

Master's Dissertation/
Trabajo Fin de Máster

CREATING CONTENT AND LANGUAGE INTEGRATED DIDACTIC SEQUENCE: THE CONCEPT OF MIGRATION IN CROSS-CURRICULAR AND PLURILINGUAL TEACHING

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Abstract

This Master's dissertation aims to present the concept of migration as a topic for Content and Language Integrated Learning (CLIL), cross-curricular, and plurilingual didactic sequence. The work presents the theoretical framework defining CLIL, the benefits it offers, and its adjustability in the form of various models. The inseparable of CLIL, analysis of student-centered methodologies, and CLIL tools is also provided. The final product of the dissertation is the didactic unit about migration fulfilling the theoretical framework. The thorough, self-evaluation planning of the unit results in geography, plurilingual sequence of lessons with cross-curricular links to art, civics, history, and Polish literature in correspondence with the Polish Core Curriculum for General Education.

Keywords: CLIL, cross-curricular, plurilingual, student-centered methodologies, geography

Abstracto

Este trabajo de fin de máster tiene como objetivo presentar el concepto de migración como tema para el Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE), interdisciplinar y de secuencia didáctica plurilingüe. El trabajo presenta el marco teórico que define el AICLE, haciendo énfasis en los beneficios que ofrece y su adaptabilidad en forma de varios modelos. También se ofrece la inseparabilidad del AICLE, el análisis de las metodologías centradas en el alumno y las herramientas del AICLE. El producto final de la disertación es la unidad didáctica sobre la migración que vincula el marco teórico. La planificación minuciosa y autoevaluada de la unidad da como resultado la secuencia geográfica y plurilingüe de las lecciones con vínculos intercurriculares con el arte, la educación cívica, la historia y la literatura polaca en correspondencia con el Plan de Enseñanza General polaco.

Palabras clave: AICLE, interdisciplinar, plurilingüe, metodologías centradas en el alumno, geografi

Abstrakt

Niniejsza praca magisterska ma na celu przedstawienie pojęcia migracji jako tematu dla zintegrowanego kształcenia przedmiotowo-językowego (CLIL), interdyscyplinarnej i różnorodnej sekwencji dydaktycznej. W pracy przedstawiono ramy teoretyczne definiujące CLIL, podkreślając korzyści, jakie oferuje oraz możliwość jego dostosowania w formie różnych modeli. Przedstawiono również nieodłączne elementy CLIL, analizę metodologii zorientowanej na ucznia oraz narzędzia CLIL. Produktem końcowym pracy jest moduł dydaktyczny dotyczący migracji, spełniający ramy teoretyczne. Dokładne, autoewaluacyjne planowanie tematów skutkuje, różnorodną sekwencją lekcji geografii z międzyprzedmiotowymi powiązaniami ze sztuką, wiedzą o społeczeństwie, historią i językiem polskim, spełniając wymagania polskiej Podstawy Programowej Kształcenia Ogólnego.

Słowa kluczowe: CLIL, nauczanie międzyprzedmiotowe, nauczanie różnorodne, metodologia zorientowana na ucznia, geografia

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1. INTRODUCTION

Promoting multilingualism is one of the essential objectives of European language policy, which is based on the notion that all languages of EU member states are equal. The multitude of languages used in Europe is seen as having intrinsic value (Commission of the European Communities, 2005; Kucharczyk, 2018). When referring to the languages, one must mention that the EU policy regarding the promotion of multilingualism remains strict on the subject of the official languages and regional languages and languages used by people from outside the union (Gębal, 2019). The value of multilingualism has motivated the authorities to include it in various declarations and strategies; A New Framework Strategy for Multilingualism was published, which highlights CLIL as one of 7 key areas for action in education systems and practices (Commission of the European Communities, 2005). In 2006, the European Parliament and the Council made recommendations for key competencies for lifelong learning and described communication objectives for foreign languages. Finally, the Common European Framework of Reference for Languages promotes multilingual and plurilingual approaches (Gębal, 2019).

Considering these mentioned documents and the "two languages in addition to one's mother tongue" policy, which aims to encourage EU citizens to reach practical linguistic skills in at least two foreign languages (Tender & Vihalemm, 2009) and other key competencies, it seems more than advisable to create a plurilingual, intercultural, interdisciplinary didactic sequence that is anchored in CLIL premises. Throughout the dissertation, I will outline the CLIL theoretical framework and design the multilingual cross-curricular didactic proposal concerning migration in geography, civics, and history and possible extension activities.

