

Common European Framework of Reference for Languages (CEFR)

Of course, content teachers involved with the CLIL approach should have a certain level of proficiency in the FL used to teach their subject. In most situations, a level between B2 and C1, of the CEFR is required in European countries at any educational level.

However, even with a fairly advanced language level, one of the first doubts which can come to everyone's minds before thinking about our subject's singularity, is how to manage what goes on in the classroom, how to transition from one stage of the lesson to the next, and how to explain, in the FL, the sequential stages of the activities or of the tasks to be accomplished.

Furthermore, if we think about academic language and the specificity of each single subject, the genre used in texts and presentations, we might feel much more uneasy in an FL. This is true for both teachers and students who need to become familiar with the specialised language of their domain of study and research. It is completely different to maintain an ordinary conversation about everyday life (or even to write a paper on our scientific area of expertise) from teaching students, using and making them use the new knowledge they must deal with, in a language that is not their mother tongue. The particular aspects of the FL to be dealt with depend on each individual/group, each context, each topic, and the content to be taught, as well as the strategy used, which determines "the language needed for learning" (Mehisto, 2017: 39). **(see Chapter 3)**.

Language awareness

In fact, being a language-aware teacher is a key factor required to sensibly deal with language confidence issues. This is even more important when the subject in question is transcultural competence. If you are the kind of teacher who realises that, during a specific lesson, it is likely your students will have to deal with particular language difficulties – to understand concepts or materials or to accomplish a task – you will be ready to manage those difficulties as you predicted them and took the adequate measures to deal with the problem. Therefore, by doing so, you become more and more confident.

Time of exposure to the FL – working time

At the very beginning of the intensive programmes (IPs), and also in our classes, some students tend to avoid the stressful exposure that participating in English, in class or even group work, with unknown colleagues encompasses. Some of them try to translate on their mobile phones or PCs whatever they want to say, which can make talking very hard, cause delays in answering and result in less fluid communication. Then, as they get to know each other more, they work together, help one another and, as time goes by, some may even forget they are using an FL. Words and sentences come ever more naturally, to the point of talking much more, thinking in the FL and using it without even noticing, as they mentioned in the focus group interviews. The type of intensive work carried out in this kind of project, which involves many hours a day using a common language, working together with common objectives, enhances this rewarding feeling of accomplishment they mention.

On the other hand, using an FL for a long time during the day requires much more concentration, and this can be very exhausting, as many of you might have experienced. Listening to our mother tongue allows us to lessen the attention paid to every word because we infer the content from several kinds of clues in the discourse. When we use another language we are on a relentless search for meaning, while listening, and for "the right word", when speaking. This kind of procedure induces an active learning attitude, which the students also mention. Of course, after a certain period of time, communicating in authentic meaningful situations, being exposed to and becoming familiar with all aspects of the language, including intonation and register makes communication easier for everyone involved.

Collaboration

Another aspect to be addressed when speaking about language proficiency, as one can plainly deduce from students' statements, is collaboration, a key-word in regard to teachers' and students' work when building language confidence. It includes:

- **Collaboration among content teachers and language teachers** during the planning and preparation of teaching materials, is a common practice in CLIL classes. This collaborative work can assume different forms and levels: it can be the simple support given by the language teacher to the content teacher regarding the vocabulary and sentence structures needed to learn about a subject or it can be the joint planning of activities and tasks that will promote generic and specific academic skills, which needed to approach and discuss a content subject – for instance, defining together the content and language objectives (grammar structures and sentence patterns) that become evident in the pedagogical materials designed by both teachers, including the possibility of co-teaching activities. In short, it can go from a relatively distant collaboration to the co-creation of plans and resources which requires total trust and constant negotiation, something only time can build, but produces better results for both teachers' development and students' learning (Yi Lo, Y., 2020);

- **Collaboration among students from the same country** during the preparation of portfolio tasks, when they support each other to accomplish a number of goals, but also during the week of the IP, whenever they ask for and give help to colleagues from the same HEI;

- **Collaboration among students from different countries** during week of the IP, when students help each other understand, pronounce, discuss, and present the topics they are dealing with, but mainly by creating common outcomes through the negotiation of their multiple individual and culturally different approaches to any subject matter.

In the *TC-Nurse* project, content teachers devised what they were going to teach, within the particular topic of transcultural competence. They planned how they wanted to reach the outlined objectives, trying to predict the eventual language needs and difficulties of the students who always have distinct levels – some are very outgoing and can communicate orally pretty well, others are less used to speaking in English and it takes them more time to get involved. This was done in close collaboration with language teachers, who suggested some of the scaffolding for the pedagogic materials to build both receptive and productive language skills. That was a very thorough work, both for the online and the F2F courses, as can be seen on the *TC-Nurse* website and in intellectual output 2 (IO2) of the project (*TC- NURSE: Handbook For Intensive Teaching and Learning*).

CLIL Tip 1

It goes without saying that a safe and welcoming learning environment is key to building self-confidence in every teaching situation. The feeling of acceptance that makes someone willing to take risks is developed through different sorts of activities and we will now talk about some of them.

TIP A Sometimes teachers and students are not sure about their skills and there are simple ways for everyone to **verify what their level is,** for instance, in English, with online tests like the one we can do at: **https://www.ecml.at/Home/Survey/tabid/132/language/en-GB/Default.aspx**

TIP B For concerns related to **classroom management** there are several free online materials of great help to all of us. Let's take a look at one of those: **https://www.eslbuzz.com/classroom-language-for-teachers-and-students-of-english/** It might seem very simple to many of you, but it will certainly be useful to feel more relaxed having at hand some examples not only for social functions but, for instance, for giving instructions or correcting mistakes.

TIP C Time of use and exposure to the FL is crucial. One of the main characteristics of this type of international course situation is the language immersion we usually cannot reproduce in our predominantly monolingual classes, where students tend to code switch in their common mother tongue when working in groups. Besides, we know that the longer and the more often we use an FL, the more fluent and confident we become. As the group, during the F2F courses were made up of four students, one from each country, this meant English was the lingua franca used to communicate in all kinds of situations, including meals, social activities, where everyone was together, discussing, sharing or having fun.

In the online courses, although the groups were also international, the absence of physical proximity, the lack of social activities that foster team building, jeopardised an important part of experience. Even so, students pointed out all the positive aspects taken from the week's work.

TIP D Small group work boosts confidence amongst its members, and shy or less self-assured students can be encouraged by their peers, because small group work enables them to build relationships that create a favourable environment for communication, as they also stated. This does not mean individual work is not required in some situations as a final step towards internalizing the knowledge acquired.

CLIL Tip 2

The portfolio format was designed to help build students' confidence before starting formal learning in class. In order to set the framework for the course, each national teaching team created a number of portfolio tasks, to assist the students' preparation for the multicultural experience they were about to embark on. They had to consider how they usually see themselves as individuals and as a group, think about their common cultural characteristics and their individual ones. As regards transcultural competencies they were asked to think about who they are and where they come from, to open their windows and see what is outside (literally and figuratively) so that they could then see the landscapes from the windows of the others when the course began.

Apart from these national-group tasks, e.g. presenting the city where they study and/or live in; their national health system, each team of teachers devised individual and group tasks to prepare the backdrop of the IP, for instance, to activate prior knowledge on the subjects which would be covered during the week, activities such as: reading a text to find information, with language support (if needed); watching a movie on the subject to be studied with a set of *pre-*, *during* and *post-viewing* language supported tasks. Here is an example of one such activity.

Activity

DESCRIPTION:

In the case of this activity, based on the film *The children's act*, the students had to think about the health dilemma and the conflicting religious values of the patient and the caregivers to then explain the legal and ethical dilemmas the story presented. This preparatory work anticipates the debates to be carried out in class on other dilemmas healthcare professionals have to deal with, mainly when working with patients from different cultures.

CONTENT FOCUS:

Awareness of the Other and Cultural Knowledge. This portfolio task is supposed to drive analysis of problems raised by cultural differences and create empathy towards the Other and a socio-emotional learning attitude which will promote compassionate and mindful practice regarding intrinsic specificities of patients from minority groups.

LANGUAGE FOCUS:

Vocabulary and structures to discuss the topic, such as producing statements, talking about emotions. Vocabulary related to law and to ethical dilemmas to support discussions within the groups. Functions: talk about emotions; express agreement and disagreement, analyse, compare, summarise, comparing legal and illegal procedures.

SOCIAL-EMOTIONAL FOCUS:

develop an awareness of their own ideas and beliefs (about legal and illegal health practises, cultural minorities' traditions and beliefs, ...) and develop adapted culturally mindful attitudes towards patients from different cultures.

APPROXIMATE TIME:

As this is a task to be accomplished before the course, it takes longer because it includes the time to watch the movie (110 minutes), the reflection and answers (30 minutes).

MATERIALS AND RESOURCES USED:

YouTube video of the official trailer of The children's act (https://www.youtube.com/watch?v=kKQkUcJioxU), to motivate students to watch the full movie or read the novel. Handout with tasks to accomplish considering the health dilemma; the legal dilemma; the conflicting cultural and religious values regarding these dilemmas, considering the hospital system and the family system and asking to describe similar recurrent dilemmas related to cultural differences, that occur in each country's health system.

ADAPTING TO OTHER SCENARIOS:

The pedagogical principles of the portfolio work can be adapted by every teacher to all kinds of academic subjects, and to particular topics within the subjects, with the same purpose of building confidence and preparing for (multinational) group talk and work.

Of course the film work can also be adapted to any topic, within any subject area, by choosing a movie, short-film or documentary to trigger curiosity and provide food for thought as well as language support for the activities to be done in class.

CLIL Tip 2

Ice breakers lessen anxiety in the group/classroom, build trust, and create the kind of environment where students speak more easily, improving participation. This type of activity is used not only at the beginning of a course, to help people get to know each other, but also to involve the members of the group in a new topic to study or to refocus before going on with the work in progress.

Activity

DESCRIPTION:

Presenting oneself. Students prepare this at home, and use a picture to support their short personal presentation. Each student will present him/herself to group companions. He/she can use the following: name, age, interesting things about me, motivation for the course... Helpful sentences and idioms are provided.

CONTENT FOCUS:

Becoming acquainted with all group members to foster confidence and bonding.

LANGUAGE FOCUS:

Presenting oneself, talking about interesting characteristics, talking about hobbies.

SOCIAL-EMOTIONAL FOCUS:

Breaking the barrier of the unknown, creating curiosity and opening to the other.

APPROXIMATE TIME:

20 minutes

MATERIALS AND RESOURCES USED:

Handout with sentence prompts and idioms; pictures of each one's choice.

CLIL Tip 3

A sportsperson needs warming-up before starting the real exercise or a game, and so do we, to start the clss topic. This is another way to build confidence: using warmers or energisers, i.e., dynamic activities that work as a preparation for what comes next. They are not random, isolated activities but can introduce the topic or be used to build on prior knowledge in an enjoyable way. We are just going to give you an elaborate examplae of this.

Activity

DESCRIPTION:

Multiple pair work – speeddate. To introduce the topic of cultural desire, a speed date was proposed: the students needed to understand the concept of "building block" and the associated vocabulary. Both students in the speeddate look at quotes related to the building blocks of cultural desire.

A glossary is given to facilitate understanding of the topics. There is a clear alignment with the goals from the topic of cultural desire: students are expected to reflect on previous experiences in health care and link them to positive feelings.

Figure 1 - Teaching material from the second IP

Step 1 – Present myself (My name, my age, country, interesting things about me…); sentence stems to present oneself;

Step 2 – My motivation (briefly explain my motivation for the TC-Nurse project and the choice for a career in nursing); sentence stems and vocabulary to share thoughts, feelings and ask for opinions.

Step 3 – Share something (when reading the building blocks, students share thoughts and feelings about the quotes; give an example from a cultural care setting they can link to each quote; identify something interesting or captivating about the things they shared, related to the building blocks). They discuss questions like: "What were you thinking / feeling when reading that quote? Give an example from a real care setting where you applied this quote?"

These were the building blocks for each speeddate:

DATE 1

Caring & Loving:

- Every nurse was **drawn to** nursing because of a desire to care, to serve or to help.

- Some people care too much, I think it's called love.

Sacrifice

- The greatest **sacrifice** is when you sacrifice your own happiness **for the sake** of someone else.

- **An empty lantern provides no light**. Self-care is the **fuel** that allows your light to shine brightly.

Social justice

- **Striving** for social justice is the most valuable thing to do in life.
- If you are **neutral** in situations of **injustice,** you have **chosen the side of the oppressor.**

DATE 2

Genuine passion

- Do not think that love, in order to be **genuine**, has to be extraordinary. Be still when you have nothing to say and, when genuine passion moves you, say what you've got to say!

Accept differences

- Strength lies in differences, not in **similarities.** It is not our differences that **divide** us. It is our **inability to recognise, accept and celebrate differences.**

Build on similarities

- The toughest thing about the power of **trust** is that it is very difficult to build and very easy to destroy. The essence of trust building is **to emphasise** the similarities between each other.
- Our similarities bring us to a common ground.

DATE 3

Willing to learn from others

- The **capacity to learn** is a gift, **the ability** to learn is a skill, **the willingness** to learn from others is a choice.
- How much knowledge you **gain** depends on your willingness to learn from others.

Compassion

- Sometimes I inspire my patients, more often they inspire me.
- If you want others to be happy, **practice compassion**. If you want to be happy, practice compassion.

Students were motivated to use knowledge and experience gained before, and thus a situation was created in which new knowledge and experience could be linked to already acquired content.

CONTENT FOCUS:

Cultural desire – expressing one's desire, motivation, eagerness, longing to work with cultural minority communities. Understanding the concept of building blocks and the logic of the ones chosen for the speed date activity.

LANGUAGE FOCUS:

Present oneself; share thoughts, opinions and feelings; vocabulary and expressions to understand and talk about cultural desire and motivations. Students express their motivation to work with minority communities. They discuss and provide questions to their conversation partner(s) to make the content clear and understandable.

SOCIAL-EMOTIONAL FOCUS:

Explore the influence of the building blocks of cultural desire on one's own attitude in communication with patients from different cultures; show a genuine willingness to be open to learn from others who are different from them.

APPROXIMATE TIME: 120 minutes

MATERIALS AND RESOURCES USED:

Handout with all steps for Speeddates, including the building blocks with quotes from different authors, sources about cultural desire, and questions to take into consideration.

ADAPTING TO OTHER SCENARIOS: The speed date activity could be applied to other topics, it would suffice to create the building blocks appropriate to the topic. This activity was done in an online environment, but of course it is perfectly adaptable to a F2F class, with even better conditions to succeed.

CLIL Tip 4

An important aspect we have already stressed, but are always eager to repeat, is the time invested outside the classroom to accomplish several tasks, because it builds confidence in both lecturers and students. We mentioned the portfolio work and add the case studies used during the classes and as one of the main evaluation tasks. Each group of students had to analyse and design solutions to address a particular case study dealing with transcultural competence in healthcare situations. The case study was distributed to them on the first day of the IP, and each group had to find ways to improve the answers to the situation presented. The input of each day of the course should add new and deeper knowledge about transcultural nursing, by emphasising and developing a new aspect on the way to attaining cultural competence. The contributions taken from the sessions had to be transferred to the groups' work to solve their case studies and the 4 Cs of CLIL were part of this process. Finally, the groups presented their case studies on the last day of the course, followed by self-, peer-, and teacher evaluation.

Figure 2 - First IP class session - case study presentation

Activity

DESCRIPTION: Many different case-studies were produced for the IPs. We will briefly explain how they were structured. There is a common template for the case-study which follows this frame:

The client's profile is the first thing explained: who the patient is, and what his apparent problem was when he came to the healthcare unit; then there is a description of the setting; finally there is a complete description of the case study followed by a glossary to support understanding of the new language. After having read the handout with all this information, the students are asked to find solutions for the situation in their multicultural groups, in a more culturally competent way, according to all the principles they learnt about during the first four days of the week – cultural desire and cultural humility; self-awareness and cultural awareness; awareness of the other and cultural knowledge; social skills and cultural sensitivity; culturally mindful behaviour and culturally safe practice.

CONTENT FOCUS: Cultural competence and all of its components.

LANGUAGE FOCUS: All the vocabulary and expressions to expose a case study. Present solutions – ranging from identifying, to predicting, integrating new concepts, checking their validity and devising culturally competent procedures. Depending on the particular healthcare situations, other contents were explored, e.g. children's, women's or old age health problems.

SOCIAL-EMOTIONAL FOCUS: Cooperate with their peers from the same or different cultures in order to complete a task; demonstrate self-discipline, impulse control and respect for the opinions of others during class debate; undertake a realistic evaluation of their experience of working in a multicultural classroom environment, their actions and behaviours and the implications of those on others.

APPROXIMATE TIME: It can go from a 60 minutes in-class task, to several hours during the whole week, to complete the case study for the final evaluation, plus 10 to 20 minutes for class presentation. This only refers to the amount of time it takes for one group to give the presentation and does not include discussion and evaluation of the work.

MATERIALS AND RESOURCES USED: The handouts with the case studies that you will find on the project's webpage; the glossaries attached to each case study that depend on the health issue raised and the specificities of each situation; all the materials produced during each module of the IP the students consider useful to deal with the situation.

ADAPTING TO OTHER SCENARIOS: The case study approach is adaptable to all types of scientific areas, it promotes active learning, and the students find it useful because they are confronted with real situations which make them reflect, speculate and discuss the best solutions for the problems raised.

Further reading

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Classroom English: 300+ Classroom Phrases For English Teachers - not for HE but most sentences are useful for any level: **https://7esl.com/classroom-english-teachers/#Classroom_English_ Classroom_management**

Academic phrasebank from the University of Manchester: **http://www.phrasebank.manchester.ac.uk/**

Academic phrasebank from Ref-n-Write, a web tool for researchers to improve Academic English writing skills: **https://www.ref-n-write.com/trial/academic-phrasebank/**

Class talk for teachers: **https://www.upc.edu/slt/classtalk/**

Language talk for oral presentations: **http://www.uefap.com/speaking/pres/preslan.htm**

Language for working in groups: **http://www.uefap.com/speaking/group/grouplan.htm**

About Icebreakers and Energisers: **https://www.calacademy.org/educators/icebreakers-and-energizers**

02. Mastering teaching strategies to make learning more student-centered

What is the issue?

"I have learnt so much! I wasn't expecting us to have to speak so much, and it has been great."

"My favourite activity was the one about stereotypes. We realised that we all have stereotypes about other countries, and it was very funny to listen to what the students from other countries think about us, and vice versa. It broke the ice. We laughed a lot. It was a milestone in the whole week's work."

