

6TH ANNUAL ELT IRELAND CONFERENCE

BIG IDEAS AND THEIR IMPACT ON ELT

DUBLIN



REVOLUTIONISING ENGLISH LANGUAGE TEACHING THROUGH CONTENT AND LANGUAGE INTEGRATION

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REVOLUTIONISING ENGLISH LANGUAGE TEACHING THROUGH CONTENT AND LANGUAGE INTEGRATION

1. Processing language through content
2. Knowledge demands and essential skills
3. Crafting pedagogy for a well-integrated approach
4. Implications for ELTs' continued professional growth



I. PROCESSING LANGUAGE THROUGH CONTENT

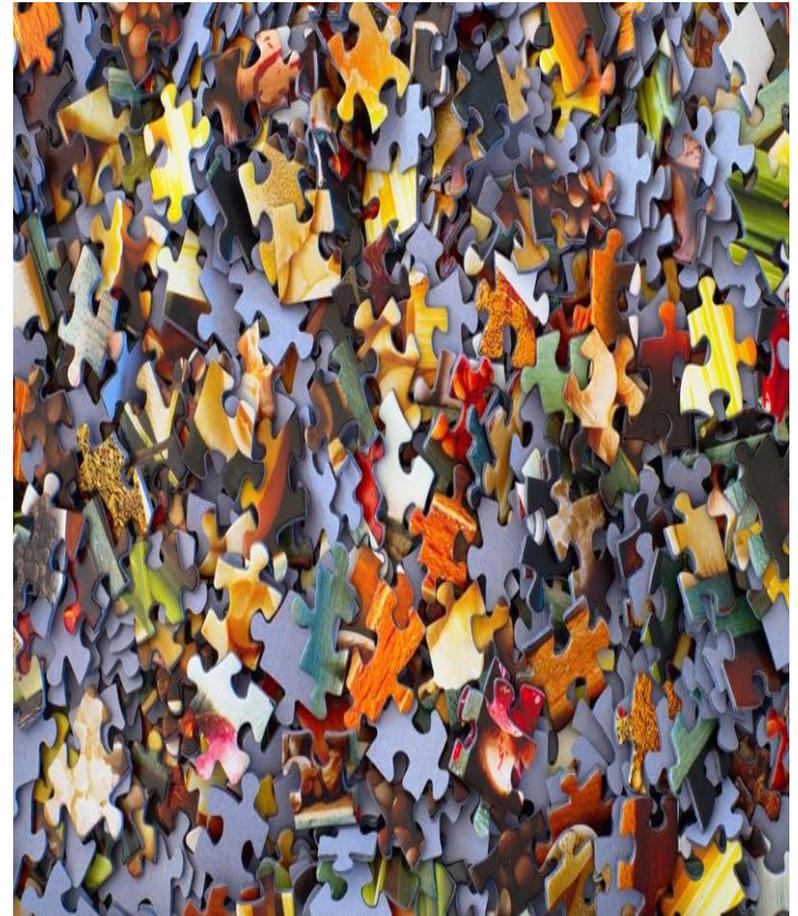
A DEFINITION; CONTEXT AND PURPOSE; WHAT DOES THE RESEARCH TELL US?