2. WHAT IS CLIL?

One of the first definitions of Content and Language Integrated Learning (CLIL), which was coined by Marsh, states that CLIL refers to situations in which subjects or parts of subjects are taught through a foreign language with dual-focused aims—namely, the learning of content and the simultaneous learning of a foreign language (Bıçaku, 2011, p. 3822). This definition appears to be an accessible explanation of the form of instruction; however, as time passed, a group of specialists enhanced the following most cited definition to better define CLIL's purpose: content and language integrated learning is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language (Coyle et al., 2010, p. 1). This definition captures the essence of CLIL and enables us to deconstruct the term without omitting its key components.

First, "dual-focused" implies that two elements are involved, and both must appear in this educational approach. Furthermore, the use of this adjective does not state which aspect is more important, but CLIL may incorporate an array of continuum models that tilt the focus in one or another direction. Next, we are informed that an additional language is used for learning and teaching. One should be aware that foreign, second, heritage, community, or minority languages may be used as the additional language. This is also why Coyle et al. (2010) use the term "CLIL vehicular language" in their book to embrace various CLIL programs that have been implemented across Europe. Now, I will focus on the highlighted learning and teaching, which is essential from the perspective of CLIL participants. This aspect of CLIL positions teachers and students as vital stakeholders who exercise equal and mandatory roles.

Finally, both content and language drive us to the essence of CLIL naming. The approach combines seemingly detached areas, so a concept, topic, theme, school subject, and language or languages converge and are taught simultaneously. In the context of this dissertation, it is worth mentioning that modern CLIL consists of comprehensive curriculum integration (Coyle et al., 2010) regarding subjects and

languages, the innovative makeover of pedagogical methods (San Isidro, 2018), and teachers' collaboration in CLIL implementation (Pavón Vázquez, 2007), which is especially relevant to planning a didactic proposal in more than one language and requiring curriculum integration with other subjects (Coyle et al., 2010). Therefore, the didactic sequence presented in the practical part of this dissertation tries to fulfill all of these aforementioned aspects.

3. BENEFITS OF CLIL

Pérez Cañado's (2013) introduction form presents various advantages of using CLIL according to different aspects. In terms of linguistic dimensions, CLIL offers the extended presence of foreign language classes; for example, in Polish secondary schools, weekly learning hours range from 5–6 in the first three years and 4-5 in the fourth year of education. The local governing body may grant three additional hours a week at the school principal's request; in this case, the maximum number of foreign language hours reaches nine lessons a week (Ministerstwo Edukacji Narodowej, 2017). Extra hours provide desired exposure to a language without negatively influencing the mother tongue (Pérez Cañado, 2013). Additionally, through student-centered methodologies, learners achieve a higher level of communication in real-life situations (Pérez Cañado, 2013). Attending school is crucial for children and adolescents: they make friends, learn social codes, and express themselves. What happens at school influences students since school provides a natural environment for learning and pleasure. Through CLIL, learners acquire fluency in basic interpersonal communication skills (BICS) and a more complex, academic language that is known as cognitive academic language proficiency (CALP) (Pérez Cañado, 2013).

In terms of content, CLIL integrates knowledge through a cross-curricular approach, develops academic competencies, and closely relates to communicative skills (Pérez Cañado, 2013). Students not only acquire specific terminology but also rethink concepts if educators apply framework tools such as Bloom's taxonomy. Furthermore, learners actively and cooperatively analyze, summarize, and apply

practical knowledge based on previous experiences, knowledge, and interests (Mehisto et al., 2008).

When learning dimensions are concerned, CLIL promotes in-depth learning since academically challenging communication simultaneously provides profound language learning in context (Pérez Cañado, 2013). In CLIL, students deal with real-life, indirect, incidental language acquisition (Pérez Cañado, 2013) since they pick up languages subconsciously through communication (British Council, n.d.) in CLIL classrooms. Second language acquisition, in comparison to language learning, seems more pleasurable and less dull than formal language education, which indeed encourages students and parents to select CLIL education.

CLIL and cognitive dimensions are closely related. In CLIL planning, educators employ activities that require cognitive engagement (Pérez Cañado, 2013) according to the theory of the zone of proximal development (ZPD), which was introduced by Vygotsky. In this theory, learning should be challenging but within reach of learners, provided scaffolding is introduced (Filipiak, 2011). Likewise, problem-solving and risk-taking are more than welcome (Pérez Cañado, 2013).