"The examples were very good. Always in personal terms "with me it was like this", "it was a friend of mine". It was real. Sometimes we are learning and it's completely outside of our world. The proximity given by the personal examples was very important."

"It was very interactive. (…) There was a theoretical part and an application, but there was not a division. We had to think and try to solve the problems. And it seems we assimilate better the contents taught. And the different perspectives from each group to each task were positive for everyone."

"Working in small groups increases concentration. It has also helped us to learn."

"It was very interesting for me to do that roleplay about the situation at the hospital. It was challenging but very good."

Students' statements

"We think that the most important aspect was the process, the team work, the perspectives and the contributions of all teachers. Lots of different versions [of the lesson plan] till the final one"

"CLIL training was very important to me, as a teacher, because I had to reflect on the strategies for students' work. And I think I will try these new strategies in my classes next year. Sometimes it seemed that we overplanned everything, and it lacked spontaneity, but it was the way to make sure students would reach the objectives defined."

Teacher's statements

Connecting theory with practice

In their statements about the intensive course, students stressed the fact that they had to speak a lot during the week and how that made them improve their language and learning skills: being at the center of the learning process makes a difference in the way a student progresses and grows. They also mentioned that working in small groups made concentration and learning more effective. There was a conscious choice of tasks prepared in this sense. Furthermore, choosing examples related to the teachers' and the students' own lives and experiences added meaning to the activities and made learning easier, as you may see through the quotes above.

In order to reach the intended learning outcomes (ILOs), case studies and tasks such as roleplaying healthcare situations with patients from different backgrounds interconnect theoretical and practical aspects of the course and were felt as having a positive influence on learning and on team building. Another important detail was the indication that every member of the small groups should have a part in the account of their findings in the plenary.

Multiple intelligences and learning styles

Meeting people with different learning styles, the contact and exposure to different ways of reasoning and dealing with a problem or a situation were positively evaluated. Presentations of role plays and case studies in the plenaries, by mixed-nationality groups, enriched the final individual and national cultural perspectives.

Research in several scientific fields made us more aware of the different types of intelligence that work together to produce adequate responses to the problems faced in educational situations, and beyond. The multiple intelligences theory (MI), (Gardner, 2009), took us from a framework of verbal and logical-mathematical measurable idea of intelligence, to a broader perspective of different types of intelligence that require alternative types of educational approaches, adjusted to these distinct intelligence patterns and to students' particular learning styles (Pritchard, 2009). On the other hand, research in neurosciences has shown that the academic achievements that our societies praise so much, depend not only on cognition, but also on a cultural, personal and social construct rooted in our brain as much as in our life story (Damásio, 2018). By acknowledging emotional intelligence, the CMMEn model includes socioemotional learning as part of the setting, when planning the *TC-Nurse* intensive courses.

Constructive alignment

It all begins in a very simple, matter of fact way, with the teacher stating the purpose of the lesson and activating prior knowledge about the content to be learned and the language needed to do so. The support, the scaffolding of content, of language and of the learning process **(see chapter 4)** will make the students feel more conscious of the process they are engaging in, and more confident about how to reach the objective. This is all part of a CLIL student-centered teaching and learning approach. According to John Biggs,

> Constructive alignment (CA), a design for teaching in which what is intended students should learn, and how they should express their learning, is clearly stated before teaching takes place. Teaching is then designed to engage students in learning activities that optimise their chances of achieving those outcomes, and assessment tasks are designed to enable clear judgments as to how well those outcomes have been attained. (Biggs, 2014: 5)

The route that leads to learning and producing evidence of what the students should learn has to be carefully planned. This implies a great deal of work from the teaching team, as one of the teachers stated: "thinking and rethinking about the best working strategy, the most suitable material(s) provided to accomplish a task, either individually or in group, the ways to adapt the materials to the teaching style and the learners' circumstances". This gives an example of the many factors involved when planning classes.

Strategies to make learning more effective

Teachers of all subjects, in every educational context, are more and more aware of the need to replace traditional teacher-centered classroom models and learning based on memorisation with much more student-centered approaches. Experience makes it evident that a teacher merely presenting a topic does not directly correspond to students learning it. Students need to learn from teachers, to different degrees, but they mostly need to be challenged to acquire knowledge and skills to evolve.

CLIL focuses on this need, and CLIL teachers have been trying to engage students in their own learning process, and to promote the skills they will need to cope with the challenges of the real professional world. That is also what CLIL is about: we want our undergraduates to engage in case-studies, problem-based and project-based learning, where group-work is a must and the progressive independence of learning skills is fostered by strategies that make students overcome natural doubts or fears related both with content and language proficiency. We are talking about lessons where content is taught in an FL that students have to steadily master, to tackle the challenge.

This is not an easy process. Nevertheless, Bloom's taxonomy[1], with the changes it has accommodated throughout the years, continues to be a rightful reference for teachers as well as the other building blocks of CLIL: Basic Interpersonal Communication Skills (BICs) and Cognitive Academic Language Proficiency (CALP) (see chapter 3), scaffolding and formative assessment.

Student-centered learning implies individual and group-work but also a task-based approach which aims at including all the linguistic skills (listening/watching, reading, writing, speaking, interacting) so that students gradually develop their language skills.

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[1]   https://www.celt.iastate.edu/wp-content/uploads/2015/09/RevisedBloomsHandout-1.pdf
Bloom's original taxonomy (1956) categorised the learning process in these six categories: knowledge; comprehension; application; analysis; synthesis; evaluation. In 2001, Anderson and Krathwohl published a Revised Bloom's Taxonomy with the following changes as regards categories: remembering; understanding; applying; analysing; creating. This version is the most commonly used today.

Teachers and students also mentioned the importance of a non-judgemental environment, and of starting in the small groups to then go into the plenary with more self-confidence.

Active learning

There has been a long-time pledge for active learning in higher education and the concept was clearly defined in the beginning of the 90's, as "instructional activities involving students in doing things and thinking about what they are doing" (Bonwell & Eison, 1991: iii). Nonetheless, some teachers insist on considering that listening attentively to a lecture is an active task.

Research has shown that, to be actively involved, students need to carry out higher order thinking skills tasks, and be engaged in alternative formats of teaching and learning. Bonwell and Eison give a number of suggestions for active learning strategies, such as visual-based instruction, writing in class, problem solving, online learning, cooperative learning, debates, drama, role playing, simulations, games, case studies, and peer teaching or student-led review sessions. In CLIL contexts these are common strategies to engage students in learning by doing, a core construct of the CLIL approach. It means getting students to articulate and negotiate their understanding by engaging them in meaningful and challenging learning activities which will get them to think on a deeper level. This will push them towards using English to express their ideas through speaking and writing.

Research reports that, with active learning strategies, students gain in conceptual and problem-solving skills, have more positive attitudes and learn to persevere more (Allsop et al, 2020). Above all, it creates spaces where students need to use English to interact and negotiate meaning.

CLIL Tip 1

As the purpose of the TC-Nurse project is to develop nursing students' cultural competence, we want them to first discover each other's cultures. Therefore, we should start by focusing on the students themselves. To become more culturally aware and, day by day, more culturally-competent, each one needs to consider what makes us who we are, thinking about one's own cultural identity. This is an important step to becoming aware of the Other and their own cultural identities. Creating a non-judgemental environment to acknowledge our similar and different characteristics may be one of the first steps to foster team spirit in a multicultural context.

On the other hand, watching a video can stimulate students' thinking and debate. However, even when they are familiar with the theme and the vocabulary, simply showing them a video is unlikely to result in them actually 'learning' the content. In order for learning to take place, cognitively challenging tasks have to be designed before, during and after watching a video. Teachers need to decide what they actually want the students to learn, and then create tasks that focus on that particular point or points.

Activity

DESCRIPTION: This activity begins with students watching a fragment from the series The Office ("Diversity day") **(https://www.youtube.com/watch?v=LUA5_NwJvLU&t=1s)** to formulate individual thoughts, by filling in the petals of a flower with their individual social data (ethnicity, race, gender...): each petal is related to specific elements and, after filling it in, they share and compare within the plenary group. They highlight the resemblances (in green), starting with students from the same country; then compare their "flowers" with students from the other countries (and highlight similarities in another colour). Finally, they evaluate which colour prevails in the final bouquet and draw conclusions.

Figure 1 - Photo from the first IP - Portalegre 2019

CONTENT FOCUS: Cultural awareness – this activity is intended to raise awareness of the various communities of belonging for each individual and to allow comparisons of common and different identities within groups. By listing (in this flower mode) their social and cultural identity characteristics, they first identify and then compare them in order to recognise similarities and differences and, in the final step, empathise with others. Referring to Bloom's taxonomy, we are moving from a Lower Order Thinking (LOTs) level of factual understanding, to a Higher Order Thinking (HOTs) level of metacognitive evaluation.

LANGUAGE FOCUS: Vocabulary/expressions to talk about ideas and emotions (the wheel of emotions); vocabulary related with nationalities, race, ethnicity, gender, religious or spiritual affiliation. Functions: producing statements, expressing opinions, expressing emotions, agreeing and disagreeing, analysing and summarising. Deconstructing stereotypes and biases.

Figure 2 - Robert Plutchik's wheel of emotions - visual representation of primary emotions, displaying the varying degrees and complexities of different feelings. Retrieved from: https://fairygodboss.com/career-topics/emotion-wheel

SOCIAL-EMOTIONAL FOCUS: Develop an awareness of their own values, beliefs (on race, gender, etc.) and attitudes towards both colleagues and patients who belong to a different culture and link this to positive goals and to understand and manage emotions they, as health care workers, experience in delivering culturally competent care.

APPROXIMATE TIME: 40 minutes

MATERIALS AND RESOURCES USED: Youtube video - Diversity day; paper sheets with the flowers to complete. See TC-Nurse website and TC-NURSE: Handbook For Intensive Teaching and Learning.

ADAPTING TO OTHER SCENARIOS: This activity could be adapted to other scenarios, such as law, physiotherapy, marketing. Students would fill in the petals with the characteristics of a case under analysis, or an animal, a plant, a system, a product, etc., compare the outcomes, evaluate the progress made and create solutions.

CLIL Tip 2

An Escape Room is a recent popular game to be played by a team of players where they have to find their way out of a room. In educational settings it is an immersive scenario game within the context of a theme or subject area. The groups have to discover clues, solve puzzles and complete tasks in one or more rooms in order to achieve a specific goal in a limited amount of time. The participants must work together to investigate and solve the puzzles that will allow them to escape during the time allowed. During the process students are inspired to learn the lesson content in order to "win." Beating an escape room requires teamwork, reflection, cooperation, imagination, speed, creativity, and patience. Escape rooms are a bonding experience!

Activity

DESCRIPTION: The novelty of an Escape Room was very motivating for the multicultural groups to accomplish in order to develop cultural desire. To participate in this online activity, which was organised and carried out through Padlet, students were assigned to small groups and given the Padlet link to the Escape Room. As you can see by following the link **(https://padlet. com/valerievanceulebroeck/axhjl3lcm959sil1)**, there are 8 rooms where students are set a series of challenges and they have to finish the game together. In each room, they find images, video-fragments, a Kahoot quiz, texts, and they have to provide answers to questions on Google forms (with the link inserted in the padlet wall) or send the answer by email in order to go from one room to the other. A glossary of cultural terms is provided to facilitate their understanding of the topics (also on the padlet wall) and they are expected to use the vocabulary to represent motivation when working with minority groups. There are also matching exercises with definitions and explanations. The level of difficulty is intentionally low so as to facilitate the way towards determining the correct answer. This is intended to create a feeling of competence and to build self-confidence in the use of a second language. The activities focus primarily on areas of common interest and on similarities rather than cultural differences.

Figure 3 - Teaching material from the second IP

CONTENT FOCUS: cultural desire, sympathy, empathy and compassion; professional advocacy and expressing health related opinions.

LANGUAGE FOCUS: Vocabulary and expressions to define the nursing profession, cultural aspects of patients from minority groups, language nuances to be cautious with, language related to culture and health related opinions.

SOCIAL-EMOTIONAL FOCUS: Show the motivation or desire to actively engage in the process of becoming culturally competent; show a genuine willingness to be open to learn from others who are different.

APPROXIMATE TIME: 90 minutes

MATERIALS AND RESOURCES USED: Padlet link: https://padlet.com/valerievanceulebroeck/axhjl3lcm959sil1; Google forms; Kahoot; videos; texts - everything embedded in the padlet wall. Here is the link to the Padlet created for this Escape Room

CLIL Tip 3

Role-playing games are common practice in FL classrooms and other subject teachers use them as well because they can have tactical, social, moral, or strategic aims with multiple solutions, and are excellent to practice the skills and the language people use in real situations. They have a narrative framework suitable for education and are easily adaptable to interdisciplinary learning. Other advantages of roleplay are the motivation for teamwork and there is no need for specific resources.

Several role-plays were proposed during the three IPs and they were all successful. Here we present an example, but you can find several other situations in the TC-Nurse webpage and the TC-Nurse: Handbook for Intensive Teaching and Learning previously mentioned.

Activity

DESCRIPTION: This role-play was done online, due to the pandemic situation, and it was something new for all of us. The objective was accomplished and the students liked it, but of course we think role-plays work better in F2F situations.

To develop cultural knowledge about minorities in the countries involved, the teachers created a pre-session task about immigrants in each country.

1. **Migrants in my country** (facts and figures: number, average age, country of origin)
2. **Migrants' cultures** (different cultural habits and traditions observed)
3. **Post-colonialism: migrants from former colonies** (relevance within society: social customs, economy, culture, sports, architecture, arts)

4. **My country's policy on migrants in the healthcare access** (rights & duties, charges, any discrimination)

5. **Find out and collect social media posts about migrants** (positive and negative comments and fake news). You can use the printscreen of texts/ drawings/photos/videos and paste them.

This activity was accompanied by a handout with glossaries on immigration, online information about migration policies, fake news and hate speech.

Building on the knowledge acquired through the pre-session work, role-play situations were created with a part to be played by every student in each group. In breakout rooms, students discussed a story related to immigrants' discrimination/ hate speech and each one chose a character to play. There were different narrative frames and characters for each group:

- a television debate about health care provision for immigrants;

- a South American girl going to the hospital in an European city;

- a patient praying at the time the doctor is free to see him, at the hospital.

The main purpose was to put students in situations where some of them would have to combat hate speech about immigrants, using some of the strategies suggested beforehand. They finally had to role-play their situation in the plenary to spark discussion about the way the group handled the problem and lead the audience to give suggestions of other possible ways to a better outcome. This could be linked to Paulo Freire pedagogy and Augusto Boal's *Theatre of the oppressed*, whose works influenced areas of social care and intervention. Some examples can be found in the references at the end of this chapter.

To give an example, the characters proposed for the praying patient situation were: a nurse who perceives him/herself as a model citizen who loves and cares for his/her country; a nurse who combats hate speech as soon as he/she hears it and has skills to communicate assertively; the patient; the busy doctor; the social worker of the hospital; a doctor who combats hate speech; the wife of the patient.

CONTENT FOCUS: Awareness of the other and cultural knowledge; fake-news and hate speech; strategies to combat discrimination.

LANGUAGE FOCUS: Vocabulary and expressions to convey feelings and thoughts, opinions, ideas, emotions, rights and duties related to immigrants or cultural minorities.

SOCIAL-EMOTIONAL FOCUS: Show empathy towards clients and families with different cultural backgrounds/non-judgmental manners; accept different beliefs, practices and behaviours related to personal culture.

APPROXIMATE TIME: 60 minutes

MATERIALS AND AND RESOURCES USED: Handouts (A, B and C) with different situations, characters, strategies to combat hate speech; Handout with useful phrases for discussions: asking/giving an opinion; asking/giving an explanation; agreeing and disagreeing (strongly/ politely); making/reacting to a complaint.

ADAPTING TO OTHER SCENARIOS: Role plays can be used in many different areas, whenever a narrative framework can create the type of situation intended to speak about the subject being studied, to reach conclusions or stir debate about a specific topic of any scientific field. They can be used in business, law, journalism, social work, political sciences to develop skills such as presenting experiences, conducting interviews and debating ideas. The role of the teacher is to create the frame and devise the characters, present the goals of the activity and evaluate the outcome involving the students.

CLIL Tip 4

On the 4th day of the IP, cultural sensitivity and social skills were the main themes to be addressed. The activity we chose to present consisted of the main topics the students had worked on before with an evident CLIL approach, connecting the 4Cs to social-emotional aspects to develop language skills. The discussions around the videos "Purl" and "Meet the filmmakers behind Purl" created opportunities to focus on aspects of culture other than ethnicity, including gender, age and religion.

Throughout the subsequent debate, the students were encouraged to reflect on how personal difference, from the widest possible perspective, may impact on the healthcare service and in turn its clients.

Activity

DESCRIPTION: The students watched the video: "Purl" **(https://www.youtube.com/watch?v=B6uuIHpFkuo)** and then answered the following questions in small groups:

- Have you ever felt like a "ball of yarn" at work before? Tell your story.
- When you are at university, do you feel comfortable being yourself? If so, why? If not, why not?
- Have you perceived any differences between your experience of diversity and inclusion at university during regular lectures and during this summer course? How?

The students need support not necessarily to comprehend the general message behind *Purl*, but definitely to understand some of the jokes, metaphors and plays on words. A document was given to the students as they watched the video, containing key vocabulary and idioms from the video (eg. ball of yarn, weave, fit in, porcupine, prick, it's 100% off…) and short exercises and images to facilitate their understanding: matching (matching phrases from the film dialogue and synonyms); image description (understanding and explaining an idiomatic expression by means of an image). Subtitles were also available.

In order for the students to be able to engage in a debate about cultural diversity in the workplace, a list of key terms and expressions was also provided.

After this part of the activity, the students watched the video: "Meet the filmmakers behind Purl" **(https://www.youtube.com/watch?v=7nK6mSsO6M8&t=1s)** and discussed in small intercultural groups:

- When you are on placement, do you feel comfortable being yourself? If so, why? If not, why not?

- The film director says in the video: "I started to work on a team with women for the first time, and that actually made me realise how much of the female aspect of myself I had sort of buried and left behind". What does she mean?

- What does it imply for an individual to have to "bury" or hide an aspect of themselves in order to fit in with the majority? What may be the consequence?

- What does it imply for the company (the healthcare service) to have a homogenous workforce? What may be the consequence?

Finally there was a plenary debate on the main topics raised.

CONTENT FOCUS: Differences but especially the similarities between the students; concepts of diversity and inclusion in the workplace and implications of a homogeneous vs a heterogeneous workforce for the healthcare system, the workforce and the clients.