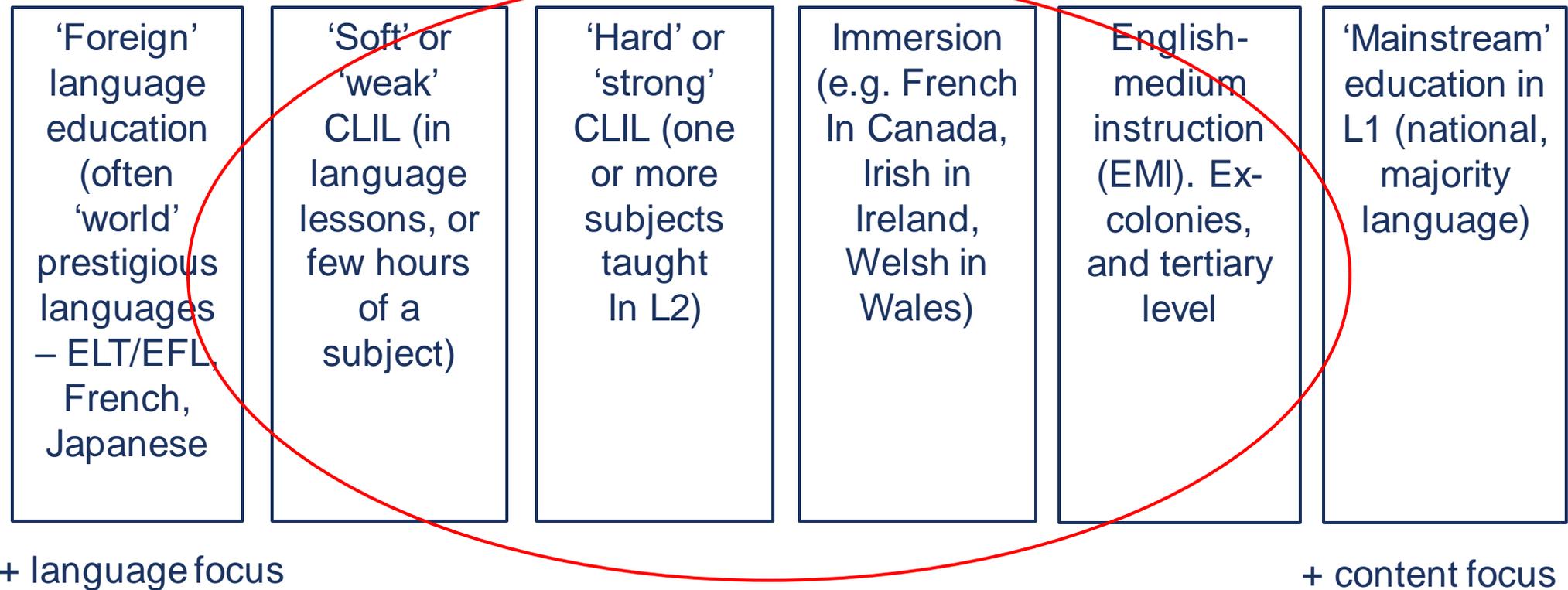
CONTENT AND LANGUAGE INTEGRATION

... is a curricular and instructional approach in which nonlinguistic content is taught to students through the medium of a language that they are learning as a second, heritage, indigenous, or foreign language

(Tedick & Cammarata, 2012, p.28)



CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL): CONTEXT AND PURPOSE



(Adapted from Met, 1989)

Learning experience and learning outcomes

RESEARCH OUTCOMES

- **CLIL has a positive effect on language learning, development and use** (Gallardo del Puerto, Gómez Lacabex & García Lecumberri, 2009; Martínez Adrián & Gutiérrez Mangado, 2009; Moreno Espinosa, 2009; Ruiz de Zarobe & Zenotz, 2015; Várkuti, 2010; Whittaker, Llinares & McCabe, 2011);
- **CLIL has positive repercussions on content matter acquisition** (Jäppinen, 2006; Serra, 2007; Ullmann, 1999; Wode, 1999);
- **CLIL induces learners to be more cognitively active during the learning process** (Jäppinen, 2006; Lamsfuß-Schenk, 2002; Navés, 2009; Van de Craen et al. 2008; Wolff, 2003).

PEDAGOGICAL INTEGRATION

Many researchers claim that optimal language learning requires careful attention to form within a meaning-driven context of specific content instruction

(e.g. Cammarata & Hayley, 2017; Cammarata & Tedick, 2012; Gibbons, 2002; Lyster, 2007, 2011, 2016; Morton, 2017; Ó Ceallaigh, 2013; Ó Ceallaigh, Hourigan, & Leavy, 2018; Ó Ceallaigh, Ó Laoire & Uí Chonghaile, 2019)

