

POSTER TITLE*

Content and Language Integrated Learning in Students Majoring in English at the National University of Education. A ten elements methodological tool proposal.

**Uvaldo Recino Pineda, PhD Author¹, Hazel Acosta Cadungog,
PhD Coauthor² and Diego Cajas Quishpi, PhD Coauthor²**

*Pedagogy of National and Foreign Languages Major
National University of Education
Azogues, Cañar, Ecuador*

I. DESCRIPTION

The National University of Education (UNAE) is a higher educational institution that trains teachers for the different regions of Ecuador. The number of English teachers in the country is not enough, and this is exacerbated with the requirement of the 2016 Curriculum that mandates schools to offer English in public schools for students to learn English from Year 2 of Basic General Education until the last year of High school or “*Bachillerato*”. The National and Foreign Languages Pedagogy Major was opened at the UNAE on April 2018 and its primary goal is to form future English teachers for the whole country. These teachers must graduate with a C1 level of communicative competence in English and they have to develop the professional competencies that characterize a twenty first century foreign language teacher through their nine semesters of teaching practice. In order to develop these competencies, most of the subjects from the 1st to the last term of the major are taught in English and CLIL is the pedagogical approach to achieve this goal. For Marsh (2012), every kind of language learning in which a target language is used for teaching students non-linguistic content can be called CLIL so that CLIL is an umbrella term for all such dual-process educational context (Coyle, 2007:97). The use of CLIL in the training process of teachers who will graduate from the aforementioned major is the **object of study** of the research that is presented in this poster. To reach the overall aim of that research, we propose a 10-element methodological tool to teach the contents of the teaching practice related subjects: Diagnostic Approach and Integrating Subject in English to the first term students of the Pedagogy of National and Foreign Languages Students Majoring in English at the National University of Education.

The 10-element methodological tool that is being proposed has its theoretical antecedents in the works of Coyle et al (2007) and Attard Montalto, S et al. (2014). (Coyle et al 2007) proposes the 4 “Cs” framework. These 4 “Cs” stand for communication, cognition, context and culture. Montalto, A (2014) expands this proposal and adds “C” for competence. These 5 “Cs” framework (content, communication, competence, cognition and community) together with the categories of scaffolding, autonomy, interaction, scenario and evaluation are the basis for the 10-element methodological tool that is presented in this poster.

II. OBJECTIVES

Overall aim: Propose a methodological tool to develop the required level of communicative competence in English together with the desired professional competencies for a twenty first century foreign language teacher.

Specific aims:

1. Determine the fundamental competencies following the 10-element methodological tool.
2. Apply precise methods and techniques to achieve the competencies.
3. Elaborate the 10-element methodological tool for content and language integrated learning of the subjects - Diagnostic Approach and Integrating subject together with English A1.

III. METHODOLOGY

A qualitative **approach using intervention strategy** was used to accomplish the **overall aim**. Literature review, observations and the conduct of interviews to experienced teachers of English were used to determine the influence of the methodological tool to the integration of subjects in a specific semester.

Lesson guide

The 10-element methodological tool to teach the contents of the teaching practice related subjects:
Diagnostic Approach and Integrating Subject in English.

Activity	Time
Activity one. Content: School and classroom infrastructure and academic organization	
Activity two. Communication: Description of the school, the classroom and the teacher and students' activities based on the observation they do in their teaching practice session. Observation Template 1 (Annex 1)	
Activity three: Competence. Pair work discussion of the observation results declared by each student in Observation Template 1 (Annex 1)	Time is flexible. The students go to teaching practice for five hours a week during eight weeks which sums up to 40 observation hours. Then, they have one hour a week of Integrating Subject class and one hour of Diagnostic Approach per week for 16 weeks at the university. This is the time when they reflect on what they have observed.
Activity four: Cognition. The students develop high order thinking skills as they describe, analyze, compare and explain the infrastructure and academic organization problem case or situation that they identified in their teaching practice. Observation Template 7 (Annex 2)	
Activity five: Community. Classroom reflection on the case, situation or problem that they identified in the community (Cooperating school where they do their teaching practice) Observation Template 7 (Annex 2)	
Activity six: Scaffolding. The different level of the tasks included in Observation Templates 1 and 7.	
Activity seven: Autonomy. The students develop their autonomy as they complete their observation templates in the classroom of the cooperating school while they do their teaching practice.	
Activity eight: Interaction. The students first complete the observation templates individually in their teaching practice session but later they discuss their finding in pairs, in small groups and then report them to the whole class.	
Activity nine: Scenario. This is the classroom implementation phase when the	

students do their teaching practice and in the classrooms in the.

Activity ten: Evaluation. This is the self-evaluation part when each student evaluates how he/she completed the task assigned in the observation template. Co-evaluation and hetero-evaluation are done where the students do oral presentations and they write their Knowledge Integrated Project (Annex 2 Observation template 7)

Wrap up. The students write an expository essay with the data collected during the eight weeks of teaching practice and present it orally at the end of the semester.

Total 72 class hours

IV. PROCEDURE

The 10-element methodological tool to teach the contents of the teaching practice related subjects: Diagnostic Approach and Integrating Subject in English in the first term of the Pedagogy of National and Foreign Languages Students Majoring in English at the National University of Education illustrates teaching ideas derived from a process of scientific research carried out by the authors from April to August 2018. The methodological tool illustrates how to teach subject matter contents related to teaching practice such as school and classroom infrastructure and academic organization in English in the first term of the major while they are learning English at A1 level.