LANGUAGE FOCUS: Key vocabulary to understand the video. Describing (a picture): what is in the picture; saying what is happening; where in the picture; saying something is not clear; expressing opinion (on the picture); expressing opinion/emotions. Debating phrases to present the most important points (conceding an argument; sequencing a list of arguments; adding an argument to strengthen your point; concluding).

SOCIAL-EMOTIONAL FOCUS: Identify how their own emotions, thoughts, values and beliefs, and those of others, may influence the degree to which they and others are and how they feel included in the classroom and the workplace.

Demonstrate self-discipline, impulse control and respect for the opinions of others during class debate.

APPROXIMATE TIME: 40 minutes

MATERIALS AND RESOURCES USED:

Video: "Purl" **(https://www.youtube.com/watch?v=B6uuIHpFkuo)**; video: "Meet the filmmakers behind Purl" **(https://www.youtube.com/watch?v=7nK6mSsO6M8&t=1s)**; handout to support comprehension of the video; handout with sentence stems to use when debating, describing a picture, expressing opinions and feelings.

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Webography

A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: **https://www.celt.iastate.edu/wp-content/uploads/2015/09/RevisedBloomsHandout-1.pdf**

Excerpt from The Office - Diversity day on Youtube: **https://www.youtube.com/watch?v=LUA5_NwJvLU**

Explanations about the wheel of emotions created by Robert Plutchik and its use in developing emotional intrapersonal intelligence and different kinds of analysis, such as market research or psychology, as you may verify on Google Scholar:
https://fairygodboss.com/career-topics/emotion-wheel
https://www.6seconds.org/2020/08/11/plutchik-wheel-emotions/

The College of Charleston Libraries offer you information about online escape rooms, how to create one and links to free escape rooms:
https://libguides.library.cofc.edu/c.php?g=929135&p=8225607

Observing how other teachers teach is a good way to acquire more teaching strategies. Observe these videos, take a note of the strategies the teachers use and consider how you could integrate some them in your classes:
https://www.youtube.com/watch?v=1J1URbdisYE
https://www.youtube.com/watch?v=ReefNPdZwVo
https://www.youtube.com/watch?v=qQra4baNwP8

Active learning teaching strategies: you can find many strategies on these links in order to make learning more interactive: **https://www.queensu.ca/teachingandlearning/modules/students/22_active_learning_strategies.html**
https://teaching.berkeley.edu/active-learning-strategies
https://apprendre.auf.org/wp-content/opera/13-BF-References-et-biblio-RPT-2014/Eison%20(2010).%20Using%20Active%20Learning%20Instruction%20Strategies....pdf
https://serc.carleton.edu/introgeo/gallerywalk/active.html

03. Dealing with language issues

What is the issue?

"I have never spoken English medically. Being able to explain medical terms was a challenge. I sometimes had to bring in Google Translator".

"Language was a problem for us, we could not express ourselves to the level we wanted to."

"In medical terms I have become better in English".

"I use much more difficult words than speaking English among friends. That's a very different way of talking".

"In the beginning I felt insecure about using academic English, but by the end of the week I felt much more comfortable to speak".

"When we spoke about cultural awareness, I had some more difficulties because it's a vocabulary that I use less everyday".

"I think effective or good communication is very important because sometimes we misunderstand each other in our normal life, because of the lack of knowledge of the words. I don't really have an example, but you have some specific terms in the languages that make it difficult to understand the sarcasm sometimes".

"I think that we, as we are nurses, we learn how to simplify the language so that every patient can understand us, you know, we have to speak so that people understand… and also according to our knowledge of the foreign language, and in a way people can follow what we say, you know… so they can understand us".

"Since we had the opportunity to talk about many subjects, there were new words that came into our vocabulary and we had to search for other words. We are richer in vocabulary, I think. It has really helped us develop our English a little bit, and I feel more comfortable with other people speaking in a language that isn't ours".

Students' statements

"The vocabulary examples on the TC nurse site were very good and sufficient. The vocabulary and pre-session tasks on the site were very helpful in dealing with language difficulties".

"I found the specific words to the topic sometimes difficult. I didn't understand what family planning was, but my teacher explained it. I learned several new words and expressions".

Students' statements

"Simplify the language! We had a few quotations from books and articles and we replaced some words with synonyms. It doesn't mean simplifying to make it childish but simplifying to make it comprehensible".

"With the preliminary exercises we asked the students to do, we thought about vocabulary in order to prepare them to be ready to receive this information in English... we should think about their preliminary preparation".

"When you look at scientific research that we sometimes use for our lectures, if you copy past it and show it that way to the students, well, they will not be interested anymore after two slides. They will just say "OK. I don't understand this" or " It's too difficult", "It's not interesting for me" or "I can't follow so I'll just not look at it anymore". They will not be triggered. I think if you make it verbally easier, the content will be more accessible".

Teacher's statements

Language awareness

One of the issues that emerges when we consider dealing with language issues in CLIL contexts is awareness and specifically, language awareness. Language awareness is used to refer to "explicit knowledge about language and conscious perception and sensitivity in language learning, language teaching and language use" (Donmall, 1985). Du highlights that language awareness involves being conscious of language use within its social context and states that it is key to encouraging students "to move from their constraining monocultural framework towards the development of intercultural competence" (Du, 2011 in Doiz et al, 2014: 73). Therefore, for both teachers and students it involves developing a mindfully and culturally aware attitude towards languages with the aim of helping them see that language is not only a set of grammar rules and language functions, but a means to communicate thoughts, desires, opinions, culture, and mindsets.

Consequently, language awareness not only focuses on being aware of how a language is used, but also contrasting its use with that of their first language or other languages within their plurilingual repertoire so that they are able to perceive nuances, similarities and differences which will ultimately lead to an understanding of the culture and mindsets of the languages in question. This is one of the first steps needed in order to break down the communication barriers that divide people.

If both teachers and learners develop their language awareness, it can help them have a more positive attitude towards language learning as it will give them more confidence and encourage them to take risks with the FL. If the teacher makes them aware of certain language awareness strategies such as noticing how language is used or predicting what the other may say, learners will be able to participate more and develop greater learner autonomy. However, reality demonstrates that content teachers, while fully aware of their content and what needs to be taught, tend to be less aware of how language functions in their content, that is to say, that when using CLIL, they may often lack essential language awareness (Yuen, 2017: 3). Yuen goes on to highlight a series of aspects related to language awareness that all CLIL teachers should integrate in their teaching:

- awareness of how language construes content;
- awareness of how such language may impose difficulties on L2 learners and how scaffolding can be provided;
- awareness of L2 learning theories and pedagogy (Cammarata and Tedick 2012; Hoare 2003).

Without this explicit knowledge teachers may find it difficult to plan CLIL lessons which integrate language and content (Yuen, 2017: 4).

Ball et al (2015: 75) stress the need for CLIL teachers to have a grounded understanding of the language of their subject and provide the following ideas to help students become more aware of the language of the subject/topic they are studying:

- Recap the previous lesson
- Introduce a new topic and activate prior knowledge
- Deliver a short monologue on the new topic
- Set up an individual reading activity related to the new topic
- Go through questions and answers in plenary feedback after the reading
- Organize students into small groups to carry out an investigation as a follow-up to the reading
- Coordinate the groups to report back their findings to the whole class
- Summarize what has been learned before bringing the lesson to an end.

These strategies will help students to overcome the issues that may arise when it comes to assimilating the content obligatory and general academic vocabulary related to the topic. This may consist of words and terms they are unfamiliar with or have never used when they use English in normal everyday situations. Students need to be made aware that how they use language will depend on the context and situation. In this case, it is the responsibility of the teacher to find ways to make the language in the content more comprehensible and salient.

When using the CLIL approach when and how language is used becomes a key factor and awareness and clarification of the following concepts can provide teachers with support when it comes to dealing with the language issues that can arise when teaching learners through a second language.

BICs and CALP

The first of these concepts is BICs and CALP as they have a major impact on the way language is used in CLIL. BICs refers to the language a person uses in normal everyday situations and tends to focus more on listening and speaking skills. CALP refers to the language needed in order to understand academic content at school or university and can include all language skills. It consists of general academic discourse and subject specific discourse. These terms were developed by Jim Cummins as a result of the problems he encountered among immigrant students who were studying through a second language in Canada. He observed that learners could hold informal conversations without any apparent problems but when it came to learning academic content they ran into difficulties. He categorized the language used in these two contexts and the concept of BICs and CALP emerged (Cummins, 1984).

Content teachers may be unaware of these concepts and may assume that if learners appear to understand them and can speak to them with a certain degree of fluency and accuracy, they will be able to handle the language of learning. However, this is usually not the case as learners need some support in order to acquire the CALP (academic language) of what they are learning. This is an issue that content teachers need to take into account. In a class context both BICs and CALP can blend as there will be a mixture of informal and more academic discourse. However, teachers need to pay special attention to the academic language (CALP) of what they are teaching and be aware that BICs and CALP require different language skills (Ball et al.: 2015). In other words, content teachers will act as mediators of the language that emerges during learning.

As a teacher, one way of doing this is to notice your students' language proficiency when they use BICs in their general conversation and CALP when they speak or write in class. In multilingual settings, you could ask your students the following questions:

- How many of you are first-language users of English?
- How many of you are not first-language users of English?
- When and where did you begin to learn English? (For example, at home, at primary school, at secondary school.)
- Which other languages play a central role in your life?
- Which languages do you use at home?
- Other than English, which languages do you read and write in?

Language Triptych

Another concept which is core to effective CLIL is the Language Triptych (Coyle et al, 2010)

The language triptych represents content and language objectives and it can help content teachers analyse how language is used from three perspectives. (Martín del Pozo, 2016)

Language of learning involves vocabulary, expressions and terminology which is directly related to the content. However, as Coyle et al. (2010) point out, it is not enough just to extract the key words and phrases, analysis must also be carried out as regards how students need to use them, that is, if they have to define a concept, they need to know how to do it. They need the language of defining. In this case, writing frames, sentence stems or sentence frames can be a helpful way to provide support:

Example of a writing frame for writing definitions:

The word/concept _____ is important to (subject) _____.

It relates to (category or big idea it belongs to) _____.

One main characteristic of (word/concept) is _____.

Another key characteristic/element is _____.

An example of this word/concept is _____.

Language for learning is the language the learners will use to interact and engage with the content, for example, working on a group project or writing a report. It will be related to the language they will need in order to do the activities. For example, if students are going to work on a case study as a group, they will need language which enables them to give opinions, agree and disagree, compare and contrast, and draw conclusions. If students are then asked to present the results of their case study, they will also need the language used to structure an oral presentation.

Language through learning is the language that emerges during the learning process. It is unpredictable and will come from the learners as they think and work together.

CLIL Tip 1

Before you start teaching a new class, find out about your learners' language learning experiences. In the TC Nurse project a Pre and Post course questionnaire was given to students. The pre-session survey provided us with some information regarding the student's motivation and attitude towards using English during the intensive course. The post-session survey was aimed at getting the students to reflect on their initial expectations and concerns and how they felt when they had completed the course. These types of questions could be used in the first and last class or at the end of a learning unit in any subject. In this way, teachers can identify some of the language issues learners may have and this in turn will be useful when it comes to preparing activities. On the other hand, it will also give learners an opportunity to reflect on how they feel when communicating in English.

Activity

PRE SESSION QUESTIONS

1. How do you feel about communicating in English during this course? What are your expectations and concerns?

2. When you communicate in English, which skills do you feel most/least comfortable using? Think of listening, speaking, reading, writing, using professional language?

3. Do you feel that communicating in English affects the way you think and express yourself?

4. What do you find most useful when it comes to developing your English? Studying English? Watching a series? Listening to music? Reading novels? Browsing websites...?

1. How did you feel about communicating in English during this course? What about your expectations and concerns?

2. Which skills did you feel most/least comfortable using?

3. Did you feel that communicating in English affected the way you thought and expressed yourself during the week?

4. Do you remember one activity that really helped you develop your English skills?

CLIL Tip 2

Activity

Figure 1 Class session in first IP

DESCRIPTION: This activity focuses on getting learners to think about how they learn languages and how language is explicitly related to cultural awareness. Each pair or group thinks of an example of how their attitude, thinking, or behaviour may be affected by their cultural background.

Put learners in pairs or small groups and ask them to think of the word "bread".

Now ask students the following questions:

What picture comes into your mind? Draw it.

Look at what your partner or group members have drawn.

Is it the same? If so, why do you think that is? If not, why not?

What other words for types or shapes of bread do we have in English? Why is this?

Look at what your partner or group members have written.

Is it the same? If so, why do you think that is? If not, why not?

What do we have to think about when we're translating from one language to another? Is it enough just to think about the words? What else do we learn when we learn a language?

Think about expressions like:

Breadwinner

Bread and butter

Daily bread

What do they mean? How do you think they came about? Do you think other languages have similar expressions?

If you were trying to translate these words and expressions into another language, what would you have to bear in mind?

Source: **www.languageswork.org.uk**

CONTENT FOCUS: Identify language and cultural diversity among students as well as in the population in general.

LANGUAGE FOCUS: Using general English to describe and explain what "bread" means in each culture. Identifying the meaning of colloquial expressions related to "bread".

SOCIAL-EMOTIONAL FOCUS: Develop awareness of how language and cultural beliefs affect how we interpret and understand words.

APPROXIMATE TIME: 20 minutes

MATERIALS AND RESOURCES USED: Images of different bread shapes from different cultures.

ADAPTING TO OTHER SCENARIOS: This activity could be adapted to any subject by using other words/phrases/concepts. In a multilingual class, you could ask students to discuss what their individual countries associate with these words. In a monolingual class, students could be asked to research the associations a selected number of countries associate with these words. In online classes, a whiteboard such as Google whiteboard or Padlet could be used so that students can share their ideas.

CLIL Tip 3

When introducing a new topic, activate learners' prior knowledge by giving them some clues or prompts as regards what the topic will be about. Creating a word cloud with the key words related to the topic is an effective way to get students to predict and summarize what they think they will learn.

CLIL Tip 4

When planning lessons, spend time analysing the language of the topic you will be teaching. What kind of general academic vocabulary and subject specific vocabulary is there? How will you expect the learners to interact during class? How can you make CALP more salient?

Activity

DESCRIPTION: The activity is based on using a case study on the issue of obtaining informed consent prior to a leg amputation. When preparing the activity, first of all, the teacher needs to analyse the text and identify those words or phrases students may not understand. By doing this the teacher can make students aware of the content obligatory and general English words and phrases they may need to use in order to discuss the case study. After reading the case study, students are divided into groups of three in order to carry out a role play in which each member of the group will play the part of one of the characters. The teacher will encourage students to use some of the vocabulary from the text.

Vocabulary and phrases directly related to the issue are highlighted and a definition or explanation can be inserted in the margins or a link to a dictionary can be embedded in the text.

Nurse: Experienced, qualified nurse with ample experience in orthopedic surgery. She has seen similar cases in the past and knows that leg amputation is the only way forward. She is fully aware of the fact that losing a limb is a difficult and traumatic process, which can give rise to grief, sadness, frustration, loss of body image and function, and low self-esteem. She is genuinely concerned for the patient's welfare and, like she has done hundreds of times before, she is going to try to convince the patient to have the procedure done as it is the best for him.

Patient: 48-year old man from Syria married to a local lady, who moved to the country way before the Syrian war started. He runs his own business and speaks the local language proficiently. He is well acculturated to the local society. He had a car accident a month ago severely injuring his right leg. He has undergone surgery and was on the way to recovery, but he has now been diagnosed with gangrene and not only his leg but also his life is in danger. The doctors have recommended

an amputation. He is a Muslim and believes fervently that his fate, and that of his injured leg, is in the hands of Allah. Believing that, if Allah wills it, his leg can be saved, he refuses to have an amputation point blank and absolutely nothing that the nurse says will convince him otherwise.

Wife: 48-year old lady from the local area. She is a Catholic and accepts her husband's faith and practices, although she doesn't share them. She tries to convince her husband to follow the advice of the nurse, but only weakly. She is very afraid to lose her husband, whom she loves very much, but at the same time wants to be supportive of her husband's wishes and religious beliefs.

CONTENT FOCUS:

Identify good and bad practice in relation to interpersonal and intercultural communication.

Use culturally sensitive verbal and non-verbal communication during class discussions and in relation to different case scenarios.

LANGUAGE FOCUS: Identify content obligatory vocabulary, general academic vocabulary and general vocabulary; apply subject specific vocabulary and terminology. Students should be encouraged to use this language as much as possible during role play.

SOCIAL-EMOTIONAL FOCUS: Perform a realistic evaluation of the consequences of the characters' actions, considering their impact on the patients' wellbeing.

APPROXIMATE TIME: 30-60 minutes. This will depend on the number of groups and on how much they engage in the activity.

ADAPTING TO OTHER SCENARIOS:

Case studies can be adapted to any subject or content. They are an effective way of getting students to apply what they have learnt. They work well in both in-class and online contexts as students can be divided into groups and given a time limit to complete the case study.

CLIL Tip 5

Using multimodal learning strategies can be an effective way to make students more aware of content and language. It consists of converting information from one format (a text) into another format (a mind map, graph, chart, visual, written → spoken, etc.). Each student learns in different ways, therefore, multimodal formats will help deal with this issue and they should be exploited as much as possible to ensure that as many learners as possible understand the input (Dale et al, p.41).

Figure 2 Students working on tasks in first IP

DESCRIPTION: This activity provides an example of multimodality as students learn about cultural issues related to women's health. This activity enables them to arouse empathy towards other cultures by putting themselves in the other's shoes. The students, as a group, will read the problem statements of refugees regarding language and cultural barriers. Students will reframe the sentences as oral statements from the patient's perspective.

The inability of Syrian women to speak Turkish leads to inadequate health services.

For migrant women, being able to give birth, especially to a boy, can be culturally important for her social status.

They consider abortion as a sin.

They do not use an effective Family Planning method.

Migrants have different traditions, religions and habits, speak different languages and have different cultural practices.

Example

"I can't speak Turkish. I have never learned it. That is an added problem for me when I go to hospital."

CONTENT FOCUS: Identifying health and cultural issues regarding women's health.

LANGUAGE FOCUS: Using and applying direct speech, explaining feelings, asking questions.

Socio-emotional focus: Develop empathy toward other cultures by putting oneself in their shoes.

Approximate time: 30 minutes

Adapting to other scenarios:

This activity could be adapted to any subject by asking students to convert statements, images, graphs, charts into different formats.

CLIL Tip 6

Activity

Figure 3 Class session on cultural awareness - first IP

Description: This activity focuses on ethnocentrism and cultural humility. First students watch the video **https://www.youtube.com/watch?v=DWynJkN5HbQ** without sound and the teacher asks them to guess what is happening and what they think the speakers are actually saying. Elicit from the students what has helped them to guess; then play the video again, but this time with the sound on and discuss why some guesses were incorrect.