CAUTION
TWO STEPS DOWN
INSIDE



THE KNOWLEDGE DEMANDS OF CONTENT AND LANGUAGE INTEGRATION IN IRELAND: ISSUES AND TENSIONS

- **Content and language integration** (Ó Ceallaigh, 2013, 2020; Ó Ceallaigh & Ní Shéaghdha 2017; Ó Ceallaigh, Ní Mhurchú & Ní Chróinín, 2017)
- **Crafting opportunities for sustained output** (Ó Ceallaigh, 2013; Uí Shúilleabháin, 2015)
- **Planning for effective content and language instruction** (Ní Dhrisceoil, 2015; Ní Thuairisg 2014; Nic Réamoinn 2017; Ó Ceallaigh & Ní Shéaghdha 2017; Uí Ainiféin 2015)
- **Teacher proficiency** (Nic Réamoinn, 2017; Ní Thuairisg 2014; Ó Ceallaigh, 2013, 2020; Ó Cualáin, 2013; Ó Grádaigh, 2015)
- **Pedagogical integration of form-focused instruction and content-based instruction** (Ó Ceallaigh, 2013; Ó Ceallaigh, Hourigan, & Leavy, 2018; Ó Ceallaigh, Ó Laoire & Uí Chonghaile, 2019)
- **Integrated content and language assessment** (Ó Ceallaigh, 2013; Ó Ceallaigh, Ó Laoire & Uí Chonghaile, 2019)

2. KNOWLEDGE DEMANDS AND ESSENTIAL SKILLS

THE KNOWLEDGE BASE OF TEACHING



THE KNOWLEDGE BASE OF TEACHING

- Knowledge of learners and their characteristics
- Knowledge of educational contexts as well as educational ends, purposes, values (including philosophical and historical grounds)
- Content knowledge – knowledge of the subject matter(s) and programs that serve ‘as tools of the trade’
- General pedagogical knowledge – broad principles and strategies of classroom management, organisation that transcend subject matter
- Pedagogical content knowledge – special amalgam of content and pedagogy that is uniquely the province of teachers

(Shulman, 1987)

A FOCUS ON TEACHERS' KNOWLEDGE BASE

❖ Knowledge base in general:

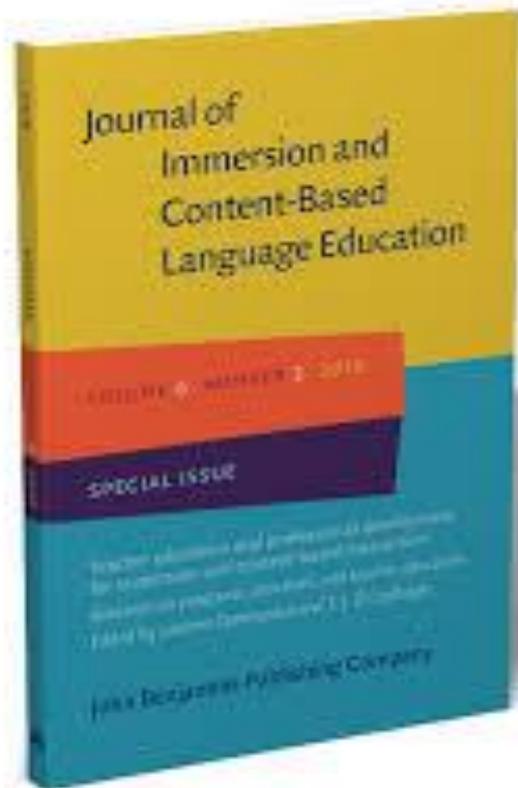
- Shulman (1986; 1987) distinguished among different types of knowledge and underscored the importance of PCK, a “special amalgam of content and pedagogy” unique to the teaching profession

❖ Knowledge base as it relates to the language teaching field:

- In the fields of ESL and EFL, language teachers' knowledge base has long been a focus of theoretical and research interest exploring connections between teacher knowledge and ability to teach (Freeman & Johnson, 1998; Johnston & Goettsch, 2000; Watzke, 2007; Zhang & Zhan, 2014)

❖ Knowledge base as it relates to issues of pedagogical integration:

- Only few attempts have been made both in the context of FL and I/B education to conceptualize knowledge required for successful content and language integration (Cammarata & Haley, 2017; Morton, 2016, 2018; Ó Ceallaigh, Hourigan, & Leavy, 2018)



Cammarata, L. and Ó Ceallaigh, T.J. (eds.) (2018). Teacher education and professional development in immersion and content-based language education contexts: Current research on programs, practices, and teacher educators. Special Issue for *Journal of Immersion and Content-based Language Education*. Vol. 6 Issue 2, pgs. 153-345.

WHAT DO WE KNOW ABOUT KNOWLEDGE THAT CAN FACILITATE PEDAGOGICAL INTEGRATION?

❖ We know that pedagogical integration...