In activity 1, the tasks assigned in Observation Template 1 (Annex 1) are very simple while they become more complex in Observation Template 7 (Annex 2). The students construct their knowledge, skills, values and feelings as they observe the infrastructure and academic organization in the school where they do their teaching practice and they relate these contents to authentic school life.

In activity number 2, the students communicate in pairs and in small groups while they describe in English the school and the routine of teachers and students in the cooperating school to complete the task I Observation Template 1 (Annex 1). They integrate the four language skills when they discuss in class what they have observed in the teaching practice school.

In activity number 3, the students develop their communicative competence in English as they do pair work to discuss the observation results in their Observation Template 1 (Annex 1). They transfer what they learned in their practicum to the University classroom discussions in English.

In activity number 4, the students not only describe but they develop more complex high order thinking skills when they analyze, compare, explain and give evidences of the infrastructure and academic organization problem case or situation that they identified in their teaching practice (Observation Template 7 Annex 2). Observation Template 7 is the basis for the Knowledge Integrating Project that they have to develop and the essay that they have to write and present orally at the end of the term.

In activity 5, the students bring to the University classroom the case, problem or situation that they have identified in the cooperating school, ie, the community where they are doing their observation when they complete task 1 in Observation Template 7 (Annex 2)

Activity 6 illustrates how students are given more support to complete the task in Observation Template 1 (Annex 1). They have to draw and write based on the drawing, while in Observation Template 7 (Annex 2), they are asked to collect data by conducting interviews, a task that demand more “language independence”.

Activity 7 shows how the students develop autonomous learning as they make the classroom observations alone. They attend the cooperating school with a classmate, but they have to complete the observation template individually, without the help of the teacher.

In activity 8, when the students come to class, their findings are discussed in pairs, in small groups and then presented to the classroom. This process enhances their communicative interaction as they integrate the four language skills in the discussions. They make use of the think, pair and share (TPS) technique.

In Activity 9, there are two scenarios involved. First, the first scenario is the classroom where students do the observation and the University classroom where they reflect on the findings they did in the cooperating schools.

Activity 10, there is co-evaluation of content and language while the students work in pairs and give and receive feedback from their peers and hetero evaluation when their Knowledge Integrating Project results are presented to the whole class.

V. MATERIALS

Speaker:

The necessary ones for an easy share poster presentation.

Participants:

- Handout 1 and 2 (annex 1 and 2)

VI. REFERENCES (IF APPLICABLE)

For references please check the guidelines for APA style. There are several web pages with valuable information. This link is an example of the information you may find: <https://aewintecsitefinity.blob.core.windows.net/sitefinity-storage/docs/default-source/study-at-wintec/apa.pdf>. Please, keep this format for references, Times New Roman, font size 10. Remember that having an extensive number of references does not mean a better work.

Attard Montalto, S et al. (2014:20). *The CLIL Guidebook*. Lifelong Learning Program. CLIL4U. Retrieved from <https://www.languages.dk/archive/clil4u/book/>

Coyle, D (2007) *Content and Language Integrated Learning: Towards a Connected Research Agenda for CLIL Pedagogies*. The International Journal of Bilingual Education and Bilingualism 10 (5), 543-562

Marsh, D. (2012). *Content and language integrated learning (CLIL): A development trajectory*. Córdoba, Provincia de Córdoba: Edita Servicio de Publicaciones de la Universidad de Córdoba.

Annex 1

Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) Teaching Practice 1

Observation Template No: _____ Date: _____
Name: _____ School: _____
Time started: _____ Time ended: _____

Objectives: At the end of the teaching practice experience, students will be able to:

1. Familiarize with the school's physical plan.
2. Describe the typical school life of the students and teachers.
3. Reflect on the dynamism that exists inside the classroom by determining the role of the teachers and students in the construction of knowledge.

Task 1: Draw the physical structure of the school. Use the lay-out style in presenting the details and their corresponding descriptions.

Task 2: Describe the routine of teachers and students. Attach a copy of the schedule and the subjects that students are learning.

Task 3: Construct a micro-picture of one of the classrooms you are assigned to. Share your feelings and reflections on how it feels to be inside a classroom as observer.

Noted by
academic tutors:

Name:

Uvaldo Recino, Ph.D. Signature: _____

Hazel Acosta, Ph.D. Signature: _____

Diego Cajas, Ph.D. Signature: _____

Annex 2

Pedagogía de los Idiomas Nacionales y Extranjeros (PINE)

Universidad Nacional de Educación

Name: _____ Date: _____

Cooperating School: _____ Year/Grade Level: _____

Observation Template 7

Objectives

- 1.- Finalize data collection for the completion of the K.I.P.
- 2.- Conduct closure activity with the teacher and the students (if this is possible).
- 3.- Observe how English teachers conduct evaluations like written examinations.

Tasks

1. Collect data for your K.I.P. This might be the last opportunity for you to conduct interviews or visit offices.
2. Seek opportunity to express your gratitude to your cooperating teacher.
3. Request your teacher to allow you to help or assist him/her in the conduct of examinations. Describe how this important school activity is conducted in the school.

Note: Aside from this Observation Template, look for opportunities to gather data for your K.I.P.

1. Data Collected for the K.I.P.

2. The Administration of Evaluation in the School

Noted by
academic tutors:

Name:

Uvaldo Recino, Ph.D. Signature: _____

Hazel Acosta, Ph.D. Signature: _____

Diego Cajas, Ph.D. Signature: _____