Ask students to discuss why and how they were able to make predictions; what clues led to their predictions, for example, the setting, topic, general knowledge of the world, specific cultural knowledge, linguistic and extra-linguistic knowledge. The teacher can point out that there is a difference between what you can infer from the video and the background and expectations that you bring to interpreting it. In this way, the teacher can introduce the strategy of predicting as a conscious action we do in order to understand how people communicate.

In order to get students to dig deeper, the teacher can ask the students to consider the following points:

- Have you (or someone you know) ever had a similar experience? How did you/they feel? How did you/they react?

- Have you ever put someone in such a situation? What happened?

- Discuss the first time you were aware of being "different" and what that was like for you.

CONTENT FOCUS: Deconstruct personal and cultural identity; analyse stereotyping and its consequences; evaluate scenarios related to ethnocentrism and stereotyping.

LANGUAGE FOCUS: Predicting; comparing and contrasting; giving opinions; hypothesizing; reasoning; assessing.

SOCIO-EMOTIONAL FOCUS: Deconstruct the issue of stereotyping in relation to how we perceive our own and other national identities and how they may or may not reflect our personal and cultural identities.

APPROXIMATE TIME: 20 minutes

MATERIALS AND RESOURCES USED: https://www.youtube.com/watch?v=DWynJkN5HbQ

ADAPTING TO OTHER SCENARIOS: Any other kind of video related to the topic of the content could be used. Instead of a video, teachers could also use a photo story or a cartoon in which the captions and the words in the speech bubbles have been deleted.

Further reading

Ball, P., Kelly, K., & Clegg, J. (2015). *Putting CLIL into Practice.* Oxford University Press.

Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and language integrated learning.* Cambridge, UK: Cambridge University Press.

Cummins, J. (1984). *Bilingualism and special education: Issues in assessment and pedagogy.* Clevedon, England: Multilingual Matters.

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Doiz, A., Lasagabaster, D., & Sierra, J. M. (2014b). What does 'international university' mean at a European bilingual university? The role of languages and culture. *Language Awareness* 23: 1-2, 172-186, https://doi.org/10.1080/09658416.2013.863895

Martín del Pozo, M. A. (2016). An approach to CLIL teacher language awareness using the Language Triptych, *Pulso. Revista de Educación,* 39, 141-157, https://revistas.cardenalcisneros.es/index.php/PULSO/article/view/220

Yuen Y. L. (2017). Development of the beliefs and language awareness of content subject teachers in CLIL: does professional development help?, International *Journal of Bilingual Education and Bilingualism*, https://doi.org/10.1080/13670050.2017.1318821

Webography

An interesting website on teaching and learning languages. https://www.all-languages.org.uk/

Getting started with language awareness:
https://www.cambridge-community.org.uk/professional-development/gswla/index.html

Learn more about language awareness:
https://bestofbilash.ualberta.ca/languageawareness.html

This link provides some strategies related to helping make students more language aware when using English: http://www.learningpaths.org/papers/paperawareness.htm

This is a useful website to help teachers manage class talk:
https://www.upc.edu/slt/classtalk/

These text analysis tools can help analyse and determine the content obligatory words and phrases students need to focus on:

Analyses and classifies a text according to the language levels. http://www.roadtogrammar.com/textanalysis/

Teachers can create word clouds and mark academic and general English words.
https://wordsift.org/

Gives the definition of a list of words and also generates quizzes, flashcards and worksheets.
http://www.easydefine.com/

04. Adapting materials to deal with content and language demands

 What is the issue?

> "The words given in each activity to help us make a better argument were very helpful".

> "I liked the videos and the way we can all discuss the topics covered in order to hear all the points of view of so many people and learn from them. I also highlight the importance of learning these varied topics that are not always talked about, knowledge is important".

> "I think having the short videos and questions have been very useful".

> "If we don't remember some words or we forget their meaning, the language support handouts are useful".

> "It's nice to have one of the teachers present in the smaller groups because not only do they help us when we need but they promote discussion when we don't know what to talk about, pushing us to reflect and discuss".

> "After this course, I think I will be better at cultural diversity and communicating in English. This course provided an opportunity for me to improve my English. Yes, I think that I have learned a lot this week. So many skills and things that we should think about when communicating with patients".

> "I think at the beginning I couldn't always find the right words, but in the end I got more familiar with the language and could express myself better".

> "In the beginning I was a little afraid that I wouldn't be able to express myself the way that I would want to. But it went better than I thought. And if I didn't know a word I looked it up or asked someone".

> "I think the pre-session tasks were very useful because you were already learning the specific vocabulary".

Students' statements

"I really like scaffolding because they have some keywords and then it supports them to do discussion and reflect on that. I think that they did that. I think the discussion was good. I think it worked".

"Scaffolding was more important when we shared with them the PowerPoint before (the session), or the discussion or the words on the handout when they had an activity to do. In the preparation activities we sent them some of these words. I think they get a better achievement because of that, even me"!

"It is true that, for example, with the preliminary exercises we asked the students to do, we thought about vocabulary in order to prepare them to be, you know, to be ready to receive this information in English. We started providing some vocabulary and some important concepts in order to introduce them to the topic".

"I realised that in one session there were some words like "family planning" and other ones which probably I should have mentioned because I learnt later that the Belgian group didn't know what "family planning" meant. Of course, in the handous there was some language support but I don't think the students had enough time to look at them. Probably it is good to discuss those words before the session begins".

"We prepared some documents for the students, to support them, but by preparing them I think that for ourselves, it also helped to get to know the terminology. Because you do this exercise for the students it allows you to learn yourself as well. Just by preparing the materials you feel more comfortable to talk about it".

"I think it was good that they could see the words that supported them in their discussion in a small group. It made them feel secure because they had some basis to speak about and then they could do it in the big group".

Teacher's statements

The Content and Language Dilemma

Content teachers are sometimes unaware of just how challenging learning content through another language can be for students. They tend to assume that students will already have the language skills required to deal with the content. They may also feel that it is not their responsibility to deal with the language aspects of the content (Ball et al., 2015: 65). While content teachers are not expected to be language teachers, they do need to be aware of the language demands of the content they are teaching. On the one hand, students are faced with the cognitive demands of a topic or concept which may be new to them, which will also require some support. On the other hand, they are also faced with the language demands of the content, that is, the language they need to understand the content and the language they need to read, discuss or write about the content.

Viewed from this perspective, it is not very realistic to expect them to be able to do some of the following tasks:

- Immediately understand a subject specific text in English.
- Immediately understand the content of a video or audio and apply the knowledge in a discussion or debate.
- Be able to write genre specific texts without any type of support or modelling.

Selecting and adapting materials

Given the nature of the CLIL approach, it is difficult to find materials that fully meet our needs, so the CLIL teacher has to evaluate and adapt most of the material found on the Internet or in textbooks. This, far from being a disadvantage, means an opportunity to personalise the teaching-learning process. As a first step, the CLIL teacher can search for a variety of different input sources (text, images, videos, audios, graphic organizers, etc.) which are related to the topic. These sources will be linked to the syllabus content and the intended learning outcomes to be achieved. The aim is to select those input sources that will engage and cognitively challenge the students. By adapting these sources and materials teachers do not aim at conveying a simplistic view of the subject matter, instead, they make every effort to enable learning at the level appropriate for the students' current content and language level. Thus, in careful professional use, adapting is a way of facilitating their learning in a foreign language.

According to Mehisto (2010), in educational contexts, learning materials can be defined as information and knowledge that are represented in a variety of media and formats, which support achievement of intended learning outcomes.

Coyle et al, (2010) highlight the differences between selecting materials for classes which purely focus on content and those which integrate content and language. Look at the table and focus on the different approaches used and on what you need to consider when selecting materials for a CLIL unit of work:

FOCUS ON CONTENT (TYPICAL FORMAL LECTURE)

Start with visuals/real objects, brainstorm prior knowledge

Start with a set of questions

Start with a presentation introducing concepts and terminology

Start with a linear text which introduces the ideas

FOCUS ON CONTENT AND LANGUAGE

The focus of the message. Is it the message you want?

The clarity of the message. Is it expressed in an accessible way?

The mix of textual styles for presentations. Does it have visuals, tables, diagrams, graphics, as well as text, which can be heard red including bulleted key points and continuous prose?

The level of subject specific specialist vocabulary. Is it the right amount and are they the right words?

The level of general vocabulary. Are they complex words which are not necessary?

The level of grammatical syntactic complexity. Are phrases and sentences too complicated and or is the use of grammar more complex than needed?

The clarity of the thread of thinking. Is it explicit? Is inference or integration needed?

As Coyle et al point out:

> When we select or design materials, we need to visualize how – in terms of language – they present the essential content in a manageable way. When we design the tasks which accompany the stimulus materials, we need to consider whether they are formulated around real purposes, such as comparisons, decisions and conclusions. These processes should be organized so that the key language is repeated – but by using it for these real purposes and not just for the sake of repetition. (Coyle et al, 2010: 91)

The key is to use multimodal formats, that is, different ways to present the content so that it is comprehensible for students (Meyer, 2010: 23).

However, remember that comprehensible input is not enough to support language skills. It is not just the content along with the accessibility and comprehensibility of the input material, but also how you design the learning task, as how you design it will determine how your learners make sense of the material and how they will express their understanding through the output tasks you expect them to do.

Once we have selected the material, we need to be clear about:

- The type of information required by the task (e.g. does the task ask for a summary of facts, analysis, comparison, synthesis, evaluation of information – interpretation/inference?)

- Do the tasks allow learners to show they have understood the concepts?

- Are the task output formats suitable? (e.g. are they visual, tabular, multiple choice, demanding simple language?)

- Is the language needed to complete the task appropriate, or does it represent an obstacle for students when it comes to expressing their understanding? (e.g. is the syntax/grammar needed too demanding?

- Do the learners know the task vocabulary (instructions) as well as the content vocabulary?)

- Are the tasks collaborative? (e.g. do they involve discussion?

- Do the learners have the language in order to start and maintain discussion?)

- Do the outputs produced allow the learners to recap on the learning or explain/teach/ demonstrate it to someone else?

- How much thinking is needed?

When it comes to creating materials Mehisto (2012) provides a useful guide to the criteria we need to take into account when designing or adapting materials:

- Make the learning outcomes (content, language and learning skills) and process visible to students before you start the learning unit

- Systematically foster academic language proficiency as without this students will not be able to engage with the content

- Foster learning skills development and learner autonomy

- Include self, peer and other types of formative assessment

- Create a safe learning environment

- Foster cooperative learning

- Seek ways of incorporating authentic language and authentic language use

- Foster critical thinking

- Foster cognitive fluency through scaffolding of content, language and learning skills development

- Make learning meaningful.

Scaffolding

In order to make content comprehensible and the tasks related to it manageable, students need scaffolding support. Scaffolding strategies are "temporary supporting structures that will assist learners to develop new understandings, new concepts and new abilities" (Hammond 2001: 14). In the case of CLIL contexts, as Coelho (2017: 113) points out "there is even a higher challenge, as students are learning a foreign language while learning a subject matter, which requires the use of pedagogical tools that ensure the enhancement of both components in a balanced way". It is not "dumbing down" the content, it is a strategy used in general education which enables students to progressively learn the content and carry out tasks. In CLIL contexts it is a key strategy and a core element of the 4Cs framework.

Walqui (2006) highlights three essential elements of scaffolding which can be adapted to CLIL settings:

1. Curricular progression: the complexity of tasks moves from macro to micro levels of learning.

2. Tasks are sequenced: they are broken down into manageable parts. Each part will be designed for a specific purpose and will connect with subsequent parts.

3. Tasks involve interaction and collaboration with others: this can consist of pair groupings, small groups and plenaries so that students have many opportunities to exchange their ideas at different levels of interaction.

In order for scaffolding to work, the learning outcomes and tasks need to be aligned so that students can develop their knowledge at progressively deeper levels of cognition. The learning context needs to be challenging in terms of cognition and supportive in terms of language, as it is only then learning will occur. Careful consideration needs to be given as regards the purpose of whatever task is set. Always ask yourself "What do I want to achieve by using this resource in class? Once you are clear on the purpose, you can then design the scaffolding to support the content and language demands.

Walqui (2006) defines six types of scaffolding strategies which Coelho (2017: 111) summarizes and explains:

Types of instructional scaffolding (Walqui's model)	
Modeling	Teacher provides clear examples for imitation
Bridging	Teacher creates bridges that build on previous knowledge and understandings
Contextualizing	Teacher adds context to academic language (films, images, metaphors and analogies)
Schema building	Teacher provides thinking frameworks to help ilustrate ideas (charts, advanced organizers)
Re-presenting text	Teacher presents the same content through using a variety of genres (re-presented as drama, narrative, report, exposition, tautological transformation, theory, poem, third-person historical narratives, eyewitness accounts, scientific texts, letters, cooperative posters, ...)
Developing meta-cognition	Teacher develops students' learning skills for planning, monitoring and assessing

Table 1 - Types of instructional scaffolfing (adapted from Walqui 2006)

Scaffolding can be carried out through various means:

Sensory: use images, videos, models, diagrams, demonstrations, real life objects, podcasts, physical activities in order to connect ideas, understand how a process works and contextualize abstract ideas.

Interactive: consider how the class is distributed. Place students in pairs, small groups, cooperative structures as this will help them learn how to synthesise information, plan action, acquire knowledge from each other, develop communication and collaborative skills and cultivate empathy and intercultural understanding.

Graphic: use charts, tables, infographics, timelines and graphic organizers as this will help students acquire knowledge through numerical data, enable them to represent ideas in graphic organizers, recognize trends and patterns and see cause-effect relations. (Mehisto 2012: 24) .

CLIL Tip 1

How can you support the cognitive demands of the content?

When scaffolding content, aim for breaking down the most difficult knowledge or tasks into manageable chunks so that students will be able to process it much more effectively. Bloom's Taxonomy is a useful tool for establishing the intended learning outcomes of the session as it classifies cognitive demands into lower order (LOTs) and higher order thinking (HOTs) skills. This will help you sequence learning progression.

- Prepare an introductory task to access their prior knowledge and to connect the topic to their lives;
- Provide sample answers or examples of good work so that they know what to do;
- Use graphic organisers such as Venn diagrams, tables and charts to help them synthesise information;
- Use plenty of subheadings;
- Show what falls outside of a concept, as well as what it includes;
- Provide URLs to explanatory videos or animations.

CLIL Tip 2

How can you support the language demands?

- Get students to brainstorm the language they think they will need to use in order to engage with the content. You can also provide students with some introductory tasks which will prepare them linguistically as regards what they will learn.
- Use social language in order to access academic language. For example, show a short text written in social and academic language so that they can notice the differences and become aware of the academic language they need to use.

Here is an example:

SOCIAL LANGUAGE (BICs)

The apple slices will turn brown if you leave them out in the open air. If you don't want them to turn brown, you can put lemon juice on them because it stops the oxidation process.

ACADEMIC LANGUAGE (CALP)

When slices of apple are exposed to oxygen they turn brown. Lemon juice, which is rich in citric acid, can be used to slow down oxidation and the discolouring process.

(Mehisto and Ting, 2017: 134)

Here are some more strategies for scaffolding language:

- Highlight or underline new language;
- Repeat new nouns as opposed to using pronouns;
- Shorten sentences and paragraphs;
- Insert synonyms in parenthesis;
- Provide explanations of key vocabulary and expressions in the margins;

- Ask students to brainstorm related language;

- Group language according to use, for example, procedures, equipment, personal attitudes;

- Present information in two side by side boxes using two different registers of language;

- Embed talking dictionaries for difficult terms;

- If students are working in pairs or small groups, provide them with a handout containing the words and/or language functions they need to use while doing the task.

- Another way to deal with the language demands is to analyse the language demands, we can do this at text, sentence and word levels and this will help to scaffold learning:

- Text level: include visuals, diagrams, animation, and visual organisers.

- Sentence level: include definitions and short explanations. Ask learners to order sentences to show a process. Consider using writing frames or sentence starters.

- Word level: use labels or highlight key content vocabulary by underlining, using capital letters or using bold font. You can also use word banks and glossaries of key content words. (Bentley, 2010).

All of these scaffolding strategies are useful provided that students have multiple opportunities to use and engage with the language.

CLIL Tip 3

When using a video in a CLIL lesson, first of all, analyse any unfamiliar vocabulary that students may not understand and provide a handout or glossary. Then, make a list of key points the students need to understand when watching the video. Create a short pre-viewing task which will activate prior knowledge or get students to predict what the video will be about. A key aspect is to give students a task to do while they are watching the video, this could be some multiple choice questions, true or false statements, a fill in the blank text or a short answer question. Finish by giving students a post-viewing task which could extend on the topic of video and get students to think at a deeper level.

Activity

DESCRIPTION: These activities consist of matching terms and definitions on the topic of maternal health. Activities similar to these could be completed by students before they start a learning unit as a means to becoming familiar with specialized vocabulary. Students could do this activity alone, in pairs or in small groups. In the first activity a Pictogram with vocabulary related to the female reproductive organs is provided and students must search for the information regarding the meaning of each term and complete the gaps in the Pictogram using the terms.

Then students go on to match some terms with their corresponding definitions regarding pregnancy, childbirth and postnatal period (such as family planning, pregnancy, labor & delivery, contractions, Cesarean section, breast feeding, etc.)

CONTENT FOCUS: Identify cultural similarities and differences shown by female patients during pregnancy, childbirth, and the postnatal period; detect the risks of imposing a standard assistance to culturally diverse female patients during pregnancy, childbirth, and the postnatal period; recognise the benefits of adapting to culturally diverse female patients during pregnancy,

childbirth, and the postnatal period concerning both the nurse-patient relationship and the mother & child's health outcomes.

LANGUAGE FOCUS: Vocabulary related to pregnancy, childbirth and the postnatal period; female reproductive organs.

SOCIAL-EMOTIONAL FOCUS: Implement some strategies to adapt to and respect cultural differences shown by female patients during pregnancy, childbirth, and the postnatal period. Avoid ethnocentric attitudes when analyzing the beliefs and behavior of culturally diverse female patients during pregnancy, childbirth, and the postnatal period.

APPROXIMATE TIME: 40 minutes

MATERIALS AND RESOURCES USED: Images related to the topic.

ADAPTING TO OTHER SCENARIOS: These activities can be adapted to any subject or content area and would work well as tasks students have to do before they start a learning unit.