- is central to the success of content and language learning
(e.g., Genesee, 2004; Lyster, 2007, 2016; Skehan, 1998)
- is a pedagogically challenging experience
(e.g., Cammarata & Haley, 2017; Cammarata & Tedick, 2012)
- requires increased specialized knowledge and pedagogical skill set
(e.g., Cammarata & Tedick, 2012; Cammarata & Ó Ceallaigh, 2018; Day & Shapson, 1993, 1996; Lyster, 2007, 2016; Lyster & Tedick, 2014; Mac Corraidh, 2008; Obadia, 1985; Ó Duibhir, 2018; Ó Duibhir, Ní Dhiorbháin & Cosgrove, 2016; Tardiff, 1984; Tedick & Cammarata, 2012; Tedick & Fortune, 2013)

Crafting pedagogy for content and language integration

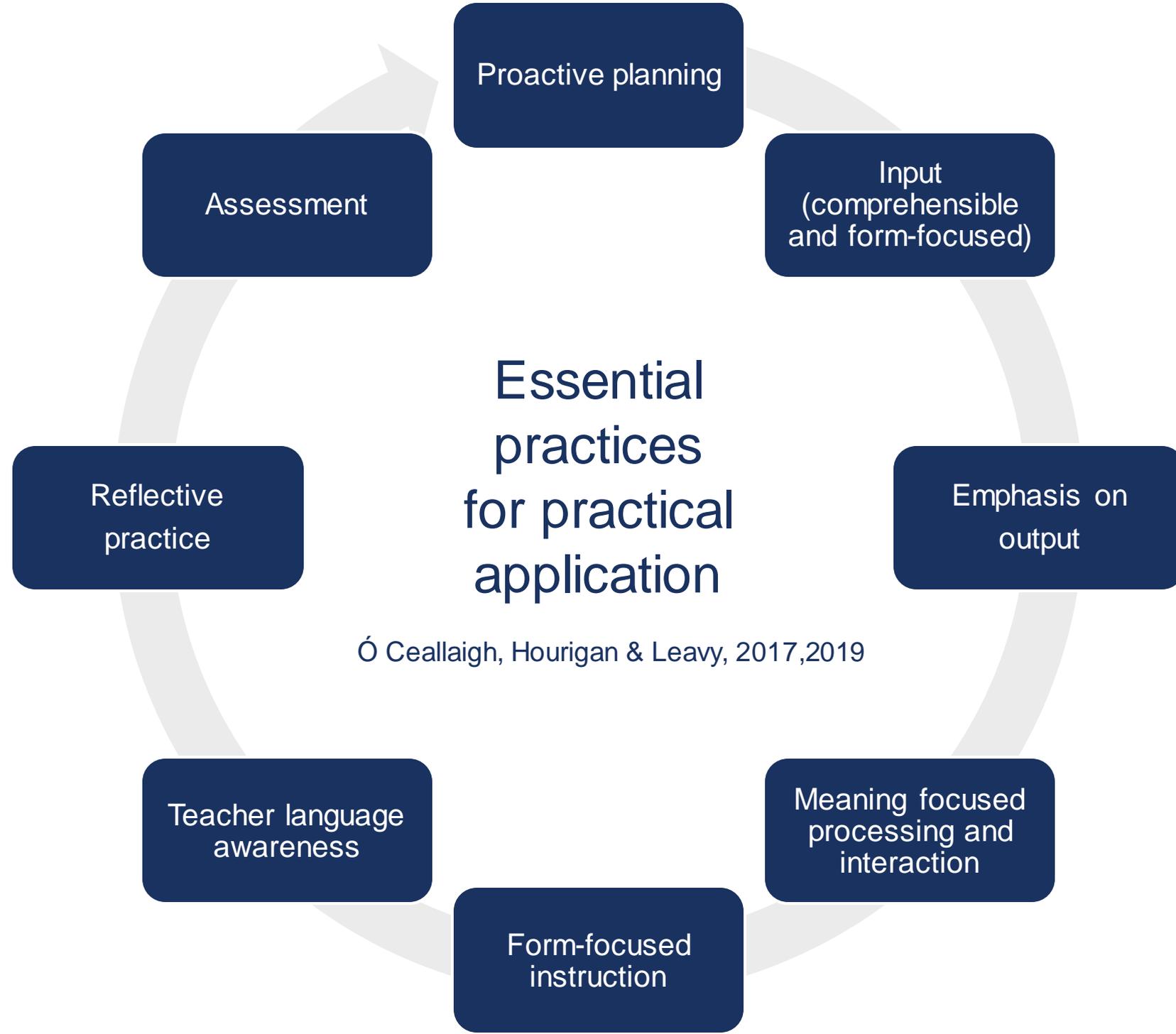
Using language for
content learning

Using content for
language learning

3. CRAFTING PEDAGOGY FOR CONTENT AND LANGUAGE INTEGRATION

PROACTIVE PLANNING; INSTRUCTIONAL INPUT; LEARNER OUTPUT





 International Journal of Bilingual Education and Bilingualism

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Developing potentiality: pre-service elementary teachers as learners of language immersion teaching