Match each term related to the female reproductive system with the corresponding number. Take into account that the drawings show different perspectives of the same structures:
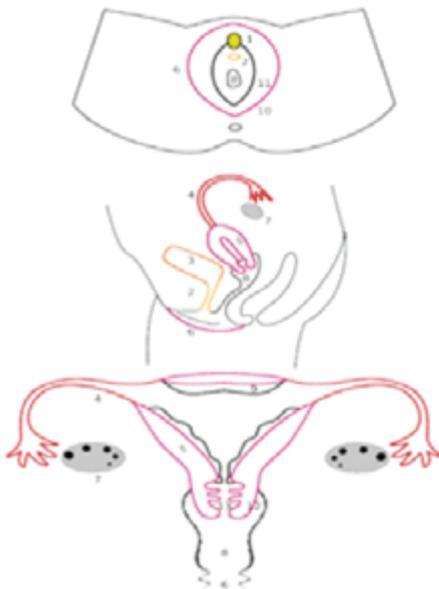
a. Ovary
b. Fundus of the uterus
c. Bladder
d. Cervix canal
e. Labium minus
f. Clitoris
g. Myometrium
h. Vulva
i. Labius Majus
j. Urethra
k. Falopian Tube
l. Vagina
m. Cervix/Fornix

An answer key can be provided, so students will be able to assess their performance.

Activity

DESCRIPTION: This activity consists of using information related to immigration which the students from each participating country had previously gathered. They were asked to analyse this information and highlight any negative comments they had heard or read about migrants. They then had to share this information with their colleagues and compare it with the situation in each country. Finally they had to organize the information, summarize it and present the main ideas in a plenary. They were free to use whatever format they wished in order to present their findings: a table, images, a graph, speaking,...

USEFUL LANGUAGE FOR SUMMARIZING

On the whole...

Basically he/she is saying that....

It is claimed that...

The author argues that....

To support the main claim, the author provides evidence that suggests that....

In summary ...

Reporting a Partner's [or anyone's] idea:

__x__ indicated that....

__x__ pointed out to me that....

__x__ emphasized that...

__x__ concluded that....

CONTENT FOCUS: Identify beliefs, practices and behaviours related to personal culture; develop knowledge about combating discriminating speech.

LANGUAGE FOCUS: Express feelings and thoughts: expressions to talk about opinions, ideas, and emotions; talk about different cultural habits and traditions; talk about migration and the policy on migrants in the healthcare access (rights and duties); talk about positive and negative speeches about migrants.

SOCIAL-EMOTIONAL FOCUS: Show empathy towards clients and families with different cultural backgrounds/non-judgmental manner; accept different beliefs, practices and behaviours related to personal culture.

APPROXIMATE TIME: 60 minutes

MATERIALS AND RESOURCES USED: Databases, PowerPoint, texts related to the topic.

ADAPTING TO OTHER SCENARIOS: This type of activity could be used in any subject. Students could be asked to research a specific issue related to a number of different countries, for example, how certain laws are interpreted in different companies, how work environments and work relations function in different countries.

Activity

DESCRIPTION: This activity consists of a Multiple Choice Dialogue in which students have to select different options to fill the gaps of a dialogue regarding all the needs of being culturally aware of a situation (cultural sensitivity) and the best way to be empathic by choosing the right words (social skills). In a plenary, students will discuss their choices explaining why they chose some words instead of other ones. With the help of the teachers, consensus will be reached regarding the most optimal way to fill the gaps for the dialogue.

The aim of the task is to make students aware of how important it is to think carefully about what they need to say to a patient. In this case, teachers can provide language support regarding why only one option is correct.

MULTIPLE CHOICE DIALOGUE

Fill the gaps with the more adequate sentence. (N: Nurse; P: Patient). Why did you choose these sentences? What sentences and things would you change?

N: *Good morning. How are you?*

P: *Fine, thank you. I just come to check my baby before he births... This is my first appointment and I think I'm on my 7th month...*

N:	a. Perfect. Why did you not come before?	b. Did you dare not to come until now??	c. How much weight you gained? Nobody control you and your baby before??

P: Sorry but I did not consider coming before because in my community we have a really strong knowledge about maternity, fertility and childhood.

CONTENT FOCUS: Analysing and evaluating different ways of communicating in a medical context and the consequences that may arise.

LANGUAGE FOCUS: Distinguishing and noticing the differences regarding how language, register and tone function in specific situations.

SOCIAL-EMOTIONAL FOCUS: Avoid ethnocentric attitudes when analysing the beliefs and behavior of culturally diverse female patients during pregnancy, childbirth, and the postnatal period.

APPROXIMATE TIME: 30 minutes

MATERIALS AND RESOURCES USED: Text with the different dialogues.

ADAPTING TO OTHER SCENARIOS: As communication and how we say things is a key skill in any professional context, this activity could be adapted to many different subjects in which students need to analyse a variety of statements and decide on and justify why one option is better than the others.

Further reading

Coelho, M. (2017). Scaffolding Strategies in CLIL Classes–supporting learners towards autonomy. In Arau Ribeiro, M., Goncalves, A. & Moreira Da Silva, M. (Eds.). *Languages and the Market: A ReCLes.pt Selection of International Perspectives and Approaches,* 106-114. Castelo Branco: ReCLes.pt.

Hammond, J. & Primary English Teaching Association (Australia). (2001). *Scaffolding : teaching and learning in language and literacy education.* Newtown, N.S.W : PETA.

Mehisto, P. (2012). Criteria for producing CLIL learning material. *Revista de investigación e innovación en la clase de idiomas,* 21, 15-33.

Mehisto P., Ting, T. (2017). *CLIL Essentials for Secondary School Teachers.* Cambridge: Cambridge University Press.

Meyer, O. (2010). Towards quality CLIL: successful planning and teaching strategies. *Pulso,* 33, 11-29.

Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. *The International journal of Bilingual Education and Bilingualism,* 9(2), 159-180.

Webography

Learn more about instructional scaffolding.
https://www.empoweringells.com/scaffolding-instruction/

A list of scaffolding strategies to include in CLIL planning.
https://octaedro.com/wp-content/uploads/2019/07/71007.pdf

05. Promoting the lecturers' and students' intercultural competence

What is the issue?

> "I didn't know what to expect and I am really surprised that everyone, even people from other countries, were really open. We all came here with the same objective, that is, to get to know each other and everyone has shown interest in each other".

> "As far as I can remember, [during our course] if there's been a teacher talking about intercultural education, it's a lot. We only addressed some cultural issues in Socio Anthropology, but from that point on, nothing else. In our profession, it should be mandatory".

> "We were compelled to think about things that we assumed we already knew and look at them from different perspectives. Some of the realities of the several countries and of the case studies the other countries presented were quite a surprise for the group. We had never thought about a context with so many refugees as Turkey, and it made us put things in perspective. "

> " Yes, we all shared similar values. We all listened to each other and respected each other, so the rest was easy".

> "Our biggest take away from the event was the experience of cultural diversity, and the similarity between us, in the midst of this diversity. Teamwork and related experience will be very important for us in our future professional and personal life".

Students' statements

> "Teaching students from other cultures, from different backgrounds, is very useful, because you also learn from them. The groups participated a lot so I think that all the experiences they had and all the situations they talked or wrote about, I think that all of that was useful for my learning".

> "I'm not sure if everybody has expressed out loud what they think or feel. I don't know if all students felt comfortable enough to be that honest and that open. Maybe it was a bit of social desirability that sneaked into this lecture, I don't know. I didn't have the feeling that they were holding back though".

Teacher's statements

Intercultural competence

The importance of intercultural competences has been recognised by decision-makers at different levels. The OECD, UNESCO, the EU, the USA, some HEI, and other institutions and companies have already included in their documents the acquisition of intercultural skills as a priority and one of the 21st century skills to be improved. In working contexts like education, health, social-work, engineering, business, scientific research, having intercultural competencies is considered an essential aspect for success in international contexts, which are becoming the norm in present work teams. Professionals must be interculturally competent to deal with co-workers, clients or partners, either F2F or online.

Literature refers to this concept in different forms, as multicultural, intercultural, pluricultural, or transcultural competence and there are similarities and differences in the definitions you may find. According to Gómez-Parra (2020: 43)

> A certain degree of consensus finally seems to exist in this regard, as explained below:
>
> - 'Multicultural' (almost the same as 'pluricultural') indicates that certain cultural groups live together within a particular society for one reason or another.
> - 'Transcultural' means the passage from one culture to another.
> - 'Intercultural' refers to a dynamic process in which the individuals involved are aware both of their interdependence and of how important it is to understand each other's cultural constructs so that true coexistence can be ensured.

As well as different terms multiplied, definitions of intercultural competence also abound. There is no consensus because, as Seeyle (1993) highlighted, it is too broad a concept as it embraces all aspects of human life.

Deardroff sees intercultural competence as "the ability to develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions" (Deardroff, 2006)[2]. He later added the categories of internal and external outcomes and highlighted attitudes as key towards developing intercultural competence, listing the three most important attitudes needed, and explaining:

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2   apud. Obili¸steanu, G., & Niculescu, B. O. (2018). Intercultural Competence in teaching and learning Foreign Languages. In *la International Conference Knowledge-Based Organization*, Romania. p. 345.

respect, openness, and curiosity/discovery. Respect for others involves demonstrating that they are valued, including through showing interest in them and listening attentively to them. Respect is especially important to extend to those whose beliefs and values may differ from one's own. Openness and curiosity both imply a willingness to risk and to move beyond one's comfort zone. These three attitudes are foundational to the further development of the knowledge and skills needed for intercultural competence. One way to move individuals toward these requisite attitudes is by challenging their assumptions about their own views of the world and the ways in which they perceive others. This challenging of assumptions can be done through the curriculum, and especially through experiential learning opportunities in which learners engage actively with those in the local community (Deardroff, 2015: 141).

Aguilar mentions other elements, such as prior knowledge of the cultural norms regarding how and what to do and posits that such knowledge leads to increased self-knowledge and cultural identity which allow critical cultural awareness to emerge (Aguilar, 2018: 6).

Intercultural competence in HE programs

As you must have noticed in the students' quotes, although they think intercultural education should be a compulsory topic in their courses, they had hardly ever heard about it before the IP of TC-Nurse project. On the one hand, students recognise the need for good communication skills in a lingua franca such as English, or multilingual skills as the EU tried to legislate through the CEFR. On the other hand, we know that fluency in a language does not necessarily guarantee satisfactory communication with other cultures. Therefore, intercultural communication training is an investment all HEIs should make, as their mission comprises creating the conditions for a better understanding within universities, communities, countries and the world.

There are many challenges that HE teachers have to address in their multicultural classes. These challenges have been analysed (Ippolito, 2007; Tange, 2010; Teekens, 2003), and Deardroff highlights the need to develop programs and projects which bring local and international students together in meaningful interaction, and stresses the fact that learning to think interculturally should forego the actual acquired knowledge. These programs and projects are meant to encourage meaningful interactions and provide opportunities to build relationships (Deardroff, 2011).

Intercultural competence in TC-Nurse Project

Developing nursing students' transcultural competence, as first defined by Madeleine Leininger (1997), is at the core of the *TC-Nurse* project. Cultural competence is perceived as

a broad and complex construct which enables healthcare professionals to acquire "the attitudes, knowledge and skills necessary for providing quality care to diverse populations"[3], while taking into account their cultural background, including patients' health and illness beliefs, religious influences, their primary language, values and other cultural factors that influence their health. It is an essential component in providing effective and culturally responsive healthcare services, reducing health inequalities, challenging racism in health care and improving patient safety, satisfaction and health outcomes (Antón-Solanas et al, 2020: 156).

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3   American Association of Colleges of Nursing Cultural Competence in Baccalaureate Nursing Education. 2008. Available online: https://www.aacnnursing.org/Education-Resources/Tool-Kits/Cultural-Competency-in-Nursing-Education (accessed on 22 January 2021).

A model for teaching and learning cultural competence was specifically developed in order to achieve this objective in the project. The CCMEn model stems from the four participating countries' experience of teaching and learning cultural competence in multicultural nursing education settings and is built primarily on three pillars:

- CLIL as a pedagogical framework in order to design materials and activities;
- The concept of social and emotional learning, as defined by the Collaborative for Academic, Social and Emotional Learning (CASEL);
- Existing literature surrounding teaching and learning cultural competence in higher education.

Intercultural competence and CLIL

The connection between intercultural competence and FL teaching and learning has existed for a long time as language classes incorporate some cultural topics of the FL, like food habits, geography, the weather, traditions (Byram, 2014).

Within the CLIL approach, culture is fundamental:

> Fostering intercultural communicative competence is one of the challenges facing education in the globalised world of the 21st century. The integrative nature of CLIL classes provides an opportunity for taking not only a dual-focussed but a **triple-focussed approach:** simultaneously combining foreign language learning, content subject learning and intercultural learning. CLIL environments can be designed to promote intercultural communicative competence as described in the Common European Framework of Reference for Languages (Sudhoff, 2010: 36).

CLIL educational contexts aim to reinforce students' intercultural awareness through the positioning of the 'self' (emic or insider perspective) and the 'other' (etic or outsider perspective) (Coyle, 2009: 184). Culture, and cultural encounters are a necessity in CLIL lessons. The support of the teacher is key to developing intercultural competence (IC) and "pedagogy should involve two fundamental methodologies that allow the integration of IC, namely interaction and reflection" (Aguilar, 2018: 13).

> It is important to remember that Allport's (1954)[4] four general conditions are to be met: there must be equality between groups (they are classmates), students must be engaged toward a shared goal (e.g. a task, role-play), they should have the opportunity to relate to their mates and develop sufficient intimacy to contradict previously held stereotypes (through questions posed by the teacher or critical thinking stirred by the teacher), and they must feel supported by the teacher (the authority figure). Another important requisite for all activities is that students are frequently made to work in teams and that teachers ask mobile students to mingle with local students, trying to avoid the presence of two students with the same nationality in the same group. (Aguilar, 2018: 10)

The potential of CLIL for intercultural development lies in bringing together aspects of citizenship and pluricultural understanding that go beyond geographical and linguistic borders (Wolff, 2002).

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4   Allport, G. W. (1954/1979). *The nature of prejudice.* Cambridge, MA: Perseus Books

CLIL Tip 1

From a CLIL perspective, educational experiences that create first-hand involvement in multicultural teams are of inestimable value for HE students. We could mention Erasmus' annual and semestrial scholarships, or European projects such as TC-Nurse which create the opportunity for shorter experiences, like the IPs in this case. They build self-confidence to interact with peers from other cultures and deal with racism or social prejudices with an open mind.

To prepare the students for multicultural interaction through English, teachers may use direct instruction about important facts particular to a specific culture, aspects that may be very different from their own cultures. However, there are more effective strategies to strengthen intercultural communication and competence (Huber, 2012), as well as deep learning and FL skills. We are thinking about well scaffolded debates, problem-based learning, case-studies, role-playing, simulations, portfolios, job shadowing and many other examples you may find in the "further reading" section of chapters 4 and 5. We present the following examples:

One of the classes of the third IP started with an icebreaker that includes the use of an online game, Kahoot, usually appreciated by students from all ages. This game has the advantage of being played in many types of educational settings and it may be used during the whole learning process: at the beginning, to activate prior knowledge, as in this case, or at the end, as a very simple form of assessment. In this case, it also allows understanding of how each national group might appear to the other ones.

The second activity presented is also an ice-breaker aimed at making students express their own cultural identities by acknowledging positive or negative stereotypes, thus lessening the potential of considering cultural differences as a problem.

Activity

DESCRIPTION: This activity consists of a Kahoot quiz in which students are tested on their knowledge about each other's countries. There are two easy multiple choice questions for each of the four countries because the purpose is just to get everybody to work and create a friendly, humorous atmosphere. These were the questions:

Portugal:

1. Is it true that many Portuguese people eat snails? <u>Yes</u> /No / Of course not!

2. Which fish do Portuguese commonly eat at Christmas time in Portugal? sardines/sole/<u>codfish</u>/tuna.

Spain/Aragón/Zaragoza:

3. The people from the region of Aragón are known in Spain for being... <u>headstrong</u>/amusing/disdainful/clever

4. How many tons of flowers are offered every year on the 12 of October to the Virgin of the Pillar: 20/40/60/<u>>80</u>

Turkey:

5. When the boy's family (groom) visits the girl's (bride) family to ask for her hand, which beverage is offered to the guests by the girl? tea/<u>Turkish coffee</u>/buttermilk/fruit juice

6. Every year on Mustafa Kemal Ataturk's death anniversary (10 November) at what time does life stop for a minute with the sound of a siren at... 9.00 am/<u>9.05 am</u>/9.10 am/9.20 am

Belgium

7. What do people offer to their relatives after they have a baby? French fries/honey/<u>sugar beans</u>/chocolate toys

8. Belgium is known for its beer-culture. How many different types of beer are brewed in Belgium? Less than 250 /around 500 / around 1000 / <u>more than 1500</u> /

CONTENT FOCUS: Cultural desire, cultural knowledge, traditions from the four countries involved in the TC-Nurse project.

LANGUAGE FOCUS: Vocabulary related with traditions, agreeing and disagreeing.

SOCIAL-EMOTIONAL FOCUS: Showing a genuine willingness to be open to learn about and from others who are different from them. Appreciating diversity and demonstrating respect for others. Identify how their own emotions, thoughts, values and beliefs, and those of others, may influence the degree to which they and others feel included in the classroom and the workplace. Deal with emotions and beliefs to communicate effectively.

The students will contribute to creating a safe and supportive environment in which everyone can feel comfortable taking part in role play.

APPROXIMATE TIME: 10 to 15 minutes

MATERIALS USED: Mobile phones with internet connection; Kahoot https://create.kahoot.it/details/b2bb4688-7cc4-4e54-9cf0-dda306d2ecac

ADAPTING TO OTHER SCENARIOS: Kahoot quizzes can be adapted to every age level and to different academic subjects and many topics. If you never tried it, take a look and build your own quiz at: https://create.kahoot.it/

Activity

DESCRIPTION: The students have a handout with images of national stereotypes, a table of key terms related to different aspects, such as nationality, gender, profession..., and search for anything they need to say that is not on the handouts.

In this ice-breaker activity, each student should fold a piece of paper in half to create 2 separate columns and write at least 3 statements as follows: I am... but I am not... Ex: "I am Spanish, but I cannot dance flamenco." They write an identifier (like gender, race, religion...) and a positive or negative stereotype about the group which is not true of them.

Figure 1 - Photo from the first IP - Portalegre 2019

After having written at least 3 sentences, they share with the group and discuss misconceptions and stereotypes from all the cultures represented in the room in a safe atmosphere. They discuss why stereotypes exist and the importance of avoiding them. Afterwards they define cultural sensitivity.

CONTENT FOCUS: Cultural identity: misconceptions and prejudices about oneself and others.

Language focus: Adjectives to talk about personal characteristics and stereotypes pertinent for the students. Key terms to talk about and define cultural sensitivity. Functions: expressing opinions, feelings and emotions about prejudice, misconceptions and stereotypes.

SOCIO EMOTIONAL LEARNING: Accepting oneself and others as they are.

APPROXIMATE TIME: 20 minutes.

MATERIALS USED: Language handout to help think about stereotypes and misconceptions; self-reflexion handout on cultural sensitivity; PPT with definitions of cultural sensitivity.

ADAPTING TO OTHER SCENARIOS: This activity could be adapted to several scenarios when studying for example, geography, history, economics... Students have to contrast aspects of the same reality – stereotypes or opposite points of view on the same subject and write a definition, or a systematisation, or conclusion. For example, comparing trade in different periods of time, in different countries/continents, etc. This activity was carried out in class but it was also adapted to an online context, in the third IP. Students worked in virtual breakout rooms and posted their work on a padlet wall that everyone could comment on.

CLIL Tip 2

Making the students feel at ease with each other, to be able to immerse themselves in the week's work, without restrictions linked to fears, suspicions or apprehensions, was a main concern of the teacher teams. As we have already mentioned, in CLIL lessons, warmers are quite an effective way of creating an enjoyable learning environment where communication in the FL is made easier.

Activity

DESCRIPTION: As you can see from students' comments at the beginning of this chapter, the activity about dissolving stereotypes was very important to break the ice; they all laughed about what the others thought about them, and realised we all have stereotypes about other countries and cultures which makes it easier to be aware of the dangers that implies.

This activity has a high potential for personal impact. It gives the students time to reflect on who they are and what they are really like, as well as on who and what they are not. Thinking about prejudice and stereotyping allows a better understanding of these concepts and prepares the students to put themselves in the shoes of others. The activity follows these stages:

a) Students can work with participants from the same country to do it.

b) They complete the sentences for each nationality group, apart from their own.

c) Finally, they compare their perception of other nationalities with respective members in the multicultural group.

At the end there can be a plenary in order to draw conclusions regarding how we perceive other national identities and how they may or may not reflect our personal identities.

Nationatity	Nationatity	Nationatity
• Always .... • Never .... • Sometimes .... • Like .... • Don't like	• Always .... • Never .... • Sometimes .... • Like .... • Don't like	• Always .... • Never .... • Sometimes .... • Like .... • Don't like ....

Figure 2 - Teaching material from the third IP

CONTENT FOCUS: Identifying stereotypes and misconceptions; showing respect and cultural empathy; arising cultural sensitivity.

LANGUAGE FOCUS: Vocabulary and expressions to talk about stereotypes. Functions: defining; comparing; agreeing; disagreeing showing respect.

Social-Emotional Focus: Identify and communicate their own emotions in relation to common misconceptions and prejudice about their own culture; cooperate with their peers from the same or different cultures in order to complete a task; engage with the facilitators and their peers and communicate their ideas and feelings/emotions appropriately.

Approximate time: 20 minutes

Materials and Resources used: Handout with the grids to fill in.

CLIL Tip 3

From a language learning perspective, there are typical activities, which can be quite entertaining and useful, to develop language competence and make the journey of discovering a new culture more enjoyable. Exploring songs, with different activities and from different perspectives, develops fluency in the language, launches culture with authentic reading and listening activities, and may also develop broader competences in the foreign language. That is what this pre-session activity is intended to do.

Activity

Description: In order to raise awareness of human rights, a pre-training activity was proposed trying to link music with other forms of culture assumed as a flag for human rights. One of the activities in this line asked students to:

Think about songs like Stand by me, by Playing for change (**https://playingforchange.com/videos/stand-by-me-live-in-brazil/**) or White Privilege, by Macklemore & Ryan Lewis (**https://www.youtube.com/watch?v=hw8WhXfUmos&t=40s**) and many others which have supported the fight for justice in diversity. Then listen to the song Where is the love, by The Black Eyed Peas (**https://www.youtube.com/watch?v=e1Mtd_UBlkg**) or another one of your choice and note down 5 key words/expressions related to the topics we've been talking about: tolerance, understanding, transcultural competence, human suffering, human rights. Put the words on the Padlet wall of the exercise.

The words collected from the song can trigger further discussion and discussion is the most common approach to developing intercultural communication skills.

Content focus: Cultural knowledge and awareness of the other; social justice as expressed in art, namely in song lyrics meant to inspire behaviour change and enhance understanding of and respect for cultural diversity.

Language focus: Words, expressions linked to social (in)justice and the fight for minorities' rights, as specifically found in the lyrics from different sorts of music groups of the 21st century.

Social-emotional focus: Develop empathy towards people with different cultural backgrounds and develop skills to fight for justice and integration.

APPROXIMATE TIME: 20 minutes.

MATERIALS USED: YouTube videos, preferably displaying the lyrics, and padlet wall.

ADAPTING TO OTHER SCENARIOS: songs lyrics and artwork can be used to trigger debates in different areas, namely related to social, historical and cultural topics.

CLIL Tip 4

Listening and speaking skills are necessary to deal with cultural differences in intercultural communication. CLIL's C for culture and intercultural competence drives empathy, flexibility, respect.

More than the mere ability to take conversational turns, role-play situations promote higher-order thinking skills that make students conscious of the importance of active listening and culturally competent communication where they *apply* what they learned, *analyse and evaluate* the situations and finally *create* solutions to the given problems (Di Pardo Léon-Henri & Bhawana, 2017: 17).

Activity

DESCRIPTION: The students reflect on their personal behaviour and social interactions and undertake a realistic evaluation of the influence of their actions on themselves and others, in terms of learning opportunities, efficacy and wellbeing.

They take an active role in the preparation of arguments for or against diversity in the healthcare service and demonstrate a controlled and respectful behaviour at all times during the debate, whether it is their turn to present their arguments or not.

Students assume the following roles (one each group) and discuss the possible issues encountered:

1. A gay nursing student in Nigeria (death penalty)
2. A Muslim nurse working in Ireland (one of the most catholic countries in Europe)
3. A gypsy nurse assisting a Spanish patient
4. A Mexican nurse working in the US
5. A Kurd nurse working in Turkey
6. A Moroccan nurse working in Belgium

During this activity, the students will assume different roles which represent minorities in several communities/countries. Students need to put themselves in someone else's shoes and discuss the possible issues they may encounter in their everyday life as a nurse from a minority community working in a different country/community.

They will need to reflect on these issues and on the kind of appropriate behaviour in such situations.

CONTENT FOCUS: Personal identity matching to the type of health worker the students want to become. Possible issues encountered by minorities in the workplace. Behaviours and attitudes which promote or hinder cultural diversity and inclusion in the workplace and also in the classroom.

LANGUAGE FOCUS: Healthcare vocabulary along with minority communities related vocabulary. Students express their ideas and feelings using the vocabulary lists provided, if necessary.

SOCIAL-EMOTIONAL FOCUS: To understand and manage emotions as health care workers, delivering culturally competent care; establish and maintain positive relationships with diverse patient populations and colleagues.

APPROXIMATE TIME: 20 minutes

MATERIALS USED: Vocabulary list.

CLIL Tip 5

Reading texts, paraphrasing them, inferring connections with previous knowledge or predicting outcomes are valuable activities in CLIL contexts.

The following example is aimed at fostering reflection on trust issues linked to specific minority communities in one's home country and to raise awareness about trust and mistrust in healthcare. As this is a CLIL activity, it also seeks to equip students with basic communicative tools for improving the level of trust between healthcare workers and patients.

Activity

DESCRIPTION: This activity is a reading task in which students should stop, think and reflect instead of simply rushing ahead to the end. Students should think of questions that can help them better empathize and understand the experiences and difficulties described. Students can be more creative and active in the final part of the activity when they propose their own solutions for addressing the problems seen in the case study.

1. In the work groups, students will read a case study, which is based on the experiences of a real family, some of whose members are undocumented workers in New Jersey (USA) during the COVID-19 outbreak. In addition to normal stress and confusion, this family experienced more problems due to their legal status and their mistrust/suspicion of the healthcare system in the USA. This is a poignant story about the life-and-death consequences of not believing that the medical system can (or is willing to) help people from minority immigrant backgrounds (the story also introduces other relevant themes related to this historical moment).

2. While reading the case study, students will pause to check comprehension and reflect on the events. Since the case study takes place in a very specific context that may be new to participants, they are encouraged to formulate questions that the moderator can help answer.

3. As groups work through the case study, they will share their answers on Padlet so that instructors and other groups can assess their learning and see their ideas and perspectives. (You can see an example of how to structure the Padlet at **https://padlet.com/bajerue/3lui08k68k5dqktl**)

Figure 3 - Teaching material from the second IP

4. After reading, assimilating and discussing the story, groups will pretend that they are hospital administrators and make specific suggestions to avoid the sort of problem reflected in the case study in the future.

Since this is a true story that has been simplified for the purposes of this activity, students should finally be encouraged to read the full version of the story published in the New York Times or listen to the audio version from the same paper's podcast The Daily.

CONTENT FOCUS: Identify and explain central issues and concepts related to mistrust in healthcare. Articulate the importance of empathy and perspective taking for fostering trust between healthcare workers and minority communities. Begin to formulate culturally specific strategies for establishing trusting relationships with minorities within one's own country

LANGUAGE FOCUS: Key vocabulary for discussing trust/mistrust and related feelings. See attached glossary. Language for expressing feelings and asking others for their perspective; language for clarifying or asking for more information; language of empathy.

SOCIAL-EMOTIONAL FOCUS: Students will be able to: define empathy; use basic techniques of active listening; employ communicative strategies to balance talk and listening time. Identify one's own strengths and weaknesses when establishing relationships with people from other backgrounds.

APPROXIMATE TIME: 30 minutes.

Materials used: Text with case study vocabulary and glossary for levels of trust. Real documents from the internet: https://www.nytimes.com/2020/05/26/podcasts/the-daily/immigration-coronavirus.html?showTranscript=1

Adapting to other scenarios: We have learnt from the IP experience that face-to-face learning in a multicultural environment more than doubles the time that it takes to complete any given activity; when the mode of delivery is online, this time increases substantially and it is important to be mindful of this fact when planning this session.

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06. Planning a CLIL lesson

What is the issue?

"My difficulty was to be coherent with [the use of] the 4 Cs. Language related to cognition and related to the other Cs. It takes more time to do it."

"Honestly I didn't think about the 4 C's framework. At least not being aware of thinking about that, but unconsciously I considered the 4 C's. Maybe overall, the cognitive in terms of language support and being sure that everybody understood. Cognition and communication, to be aware that everybody gets what you are saying."

"Well, actively we didn't consider them [the 4 Cs], but I think they were all there. I think we did it but it was more of an unconscious way of creating the lesson."

"For any new activity that I thought I tried to make sure it had a bit of everything."

"The teaching plan template was very useful, because we have a simple way to organise everything and not forget. It has everything we need and more."

"It was very useful to have a teaching plan because we know what we have to focus on and do. In the template we have to write down the language support, the materials, the plan, you have got to control the time, so it was very useful to use."

"We had our Lesson plan in front of us during our class and when we gave the students a break we went back to the Lesson plan. We felt comfortable each time we looked at it and we followed it quite good."

"[With a teaching plan] you are aware of the different parts of the lesson, what are your objectives and so on. I think it's useful, yes, even if it may seem like… I don't know what word to use because I don't want to seem negative. It seems like you are doing a work that at the beginning seems useless, but then you see that it has helped you to organise the whole activity and so on. For me, I repeat, the most difficult was trying to understand how much time I will devote to a specific activity. But the rest was very useful. I wouldn't change this template in any way."

Teacher's statements

"[to plan a CLIL lesson] is more difficult because we have to look for the words, the terms and the materials that are useful for everybody, because when we teach only to our native students we know more or less what to expect [...] but with so different students and in another language, of course it was more difficult."

"[Online] technical difficulties took a lot of time and they're not always included in the planning."

"It was a process. We changed a lot of things we did, and then we reviewed. We were 5 teachers and we added contributions [...]. It takes some time. And work in a team is very rich, because we have different contributions, different views, but it makes the process even more complex. It would be easier and more quickly to do it alone; but then all those contributions made the plan richer."

"[We worked] by mail. There were always lots of questions [...] come and go and correct the language and correct something."

"Students had connection, internet, camera and sound problems in the online environment; it was more difficult for them to express themselves online, and if they were F2F, they could express themselves better by using their body language."

Teacher's statements

CLIL lesson planning with the 4Cs framework

The 4Cs framework is a fundamental tenet of the CLIL educational approach. The 4Cs refer to content (the subject matter), cognition (the way you process information and engage with it to construct meaning), communication (using language of, for and through learning) and culture ("developing intercultural understanding and global citizenship" (Coyle et al., 2010: 41)), which are the components that constitute the four guiding principles or building blocks that interrelatedly build the base of any CLIL program (Coyle, 1999, 2005, 2006).

The 4Cs conceptual framework is a sound theoretical and methodological support for teachers to plan CLIL lessons, establish learning aims, devise tasks and design materials (Meyer, 2013). Although each of the four components can be outlined individually, the fact is that they do not exist as separate elements and it is their interconnection that can lead to effective CLIL teaching. As highlighted by Hemmi and Banegas (2021: 8) "the 4Cs framework places equal emphasis on each of the four C's advocating an approach to learning where content is considered inter-twinned with and inseparable from communication, culture and cognition."

To use the 4Cs framework as a planning tool, Coyle (2005: 6) suggests that the following steps should be taken:

1. Define the content. (Think about what you will teach; what your students will learn; what your teaching aims/objectives and learning outcomes are);

2. Link content and communication. (Consider what language students will need to work with the selected content; which specialised vocabulary and phrases they will need; what kind of talk they will engage in in class and whether you will need to refresh a particular key grammatical item; which language they will need so as to perform the tasks and the classroom activities or to engage in discussions or debates, for example);

3. Establish which thinking skills to develop in accordance with the content selected and the language needs identified. (Think about the kind of questions and tasks to introduce in order to encourage higher order thinking skills; which language and content implications that will involve; which thinking skills will be explored and their appropriacy for the content selected;

4. Integrate the culture component into the planning. (Integrate the cultural component as a continuous thread embedded into the topic selected, a circle that surrounds the topic, and not as a supplementary note in your teaching).

More recently, Coyle et al. (Meyer et al., 2015; Meyer & Coyle, 2017, 2021) have revisited the 4Cs conceptual framework and started exploring new developments in the understanding of the interface between language and learning. They propose a new 'pluriliteracies' approach, which further develops current thinking in CLIL. In a presentation on behalf of the Graz Group ECML, Coyle (2015) re-centered the relevance of the 4Cs framework as an awareness 'reminder', for teachers, of the components of CLIL and she highlights its contribution to support teachers in their CLIL planning. Coyle (2015) underlines that the "4Cs Framework is based on the principle that strengthening and deepening a learner's conceptual understanding requires social, cultural, linguistic and cognitive processes" (p. 2). Thus, "the need for teachers to not only focus on content and language, but also on the dynamic aspects of integrated learning without which neither language progression nor knowledge construction can happen effectively" (p. 2).

For the CLIL teachers participating in the *TC-Nurse* project, the 4Cs framework is reported as being the background frame of the CLIL planning, but it is not acknowledged as an imposing structure when they are teaching the lessons. One of the teachers remarked: "Honestly I didn't think about the 4 C's framework. At least not being aware of thinking about that, but unconsciously I considered the 4 C's. Maybe overall, the cognitive in terms of language support and being sure that everybody understood. Cognition and communication, to be aware that everybody gets what you are saying". Another participant in the project asserted that "actively we didn't consider them, but I think they were all there. I think we did it but it was more of an unconscious way of creating the lesson." These narratives are reverberated in a certain way in Coyle's perspective of the 4Cs conceptual framework as a "useful aide-memoire for planning and conceptualising CLIL programmes for learning to be successful and connected in CLIL classrooms" (Coyle, 2015: 5). It is the 'integration' of the 4Cs that is at the core of effective CLIL teaching and planning and not the exclusive focus on one of the 'Cs'. The *TC-Nurse* teachers' words also echo this tenet when they say that they "tried to make sure it had a bit of everything" and that the main "difficulty was to be coherent with [the use] of the 4Cs. Language related to cognition and related to the other Cs."

As each content subject and teaching context has characteristics of its own, the 4 C's framework is a useful guide for assisting the teacher when planning and teaching CLIL classes. Being able to adjust all the 4 'C components' in the planning in an integrated way is the challenge to overcome.

CLIL lesson planning with the *TC-Nurse* teaching plan

A structural pillar of the *TC-Nurse* project is the Cultural Competence in a Multicultural Environment (CCMEn) model (see Introduction), developed by Antón-Solanas et al. (2020) and designed as a pedagogical tool that aims at guiding the process of teaching and learning of cultural competence in a multicultural environment, in a second language.

Through the use of the CCMEn model it was possible to support students deepen their knowledge of concepts, learn about themselves, start to rehearse and put into action culturally safe practices related to Nursing, and find information for knowing about different groups within their own communities.

The model is organised in a five-stage process that will take the students on a journey to gain knowledge, skills and attitudes leading to a culturally mindful and safe nursing practice: (1) cultural desire, (2) self-awareness/cultural awareness, (3) awareness of the other/cultural knowledge, (4) social skills/ cultural sensitivity and (5) culturally mindful behaviour/culturally safe practice.

Surrounding and supporting the students' five stages' learning path towards improving intercultural competence and safe nursing practice are the CLIL constructs (Content, Communication, Culture, Cognition) and the Socioemotional learning building blocks. Student learning occurs in parallel at two levels, namely, cognitive and socioemotional, and through the integration of content, communication and culture components. Provision for all these key elements are contemplated in the *TC-Nurse* teaching plan template, a pedagogical tool developed to support teachers' class planning and improved pedagogical practice.

The *TC-Nurse* project teaching plan template (Figure 1) was developed and improved out of practical experience during the *TC-Nurse* project teaching practice.

Figure 1 - TC-Nurse project teaching plan template

Together with the *TC-Nurse* lesson teaching plan template, an explanation for facilitating the completion of the plan was developed and here transcribed with the 4Cs components presented in bold.

Lesson teaching plan template with explanations:

SESSION AIMS

Briefly describe the session aims and rationale for doing this activity.

- First session aim.
- Second session aim.

LEARNING OUTCOMES

Write the learning outcomes here. Bear in mind that, although the activities will be the same, you must formulate the cognitive learning outcomes and socioemotional learning outcomes separately. That is, you need to think about what the students will learn in order to develop the skills and competencies necessary to deliver culturally safe nursing care and to display a culturally mindful behaviour.