T. J. Ó Ceallaigh, Máiréad Hourigan & Aisling Leavy

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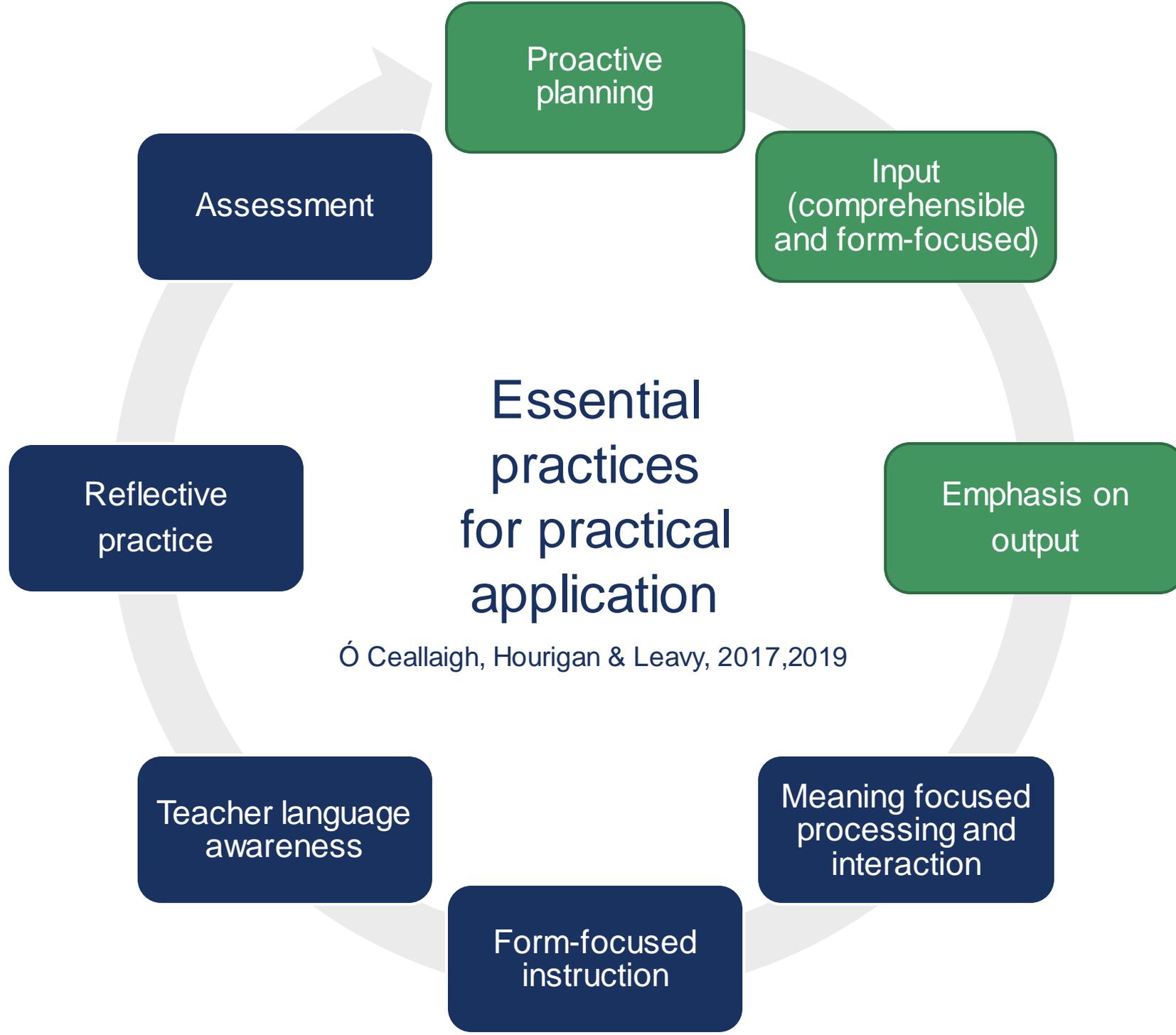
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PROACTIVE PLANNING FOR LANGUAGE DEMANDS



PROACTIVE PLANNING FOR LANGUAGE DEMANDS

Practices include:

- Systematically planning for the integration of language and content;
- Assigning equal and complementary status to content and language learning outcomes;
- Considering the relationship between content and language outcomes in planning;
- Identifying both content-obligatory and content-compatible language objectives (Snow, Met & Genesee, 1989);
- Organising learning tasks that integrate content and language.

EXAMPLES FROM THE CLASSROOM

IDENTIFYING AND SHARING LEARNING OUTCOMES AND SUCCESS CRITERIA; COOPERATIVE GROUP ROLES



UNDERSTANDING, IDENTIFYING, CRAFTING AND USING LEARNING OUTCOMES

LEARNING OUTCOME

- Compile a learning log to record growing understandings about *content and language* and identify, analyse and reflect on aspects of both *content and language* learning

(homework – www.blogger.com)

SUCCESS CTITERIA

- **Content, organisation and contextual understanding** - A variety of simple, compound and complex sentences
- **Word usage** - A wide range of words that clearly and precisely conveys log meaning
- **Language conventions** - Accurate use of punctuation

UNDERSTANDING, IDENTIFYING, CRAFTING AND USING LEARNING OUTCOMES



Prompts for Learning Logs

What worked well?

What did you enjoy?

What problems did you have?

What changes would you make if you did this lesson again?

What questions do you have?

I shared this reflection with
because

They suggested

COOPERATIVE GROUP ROLES THAT INTEGRATE CONTENT AND LANGUAGE

Director:

My role is to ensure that everyone in my group contributes to the conversation. I decide what we'll talk about and I ask questions to keep the conversation going.

Time keeper & language facilitator:

My role is to keep my group on track so we can finish in the time allotted. I also help my group members with language when they need it.



Connector:

My role is to make connections between the text and myself, the world, and other texts. I need to be ready to share my connections and ask the group about theirs.

Reporter:

My role is to pay attention to and keep notes on the ideas my group members and I share. Also I need to present what we discuss with the rest of the class.

INSTRUCTIONAL INPUT



INSTRUCTIONAL INPUT

Instructional practices include:

- Making adjustments to both language form and language function (i.e. teacher talk) in order to facilitate effective communication and comprehension for learners (e.g., slower speech, pauses, exaggerated pronunciation, more statements than questions);
- Modeling accurate use of the target language and using a variety of question types (e.g., comprehension checks, clarification requests, recall questions, confirmation checks);
- Using body language, including gestures and facial expressions and a wide range of paralinguistic elements (e.g., TPR, visual aids, realia, routines);
- Providing input that has been “specially contrived or modified to present learners with plentiful exemplars of the target structure” (Ellis, 2001, p.20) – *enriched input*;
- Providing *input enhancement* to highlight the problematic target feature and to draw learners’ attention to it – noticing and awareness activities (e.g., typographical enhancement, rule discovery tasks, language analysis and reflection tasks)