COGNITIVE

By the end of this session the students will be able to (intended learning outcomes- ilo):

- **C-ILO1: cognitive learning outcome 1.**
- **C-ILO2: cognitive learning outcome 2.**

SOCIOEMOTIONAL

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

- Se-ILO1: cognitive learning outcome 1.
- Se-ILO2: cognitive learning outcome 2.

LANGUAGE SUPPORT

Describe the content obligatory language related to the subject theme or topic; that is, the vocabulary.

LANGUAGE OF LEARNING

Describe the language needed to operate in a second language environment. For example, in order to express an opinion, engage in a debate, describe an image, etc. This depends directly on the type of activities the students will need to engage in during the session.

LANGUAGE FOR LEARNING

Language needed to operate in the learning environment –i.e. explain, justify, discuss.

LANGUAGE THROUGH LEARNING

This is the new language that is acquired during the session and that cannot be planned. This emerging language needs to be captured, recycled and developed so that it becomes part of the learner's repertoire.

CULTURE SUPPORT

Think about culture-specific perspectives and examples related to the proposed activity/ies. Consider the audience's cultural background (i.E. Previous experiences, personal values, reflective processes and behaviours, learning styles) and its impact on the learning process.

DESCRIPTION OF THE TEACHING AND LEARNING ACTIVITIES

Describe the teaching and learning activities. If the teaching plan comprises more than one activity, you may want to present them separately.

Be concise but exhaustive; the idea is that anyone who reads this teaching plan is able to replicate it in their own context.

Activity 1

1) Text.

2) Text.

Activity 2

1) Text.

2) Text.

ASSESSMENT

Describe the assessment activities that you will implement to evaluate student learning. Assessment can be formative or summative, structured and unstructured, teacher led or student led; you may want to use specific tools such as kahoot, etc.

RESOURCES

Make a list of the resources that you and the students will need during the session. These may include post-it notes, flipchart paper, markers, a computer, a presentation, a software, a video conference room, a questionnaire, etc. The sky is the limit.

- Recource 1
- Recource 2

THE TEACHER'S CORNER

This section must be written after the session.

We have added a section for the teachers to be able to discuss their experience of delivering the session to the students, add tips and tricks, give advice, warn about possible difficulties, etc. This must be based on experience, so it cannot be written before the session. It can be written in a more personal tone and even in first person. Give your separate pieces of advice an imaginative title and add a description underneath.

- Title/text
- Title/text

BREAKDOWN OF ACTIVITIES (INTERNAL USE ONLY)

Type of activity (individual, group, plenary, break)	Duration (mins.)	Brief description & requirements (blog, quiz, videoconference, etc.)	Feedback

On the whole, we can say that the experience of using the *TC-Nurse* teaching plan template was highly and positively evaluated by the teachers who adopted it in the three IPs' seminars. Its usefulness is mostly related to the possibility of organising the planning in a simple way and to use the plan as a control tool during the lesson. The different rubrics in the planning proved to be useful, despite an initial feeling of discomfort, as reported by one of the teachers.

Teachers' collaboration for CLIL lesson planning

For the *TC-Nurse* teachers involved in the IP seminars, both content and English language teachers, the process of working together in the planning of the class was described as a very dynamic time of exchange of emails, questions, corrections, changes and review of the changes. Although working as a team took time and required engagement in the process, the final appreciation of this form of work is seen as very rich and rewarding. As reported by one of the teachers, "it would be easier and more quickly to do it alone; but then all those contributions made the plan richer."

In fact, cooperation between content lecturers and language teachers is reported by research as highly useful in a CLIL context in Higher Education:

> The success of programmes involving the teaching of content through another language does not rest solely on whether the teachers responsible have a high level of linguistic and subject competence, but also on the collaboration between those teaching content subjects and languages. For example, foreign language teachers can provide invaluable linguistic support to students in their language lessons. It is not enough to increase the content teacher's basic knowledge of the second language. These teachers need to develop a language consciousness that triggers their awareness of their own foreign language input as well as expected output from students. This is what will take their language competence to a new 'pedagogic' level. This is a highly skilled procedure, for not only does it imply a heightened awareness of the potential of language, but also an adaptation of teaching methodology and a more strategic use of teaching aids and materials. (Pavón Vázquez & Ellison, 2013: 70).

Cooperation between content and language teachers can be a challenge and a learning opportunity for both parties.

CLIL Tip 1

Use the 4 C's framework as a guide to assist you when planning and teaching CLIL classes. Consider each of the 4 'Cs' when planning your lesson and make sure they are used in an integrated way and not as a note in your planning.

Use a planning template to facilitate and organise your lesson planning. Either a simple 4 square grid or a more complex format, the relevant idea is that you have the opportunity to ponder on it, plan and design the tasks and teaching materials that you are going to use focusing on each and on all the 4 Cs, in a cohesive, coherent and integrative way.

The teaching plan of the *TC-Nurse* project includes sections for the 4 C's as exemplified in the plan in Figure 2:

TEACHING PLAN. Defining cultural sensitivity

representing the scene until it is resolved, or the facilitators decide to stop the exercise. The students may choose to facilitate the communication between the parties or impede it.

4) Debrief: Each case scenario will be completed with a debrief with the aim of highlighting good and bad practice, and discussing the implications for patient care.

SOCIOEMOTIONAL

1) The students will contribute to creating a safe and supportive environment in which everyone can feel comfortable taking part in role play.

2) If necessary, the students will express their worries, fears or concerns to the facilitator and their peers prior to participating in role play.

3) During role play, the students will exercise self-discipline and self-control, and perform their role in order to achieve the cognitive learning outcomes.

4) The students will take an active part in the debrief, contributing with their personal opinions to identify good practice and understand the impact on good/poor interpersonal communication of the patient.

ASSESSMENT

Formative feedback will be provided by the facilitators throughout. When possible, the facilitators will encourage students to carry out informal peer assessments.

Appropriate socio-emotional behaviours will be highlighted.

THE TEACHER'S CORNER

AN INCLINATION FOR THE THEATRICAL..., OR NOT

I found that some students were extremely eager to participate in this activity, whereas others were literally trying to hide under the table to try and avoid being chosen.

I implemented this role play activity during a face-to-face intensive programme in front of a multicultural audience comprising students from Spain, Belgium, Portugal and Turkey. When I asked for volunteers, the hands of every single Belgian student and that of one Spanish student shot up in the air.

The truth is that different students do display different attitudes in the classroom and, in my experience, "forcing" a "not-so-eager-to-participate/shy" student to take part in this activity can be counterproductive. However, this time we missed the opportunity to engage students from very different cultural and educational backgrounds in an activity which was meant to recreate real case scenarios dealing with significant cultural issues in practice.

TEACHING PLAN. Defining cultural sensitivity

Perhaps we should have spent more time nurturing a safer and more supportive environment in which everyone felt comfortable to take an active role in this activity.

RESOURCES

MATERIALS

- **GLOSSARY. A failure to communicate**
- **ACTIVITY HANDOUT. Case scenarios**
- **PRESENTATION. Slides**

Figure 2 - Example of a TC-Nurse project teaching plan

CLIL Tip 2

When you are designing your CLIL teaching plan, it might be helpful to add a section where you describe in some detail how you are planning to break down the activities of the lesson/unit, indicating, for example, what type of activity or task you are considering (individual, group, plenary, break); the duration; a brief description and the requirements needed and the type of assessment to apply. An extra column to note down, after the class, your own impressions about the effectiveness/adequacy/interest arousal of the activity might also be useful. This type of record can facilitate the sharing of the class planning with your colleagues and it is a valuable way of keeping a record with notes for future memory and use in other scenarios. In Figure 3 you can find an example of *TC-Nurse* project teaching plan, with indication of activities' break down.

BREAKDOWN OF ACTIVITIES (INTERNAL USE ONLY)			
Type of activity (individual, group, plenary, break)	Duration (mins.)	Brief description & requirements (blog, quiz, videoconference, etc.)	Feedback
Group Ice-breaking activity 1: 'If I were...'	5	- Videoconference Ss are to see different sentences one after one starting with the clause 'If I were ...'. Then, they shall need to complete the sentence by saying what they would be according to each example.	Students will receive feedback from each other and the moderator
Group Warm-up activity: short video – 'Purl'	20	- Videoconference Ss will watch the short video 'Purl' and discuss the	Students will receive feedback from each other and the moderator
		following questions: - Have you ever felt like a "ball of yarn" at work before? Tell your story. - When you are at uni, do you feel comfortable being yourself? If so, why? If not, why not? - Have you perceived any differences between your experience of diversity and inclusion at uni during regular lectures and during this summer course? How?	
Group Main Activity: 'Who do you think you are?'	20	- Videoconference Ss will assume the following roles (one each group) and discuss the possible issues encountered: 1. A gay nursing student in Nigeria (death penalty) 2. A Muslim nurse working in Ireland (one of the most catholic countries in Europe) 3. A gypsy nurse assisting a Spanish patient 4. A Mexican nurse working in the US 5. A Kurd nurse working in Turkey 6. A Moroccan nurse working in Belgium	Throughout the activity, the moderator will monitor student progress and intercede to help when needed.
Group cool-down activity: Diversity in Healthcare	5	- Videoconference Presentation of different sentences to introduce a topic to discuss. · 'In the US, Racial and ethnic minorities are disproportionately absent from medicine. Almost three-quarters of physicians and surgeons are white.	Students will receive feedback both from their peers and the moderator throughout the activity

Figure 3 - Example of a TC-Nurse project teaching plan: break down of activities

CLIL Tip 3

The *TC-Nurse* teaching plan includes a field in the template named 'The teacher's corner', to be written either before or after each class or session, which aims at providing a space in the planning where teachers can reflect on their own concerns or impressions related to the teaching experience. In this section you can write about your impression about delivering the planned activities to the students, add tips and tricks, give advice, warn about possible difficulties, etc. This section is written in a more personal tone and even in first person. In Figure 4 you have examples of teachers' notes included in two different teaching plans.

THE TEACHER'S CORNER

'If I were...'

This is a very handy activity in order to get the students involved in their group work by getting to know each another. They have to reflect on what kind of healthcare tool/type of nurse or any other thing with no relation with the health care scene would they be based on their own identity and share their thoughts. While they do this activity, they will be able to identify common standpoints and distinguish different personalities among their peers from other countries/cultures.

'Who do you think you are?'

During this activity, the students will assume different roles which represent minorities in several communities/countries. By this activity, students would need to be on someone else's shoes and discuss the possible issues they may encounter in their everyday life as a nurse from a minority community working in a different country/community. They will need to reflect on these issues and the way the would need to behave in such situations.

THE TEACHER'S CORNER

During the icebreaker picture activity

Observations will be important: Is everybody participating? Does one need encouragement to start talking? How is the group forming? Is the glossary accessible? Are they motivated to engage in the process of getting to know each other?

During speeddating

Are the building blocks used? Are they used correctly? Does one show interest in the other? Is the glossary accessible?
Students will have to reflect in which way they recognize themselves in each building block. This will be used to present themselves and to get to know each other.

Figure 4 - Examples of TC-Nurse project teaching plans: 'The teacher's corner'

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07. Assessment strategies for content and language in the CLIL class

What is the issue?

"The tests make us focus on the points we think are most important and sometimes we forget the other details which are also very important [...] and the bigger picture."

"Sometimes in the classroom you feel more…, "we have to participate", you are thinking about loads of things at the same time, you feel more inhibited. But we are now comfortable with each other, because we are all in the same boat, and I think, in the end, we have felt really free, really relaxed, to be able to give your opinion and speak our mind, knowing that there won't be repercussions; that we won't be judged."

"Discussing case scenarios is great. It is the best." "Yes, that's what I miss sometimes at uni; it's like there is too much theory and that's fine because you have to know it, but it won't help us the day of tomorrow when we are facing the real world, because we won't have the experience."

"Expressing our own ideas and listening to the opinions of other friends encourages me and makes it easier for me to learn."

"I think we all share the same difficulties but we tried to help each-other and complete each-others ideas."

Students' statements

"I always try to encourage them, give positive feedback before speaking about what they did not do so well."

"No, I don't think I was able to access the students' use of English."

"The Kahoot was a way of recapitulating, to make them remember the main topics or main issues that we had discussed before. Regarding the role play there was not a 'real assessment' but a way of making them reflect about the performance of their classmates. The case studies everybody had the opportunity to participate if they wanted to, and also listen to the others' perspectives and opinions, which, I hope, made them reflect and understand the most important aspects of the presentation. It was not assessment 'technically speaking'; it was more a way of making them understand the main issues discussed, acquire some knowledge, some new knowledge." "The final pitch presented by the students was the part when all of the things we had been teaching came together, kind of the sum up of the day."

Teacher's statements

Defining the concepts: assessment vs evaluation

Assessment and evaluation are essential but distinct components of the teaching-learning process and each serves a different purpose (Coyle et al., 2010).

Evaluation is the systematic and purposeful process of gathering of information "in order to determine the extent to which a language programme meets its goals" (Ioannou-Georgiou, 2003: 4). Assessment is mainly a data-gathering strategy, supported by different tools, which aims at learning about the student's "knowledge, ability, understanding, attitudes, and motivation" (ibid), to supply the teacher with consolidated information to introduce changes and improvements in the educational project. As Barbero (2016) puts it, "evaluation goes beyond student achievement to consider all aspects of teaching and learning, whereas assessment is an important component of evaluation, maybe the most important one, as it gives the feedback of teaching and learning processes and allows to rearrange the educational path" (p. 77).

The purpose of assessment

Assessment enables teachers to perceive what students know or can do, in order to decide whether or not the teaching strategies and materials they are using are adequate and consequently decide what to do next to help students improve and progress in their learning cycle. As a decision-making tool, assessment is determinant for designing and planning learning tasks and activities, to promote students autonomous learning and to improve future students' learning (O'Dwyer & de Boer, 2015).

For effective assessment practices, it is necessary for the teacher to ponder carefully on the outcomes of classroom activities and tasks, and plan them carefully so that learning can be fostered.

Assessment issues in CLIL teaching

Assessment is a controversial issue in CLIL teaching, particularly when the debate is about the level of content-language integration (Coyle et al. 2010), the balance in the assessment of the 4 C's components and the issue of having subject teachers assessing language components or language teachers assessing content. All these questions are relevant in CLIL teaching and how you deal with them can have a positive or negative impact on the whole educational process, because, as Coyle et al. (2010) point out, "ultimately, no matter what is taught and how it is taught, the mode of assessment determines how the learners perceive the teacher's intention and, of course, also shapes performance data" (p. 112).

We know that assessment practices are frequently seen by students as stressful moments when they are being 'judged' and which will have 'repercussions' in their lives. In a CLIL class in HE this feeling can thwart learning and lead to unintended negative consequences, as students use FL to engage with complex academic content and they may feel that they are not able to express themselves as fluently as if they were using their native language.

Moreover, students often feel inhibited and uncomfortable when they express themselves or produce content in an FL that they are still learning and very often are less proficient in. The creation of a safe and supportive environment in the CLIL class, where students can feel free to 'speak out their mind', is an important first step to creating the adequate context for meaningful learning activities to take place and for assessment practices to really become a part of the learning process.

For CLIL teachers, assessment is frequently used as a pedagogic tool to encourage the students' reflection and engagement. For example, encouraging students' participation through 'positive feedback', as reported by a *TC-Nurse* CLIL lecturer, or having the students talk about their experiences and demonstrate that they have really acquired the knowledge, can be effective pedagogical practices that will allow teachers to assess both the cognitive and language aspects of the students' learning process.

Types of assessment in CLIL contexts

In general, assessment processes can be divided into summative and formative (Coyle et al., 2010) with three main kinds of assessment to be considered (Briggs et al., 2008), namely, assessment OF learning, assessment FOR learning and assessment AS learning,

Assessment of learning is a summative type of assessment, aiming at checking the progression of the students through the curriculum. Tests and exams are the most common format of assessment tools used.

Assessment for learning is a formative type of assessment described by Otto (2017) as "a pedagogical tool to regulate and promote learning rather than a grading system to score students" (p. 2). Free from the judgmental nature of the summative assessment type, assessment for learning aims "to inform the planning of future learning and teaching [which] involves the teacher and the learner in a continual review of the progress." (Barbero, 2016: 77). According to Barbero (2017), there are three key features in formative assessment: "it is planned, since teachers collect evidence about the state of the learners' knowledge; it is reactive, as teachers adjust their teaching activities in the light of the information they gain; it is reciprocal, since both teachers and learners may improve the quality of the studies according to the information they get from formative assessment" (p. 77).

Assessment as learning is also of a formative type and it is mainly about increasing "the awareness about the learning processes. Students and teachers share learning intentions and success criteria and evaluate learning also through alternative forms of assessment, such as self- and peer assessment, and through tools such as portfolios, observation grids and other instruments" (Barbero, 2012: 39).

Summative assessment tasks and activities are aimed at testing students' knowledge and skills, whereas formative assessment practices focus on supporting students to learn, on fostering deeper thinking and learning skills and on providing varied scaffolding and learning opportunities for the students. This type of assessment requires active participation and involvement of both students and teachers in the learning process. Furthermore, by sharing the assessment responsibilities with students, they become more aware of the learning goals and feel more empowered to direct their own learning (Nanni & Hale, 2020). When used in an effective way, "formative assessment stimulates, amplifies, accelerates, and importantly deepens learning" (Leontjev & De Boer, 2020: vii).

Assessing language and content in the CLIL class

Llinares et al. (2012) point out that "assessment is not something that comes after instruction but is an indispensable part of instruction" (p. 280). Other key research works on assessment practices in CLIL (Quartapelle, 2012; Lin, 2016; Mehisto & Ting, 2017) have extensively highlighted theoretical arguments concerning the issue of balance between content and language in CLIL assessment.

In the CLIL class, the issue of assessment gains extra layers of complexity, because it must be in tune with the dual-focused, student-centered CLIL teaching approach. However, that does not mean, as pointed by Ball et al. (2015: 214-15), that assessment should be dual focused too. In fact, " […] given the likely subject-based objectives and overall aims" (Ball et al., 2015: 214) of CLIL based assessment, the CLIL teacher will not be assessing language directly, but rather considering the language aspect in the assessment context. The issue is about whether students can give evidence of mastering those linguistic tools and repertoire that evidence their conceptual understanding of the contents studied, and not so much about answering direct questions on the key vocabulary and structures used to do it. Language, being the vehicle for speaking about the content, should be appropriate for imparting the content, and that will contribute to the student's overall mark. Ball et al. (2015) refer to "the permanent tension between learners' conceptual knowledge and their language levels" (p. 215) and the attention to the language demands that this dynamic relation requires. CLIL teachers will not be assessing the language as such, but they will be assessing the way students' use the language in a particular context and following the practice of the structures needed to do it (conditional sentences or comparative structures to describe cause and effect, for example).