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EXAMPLES FROM THE CLASSROOM

INSTRUCTIONAL SCAFFOLDING FOR LEARNER COMPREHENSION; TEACHER QUESTIONS



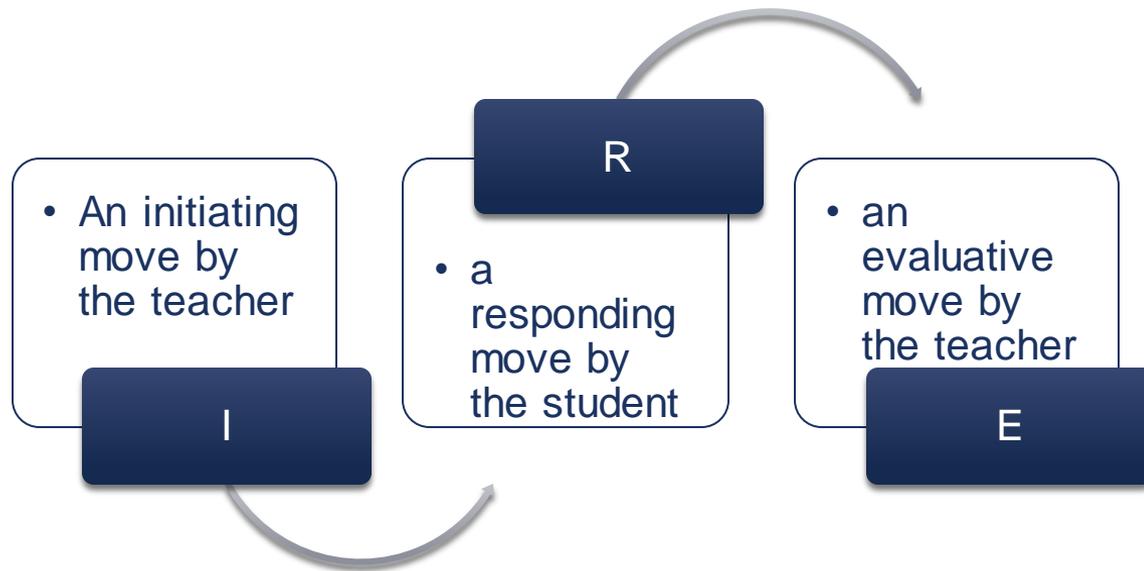
INSTRUCTIONAL SCAFFOLDING FOR LEARNER COMPREHENSION

Language implications:

- Consider the specific language implications
- Identify the specific structure(s) you want to target
- Design a language task that will require learners to further their language use
- The language implications will vary, depending upon the activity designed, and may include:
 - Comparative adjectives; transitional word/phrases for compare/contrast such as however, but, besides, on the other hand, in contrast ...; superlatives; present tense; past tense; because clauses to explain the the difference

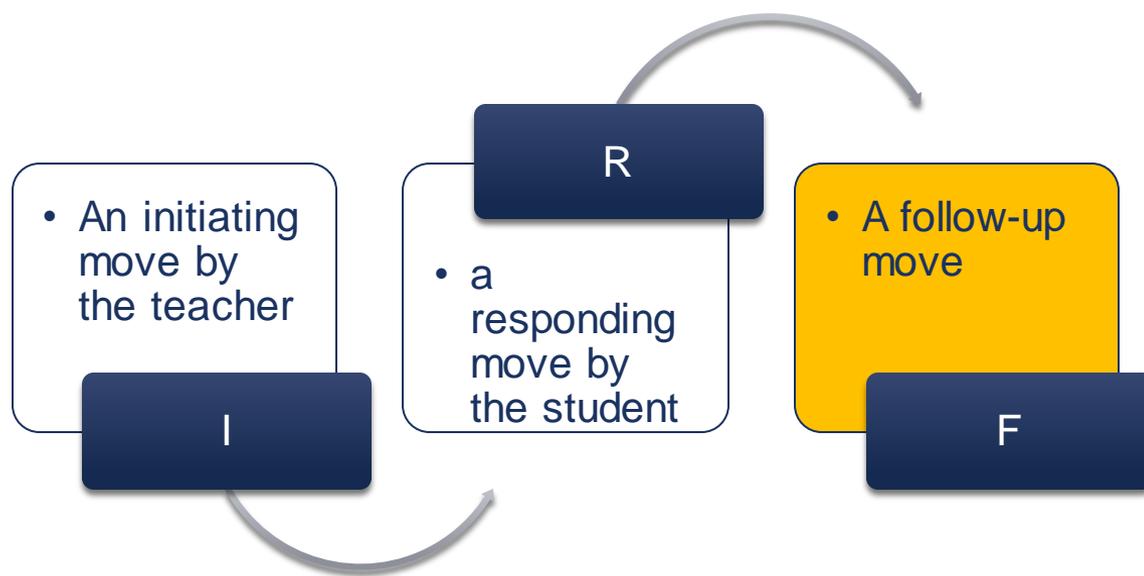
| Comparison and Contrast Chart | Dublin | New York |
|-------------------------------|--------|----------|
| Population | | |
| Transport | | |
| Culture | | |
| Languages | | |

TEACHER QUESTIONS



(Sinclair & Coulthard, 1975)

TEACHER QUESTIONS



- Tell me more about...
- In other words, ...
- Why do you think that?
- How do you know?
- What makes you think that?
- What can you learn from reading this label?
- Look at the page and tell me what you think the chapter will be about.

(Echevarría & Graves, 1998)

LEARNER OUTPUT



LEARNER OUTPUT

Instructional practices include:

- Teacher-student interactions using a question/answer technique rather than a lecture format;
- Opportunities for meaningful interaction among peers rather than only listening to the teacher;
- Use of language rather than non-verbal clues to convey meaning;
- Subject embedded practice and authentic application;
- Explicit rather than implicit feedback focusing on corrected output.

EXAMPLES FROM THE CLASSROOM

PICTURE SEQUENCING; JIGSAW; PROVE IT



PICTURE SEQUENCING - ADVANCED

(ADAPTED FROM GIBBONS, 2002)

- Give each student in the group 1 card (the number of students in the group should equal number of cards)
- Tell students not to show the others their card
- Each student describes his/her card (it doesn't matter who starts)
- When they have all finished, the group decides which card should come first, second, and so on
- Student put down their cards in the sequence (left to right) and make sure they are in the right order
- Students practice retelling the story with the cards

JIGSAW

- Find a text, divide it up into its paragraphs and label each one with a letter (A, B, C).
- Create “expert” groups – all students read paragraph A for example.
- Have each group read the paragraph together and decide on the main idea and some supporting details.
- Create “home” groups – each one containing a student representing expert groups A, B, C.
- In the home group students must share the information they learned in their expert groups to complete a graphic organizer.

| | Paragraph A | Paragraph B | Paragraph C |
|-----------|-------------|-------------|-------------|
| Main idea | | | |
| Details | | | |

PROVE IT! (DALE & TANNER, 2012)

- Give each learner a list of statements on a topic and explain that they need to prove or disprove all the statements on it by asking questions of their classmates. Model one example with the class before beginning, and review question formation.
- The aim of the activity is for each learner to prove or disprove each statement on the handout. They have to move around the classroom, asking each other questions to do this. They will also need to take notes to support their answers, e.g. the names of other learners.

PROVE IT! (DALE & TANNER, 2012)

- Prove or disprove all of the following statements by asking your classmates questions. (Subject: Food)
 1. Two people know what a lamb shank is.
 2. At least 3 people can explain how to make carrot cake.
 3. Half the class can name one ingredient in scones.
 4. Two people ate red cabbage in the last week.
 5. Five people can name five different kinds of fish.
 6. Four people can describe custard.
 7. Three people can provide 4 different words to describe cereal.

4. IMPLICATIONS FOR ELTS' LEARNING PROCESSES

CONTINUED PROFESSIONAL GROWTH FOR ENHANCED PROFESSIONAL PRACTICE



Characteristics of high-quality PD experiences in language and content integration

(Ó Ceallaigh, Ó Laoire & Uí Chonghaile, 2019)

Collegiality and collaboration

Experimentation, risk-taking and problem-solving

Reciprocal learning

Feedback and coaching in the context of teachers' own authentic learning contexts, dilemma and practices (context-relevant PD)

Practical application of subject-specific content and language integration

Professional satisfaction and success – progress in student learning

Appropriate involvement in goal-setting, implementation, review and decision-making

Sustained PD and support

Time to assimilate new learning, to review and to plan

Integration of individual goals with school/Department goals

Comhtháthú an ábhair agus na teanga san iar-bhunscoil
lán-Ghaeilge/Ghaeltachta:

I dtreo eispéiris forbartha gairmiúla chun dea-chleachtais a nochtadh



Tuarascáil Taighde ar son na Comhairle um Oideachas Gaeltachta agus Gaelscolaíochta

T.J. Ó Ceallaigh, Muiris Ó Laoire & Máire Uí Chonghaile

Deireadh Fómhair 2019

TIME FOR REFLECTION

PROCESSING LANGUAGE THROUGH CONTENT
KNOWLEDGE DEMANDS AND ESSENTIAL SKILL
CRAFTING PEDAGOGY FOR A WELL-INTEGRATED APPROACH
IMPLICATIONS FOR ELTS' CONTINUED PROFESSIONAL GROWTH

- Before this, I did not know that ...
- This has inspired me to look into ...





**SEACHT GCÉAD
MÍLE BUÍOCHAS
NAOI N-UAIRE IS
FICHE !**

THANK YOU!

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[@tj_oceallaigh](https://www.instagram.com/tj_oceallaigh)

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