Leontjev and de Boer (2020) explain that it is "because of this dual focus [that] the assessment process in CLIL becomes more complex. Assessment in CLIL should provide insights into learner content and linguistic knowledge as well as strategies used to learn both content and language in order to identify student progress and needs. This should inform both teachers and students about how to enhance learning" (p. 1). That is why these authors are also against "a one-size-fits-all answer to the question of what and how to assess in CLIL but [rather] conceptualise classroom-based assessment in a way that gives teachers a range of possibilities to implement it" (p. 261).

Recently the claim for more innovative assessment tasks, in line with formative assessment, is gaining voice in CLIL research. That is the case of Otto and Estrada (2019), who present the reasons for this need in the following way:

"first, to abandon the prevalence of the traditional exam, which does not always allow the integration of competences in real-life, in favor of more task-based learning using for instance portfolios and journals. Second, to allow the students to show content knowledge and skills in a meaningful

way, focusing not just on the final product but also on the process. Third, to assess language "for a real purpose in a real context" (Coyle et al., 2010: 131). Likewise, although oral tasks are already implemented in the CLIL lessons, more efforts should be made to include them in assessment practice and thus, to give them more weight in the final grade " (p. 40).

Other possible ideas to assess both the cognitive and language aspects of the CLIL students' learning process, are, among others, personalized feedback, self-assessment forms, different versions of the old tasks and extra linguistic support for students.

Students and teachers' involvement in the assessment process

In general, academic environments still tend to value traditional summative assessment very highly (the final tests!), so the introduction of learning-oriented assessment approaches that can be embedded into the learning process and contribute to it (formative assessment), may be a novelty in many institutions and can be quite challenging for some teachers. In the CLIL class, the use of student-centered activities such as 'case scenarios', 'Kahoot games', 'Escape rooms' or 'Final pitch presentations' are innovative ways of introducing more supportive assessment practices, despite teachers' still sceptical attitude when they say this is not 'real assessment' or 'not assessment technically speaking', to quote a CLIL *TC-Nurse* teacher. For students, these types of activities are less theoretically overloaded and are seen as more attractive ways of experimenting the 'real world' before facing it out there. In addition, the increasing availability to the teachers of many new online pedagogical tools (Kahoot, Mentimeter, Padlet), can extend the potential for student-centered activities to include and bring more supportive forms of assessment practices into the CLIL class. An added advantage is the possibility of offering students the use of online tools and the challenge of playing games and engaging in team work practices while doing academic work.

In CLIL practice, formative assessment is an integral part of the learning process and it should be used as yet another pedagogical tool available to teachers to support students and promote learning. Encouraging students with positive feedback, recapping content after finishing an activity or engaging them in discussions about their own learning, for example, are strategies that focus on those skills and competencies students are good at and then make them reflect further on their knowledge.

The active involvement of students in the assessment processes in a CLIL classroom (decisions about how, what and why they are learning) will make them consider critically their future learning goals and thus potentially enhance their motivation to learn. Besides, as O'Dwyer & de Boer (2015) point out "assessment know-how provides learners with opportunities to develop their skills in self- and peer-assessment via learner-learner mediation in tasks designed to stimulate productive learning practices" (p. 399). Through deep student involvement in the assessment process and peer collaboration in assessment decisions, the learning process in the CLIL classroom will be enriched in different ways.

Feedback as a form of assessment

Both teachers and students participating in the *TC-Nurse* project point out 'feedback' as a positive form of encouragement and motivation to learn. A teacher refers to "give positive feedback before speaking about what they did not do so well." Through comments with specific and relevant observations on students' performance, teachers tell them how and what to improve and this type of formative feedback promotes learning and guides students to establish future goals.

Teacher feedback is generally taken in the sense of "information provided by an agent (e.g., teacher, peer, book, parent, experience) regarding aspects of one's performance or understanding [...] occurs typically after instruction that seeks to provide knowledge and skills or to develop particular attitudes"

(Hattie & Timperley, 2007: 102). Feedback takes place in a continuum dynamic of instruction and feedback, and it can be very powerful in enhancing learning. Teachers (and peers) can provide feedback to students in many ways which are not exclusively the grade in a test or exercise.

Rather, for students, it means gaining information about how and what they understand and misunderstand, finding directions and strategies that they must take to improve, and seeking assistance to understand the goals of the learning. For teachers, it means devising activities and questions that provide feedback to them about the effectiveness of their teaching, particularly so they know what to do next. Assessments can perform all these feedback functions, but too often, they are devoid of effective feedback to students or to teachers. (Hattie & Timperley, 2007: 102).

Good feedback generally follows 7 broad principles, namely:

1. helps clarify what good performance is (goals, criteria, expected standards);
2. facilitates the development of self-assessment (reflection) in learning;
3. delivers high quality information to students about their learning;
4. encourages teacher and peer dialogue around learning;
5. encourages positive motivational beliefs and self-esteem;
6. provides opportunities to close the gap between current and desired performance;
7. provides information to teachers that can be used to help shape teaching." Nicol and Macfarlane-Dick (2006: 205)

Through feedback, by promoting both the exchange of information (1, 3, 4 and 7) and reflective practices (2, 6 and 5), it is possible to enhance assessment, self-assessment and reflection abilities and thus improve learning in the CLIL class.

The use of 'rubrics' for assessment

"Rubrics are rating scales -as opposed to checklists- that are used with performance assessments. They are formally defined as scoring guides, consisting of specific pre-established performance criteria, used in evaluating student work on performance assessments" (Mertler, 2000: 1). Rubrics tell students exactly what is expected of them to succeed at a specific task, as they list what will be assessed, and the qualities of the performance and their scores (descriptors). Rubrics "provide feedback to teachers and students; represent a guide for students and teachers, much more explicit than a single numerical score; make assessment more objective and consistent [and] reduce the amount of time teachers spend evaluating students' work" (Barbero, 2012: 50).

For Barbero (2012) the potential of the use of rubrics "is particularly useful in CLIL, where learning must be supported in its different components and students guided toward awareness of their acquisitions" (p. 50).

CLIL Tip 1

Assessment should serve to inform instruction and formative assessment should be one of the tools used in CLIL.

The planning of the *TC-Nurse* Seminars included instructions about the type of assessment to be carried out for each of the different activities. Formative assessment was an on-going general pedagogic strategy used to empower the students and make sure that they were able to participate in the activities and voice their opinions. Group work assignments were scaffolded by a moderator, a teacher who was assigned to each group to support the students in case of language difficulties, and who accompanied the discussion to make sure that the key elements to be learned in the activity were clear and understood by all the students.

ASSESSMENT

Formative assessment is carried out throughout the activity by ensuring that students participate and voice their opinions. Group moderators will listen to student's opinions and check that they understand the key elements of cultural awareness before moving on to the next activity. Group Moderators will also be attentive to any language difficulties that may arise.

ASSESSMENT

Assessment will be continuous and formative throughout the session. The Group Moderator will listen to identify points of difficulty concerning content, language and the ability to communicate.

CLIL Tip 2

You can assess students' comprehension of content by using simple and low demanding linguistic exercises such as questions where they do not have to produce any language themselves but rather give evidence of their understanding of the language (vocabulary and structures) being used. For example: "order the sequence", "label the items using the words/sentences provided", "match the text and the visuals" "match data with graph" "true or false to evidence understanding of a text".

CLIL teachers should ponder on the language demand (high? medium? low?) of the task they are assigning their students and reserve a percentage of the assessment grade to its accomplishment or failure to achieve. Focusing on the communicative achievements (explain, express, terminology) might be a good way of assessing the students' communicative competence.

Below are examples of three activities that require a high level comprehension demand, but which are not so demanding in terms of linguistic output. You can increase the content conceptual level demand and keep the linguistic demand at a low risk level (no sentence writing involved) by, for example, designing assessment exercises that are visually and conceptually increasingly more complex. Examples: provide data (graph, etc) and ask students to organise the data in a diagram form. Multimodality (change the format) to increase or decrease the cognitive load.

Activity

Here is a list of aspects regarding cultural awareness (Pregnancy Issues), for healthcare professionals. Circle the 2 most important recommendations?

1. Be aware that cultures are different and need to be respected.

2. Do not be afraid to ask questions, if you cannot pronounce someone's name ask them how it is spoken. Ask whether you can shake a person's hand — do not presume. Asking does not offend, making continuous mistakes will.

3. Appreciate that women wear different clothing in different cultures.

4. Consider that in many cultures it is not acceptable for women to be alone with men they do not know, so if possible, offer a female professional to support the woman.

5. Extended families have a very important role during pregnancy and postnatally in many Black, Asian and Minority Ethnic (BAME) community groups families. It is important to remember that family members travelling from abroad will be constrained by the time limits of travel visas and women may require extra support when their extended support network has to return home.

6. Interpreters have an essential role. Ensure that the woman giving birth knows what is happening. Don't focus on the husband or mother-in-law — use external interpreters if possible. It is important to know what the woman wants in labour, not just other family members.

7. Be aware that it can be very lonely for a woman who does not speak English when her birth partner leaves after the birth. Postnatal women express symptoms of low mood differently, therefore I am more aware that symptoms of physical pain may also be an indicator of postnatal emotional/ psychological unhappiness.

8. Consider the dietary needs of different cultures.

9. Be aware of female genital mutilation (FGM). Women who have undergone FGM will probably not be familiar with this terminology, but they will require very special care.

10. Health professionals will need to consider that pregnant migrant women may have other issues that they need support with such as visas, housing, and specific reasons for leaving their home country. If professionals do not understand all the issues they may not develop a relationship with the mother. This is where they need to work in partnership with organisations that have skills and knowledge of Black, Asian and Minority Ethnic (BAME) communities.

11. Find out about the particular Black, Asian and Minority Ethnic (BAME) community groups in your area, what work they do and how you can become involved. Many groups welcome speakers — could you go and speak to the group about your work? Or would a representative from the group come and speak at your organisation?

12. Be informed on minority ethnic health and wellbeing.

padlet

BUILDING ON SIMILARITIES

VALÉRIE VANCEULEBROECK   01 AUGUSTUS 2020 14:49

Assignment 1: Aliens have landed

Imagine a bunch of aliens have landed on earth, and they want to learn about **nursing**. Since they don't speak English (or Turkish, Spanish or Dutch :-)) this needs to be explained with 5 symbols or pictures. Upload in consensus 5 images in this padlet that best describe and communicate what a nurse does. Add a short explanation (2 sentences). Provide a maximum of 15 minutes for this assignment.

Make sure your fellow team students can all relate to the chosen images.

Assignment 2: Music as an universal language

Take 10 minutes to prepare this individually, and then come back with your team.

Think about your experiences during clinical placement in the

hopsital, and identify an 'emotional or strong event' that took place.

Now try to link a piece of music to this event. This can be a song, a piece of classical music or a movie theme.... as long as you can express the emotions from this event with the piece of music, you are doing great! It could also be a songtext that inspires you.....

After ten minutes, share your findings with your teammates and post this on this padlet. Afterwoods, you can proceed to the next room.

Music is the universal language ... it brings people closer together.

Ella Fitzgerald

TEACHING PLAN. Defining cultural sensitivity

ACTIVITY HANDOUT. Puzzle Hispanic practices and traditions

Divide the students into small groups and give them a puzzle each.

Match the images to the descriptions of Hispanic practices and traditions around healthcare, pregnancy and birth.

You can make it more challenging by ensuring that all the images and all the descriptions have the same size.

	Pregnancy is viewed as natural, and there is tendency to seek prenatal care late in pregnancy or in some cases, not seeking care until delivery.
	The extended family and community exert a strong influence on health practices related to pregnancy and childbirth.
	Many Hispanic women seeking medical care will have already sought help from family resources. Family involvement in healthcare is common and healthcare providers should encourage such involvement and include the family as a resource and focus of care in health planning.
	Hispanic women look for compassion on the part of providers. When they feel there is an absence of compassion, they become concerned about the quality of care they are receiving.

CLIL Tip 3

In CLIL classes, with the reduction of teacher-centered teaching, there is an increase of students' interventions. Make sure that your assessment procedures reflect this dynamic and support it at the same time. A good idea is to introduce a role play or any other type of productive assessment event at the end of the didactic unit or, in the case of longer than one week units, to monitor students' progress on a regular basis. To make sure that the content of the unit has been fully learned, the CLIL teacher can also introduce a follow-up questionnaire after the final task of the unit.

CLIL Tip 4

For successful formative assessment practices be sure to set objectives and criteria for the activities and tasks you design and to share them with the students. To scaffold assessment, use mini-assessments to assess progress and achievement.

Activity

Decalogue on Cultural Sensitivity and Social Skills in maternal Health

1. Students will be asked to work in small multicultural groups on the development of a decalogue containing a set of 10 basic rules to effectively take care and interact with culturally diverse female patients during pregnancy, childbirth, and the postnatal period.

2. Each group will present their decalogue to the full group, peer feedback and suggestions will be provided and a final common version will be agreed

DECALOGUE FOR A CULTURALLY SENSITIVE MATERNAL CARE

1 Show EMPATHY
Try to understand the culturally diverse patients' feelings, thoughts and behaviours from their own frame of reference and respect them.

2

3

4

CLIL Tip 5

To assess the final presentation of the Intensive programme of the *TC-Nurse* Project students were given a rubric to assess their presentations. By telling students exactly what they are expected to do to succeed at this task, you are giving them the opportunity to use those criteria to do their work and score higher grades. With a rubric students know beforehand how to score best, which is quite different from a summative test, where students only learn afterwards what they have done.

Activity

RUBRIC FOR THE FINAL ASSESSMENT

GROUP: 2

ASSESSOR:

The presentation of the case will be assessed based on the following criteria:

Criteria	Score from 0 to 10										
Presentation											
The presentation was a group-achievement.											
The presentation was creative, effective and engaging.											
Language use											
The use of English was adequate and/or ideas were expressed in a comprehensible way.											
During the presentation, specific vocabulary related to cultural competency was used appropriately.											
Cultural competence											
The students demonstrate motivation and a desire to provide excellent nursing care to the patients and their families in the case study.											
The students describe the healthcare professionals' worldview, including their emotions, values and beliefs and identify both positive and negative attitudes and behaviours.											
The students seek and compare health related beliefs, practices and behaviours of the cultural groups represented in the case study.											
The students reflect on access to healthcare, health inequalities and patient empowerment, and how they affect the patient's health.											
Communication barriers and promoters are identified and reflected on; the students reflect on key concepts including empathy and respect for one another's worldview.											
The students propose an alternative and plausible ending to the case study, ensuring that the patient and his/her relatives receive excellent culturally mindful and safe nursing care.											

CLIL Tip 6

It is important for the CLIL teacher to understand the impact a certain task or activity implemented in class had on the students. Assessment strategies that collect information about the student's attitudes and motivation towards a specific task or activity will provide invaluable information to the teacher, as to the future use of that activity/task, and the corrective measures to include.

In the *TC- Nurse* project a simple, 'instant assessment' routine was implemented in the F2F classes, that enabled the teacher to learn in a quick way, at the end of the lesson, about the general impact of the activities/tasks completed during that lesson. When leaving the class, the students were invited to glue a self-adhesive round dot label (circle stickers) on the activities/tasks developed in class (photocopies and stickers were available on a table or on a wall), and thus express how much they liked doing them: green dot for 'likes', red dot for 'dislikes' (Figure 1). A yellow dot for 'indifference' was also provided, but rarely used by students. A digital alternative for this instant type of activity/task assessment, could be a Kahoot game format.
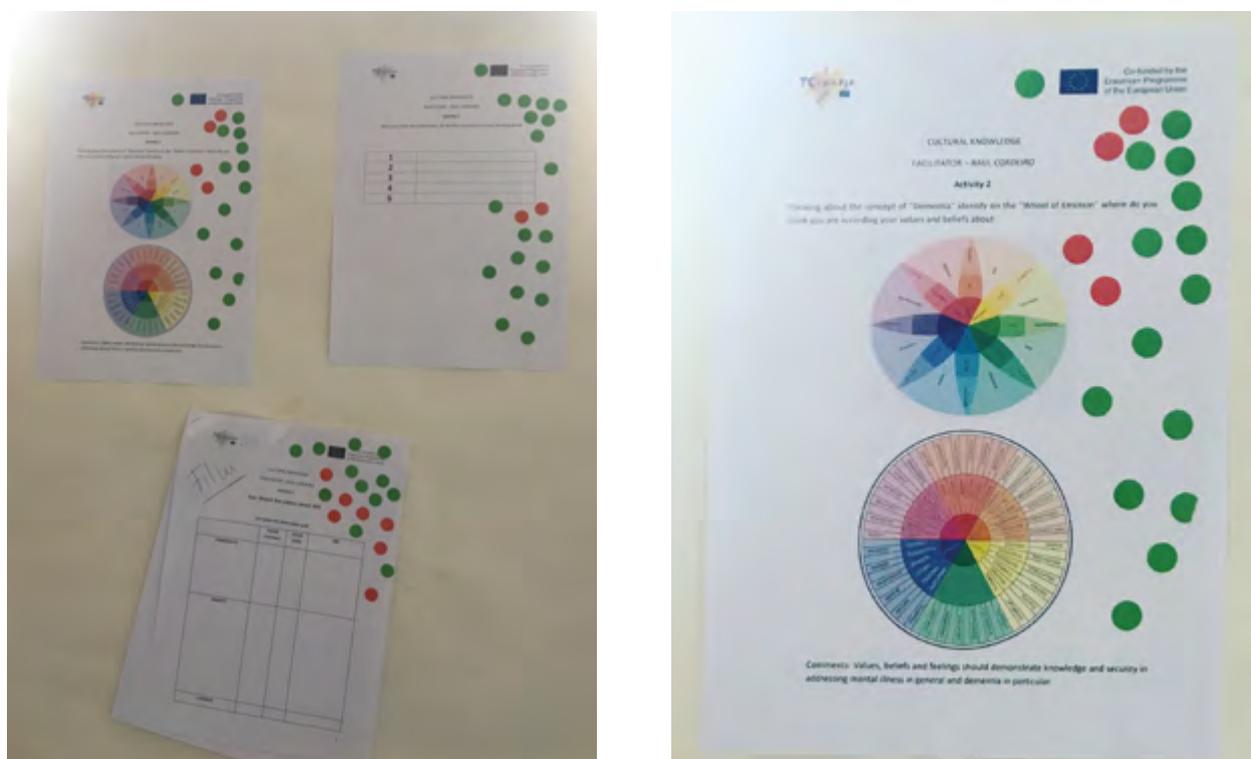

Figure 1- End of the lesson 'activity/task instant assessment", with sticky coloured dots.

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