Moving to pedagogy and the teaching front, Pérez Cañado (2013) described CLIL as suitable for all educational levels and adaptable for general and vocational purposes. Group-based learning and the renouncement of the lecture style of teaching require academic staff development that incorporates innovative and student- and thinking-centered classroom didactics with the implementation of technologies (Pavón Vázquez & Ellison, 2013). Through this approach, teachers became facilitators and organizers of the educational process, which activates pupils and leads to their autonomy. In general, CLIL coexists with student-friendly didactics that are expected from teachers in the 21st century.

The motivational factor of CLIL closely relates to the pedagogical attitude presented in the preceding paragraph. Thanks to CLIL, increased motivation for content and language is evident among students (Pérez Cañado, 2013). Motivation is reflected by students' increased confidence and interest in developing their language repertoire, which includes their mother tongue (Pérez Cañado, 2013). Significantly, the

last advantage concerning the enhancement of one's first language (L1) is essential since some parents may fear that CLIL may exclude their children's first language.

In social terms, CLIL welcomes students from different backgrounds (Pérez Cañado, 2013). Mainstream schools implement CLIL and provide equal opportunities for those previously denied modern linguistic and content education (Pérez Cañado, 2016). In Poland, to start learning in a bilingual CLIL class, students must pass a language aptitude test. Grades in Polish, math, and a foreign language are also considered for secondary education (Muszyńska & Papaja, 2019).

The cultural dimension, which is critical from the perspective of the plurilingual curriculum, appreciates intercultural skills, including the knowledge and understanding of different cultures and, consequently, intercultural communicative competence (Beacco et al., 2016; Pérez Cañado, 2013). The enriching cultural aspect of CLIL operates on the pragmatic level since students become more aware of diversity and become better prepared for a globalized job market that demands international contacts and movement (Pérez Cañado, 2013). Poland joined the European Union in 2004, so through CLIL's benefits, the next generations will become better united with citizens from other member states. The cross-curricular and plurilingual approach that is connected with CLIL provides an enhanced educational experience for all stakeholders.

4. BILINGUAL, MULTILINGUAL, AND PLURILINGUAL

The multitude of lingual terms may cause some misunderstanding. For example, in the Polish educational system, CLIL is considered bilingual education (Romanowski, 2019a). The academic dispute on defining bilingualism can be viewed from several perspectives; however, an individual who is classified as bilingual can perform understandable utterances in another language based on patterns and structures of the second language (L2) (Maftoon & Shakibafar, 2011). When viewed from this perspective, bilingualism abandons the idea of identical proficiency in both languages.

It embraces language learners and others living in other countries—for instance, in India, where English is an official language, but the population speaks Hindi, Bengali, Urdu, and Tamil, to name just a few. Many scholars also feel that understanding bilingualism is much easier than making a difference between multilingualism and plurilingualism, especially because both prefixes carry the meanings of “plenty,” “more than one,” “many,” or “several.”

Plurilingualism is an individual characteristic and investigates an individual’s language biography and linguistic repertoire (Beacco et al., 2016). Moreover, plurilingualism is inseparable from intercultural competence, and this combination should enable an individual to communicate in various situations with people from different backgrounds (Gębal, 2019). In comparison to bilingualism, plurilingualism treats the entire linguistic repertoire holistically: it does not consider languages as separate parts of knowledge and skills. In other words, it is a united, functional competence that enables individuals to be a part of a pluricultural and plurilingual European society (Gębal, 2019). The table below presents the didactic differences between traditional bilingual and plurilingual approaches. As we may observe in Table 1., a visible switch from teaching languages in isolation to a plurilingual system generally integrates languages.

Table 1. Differences between the bilingual and the plurilingual approaches, according to Wilczyńska.

The issue / type of view	Communication competence: an analytical, bilingual approach	Communication competence: an integrated, plurilingual approach
Ideal competence	Native speaker	Competent foreigner
Learner’s identity	Communicative	Multilingual / multicultural
Competency model	L1 + L2 + Ln	Integrated
Competency model functionality	Code-switching	Internal and external functionality
Didactic model	Focus on learning particular foreign languages	Didactic cooperation
Research approach	Descriptive, analytical and transvestive approaches	problematic approaches (dependencies) longitudinal approaches

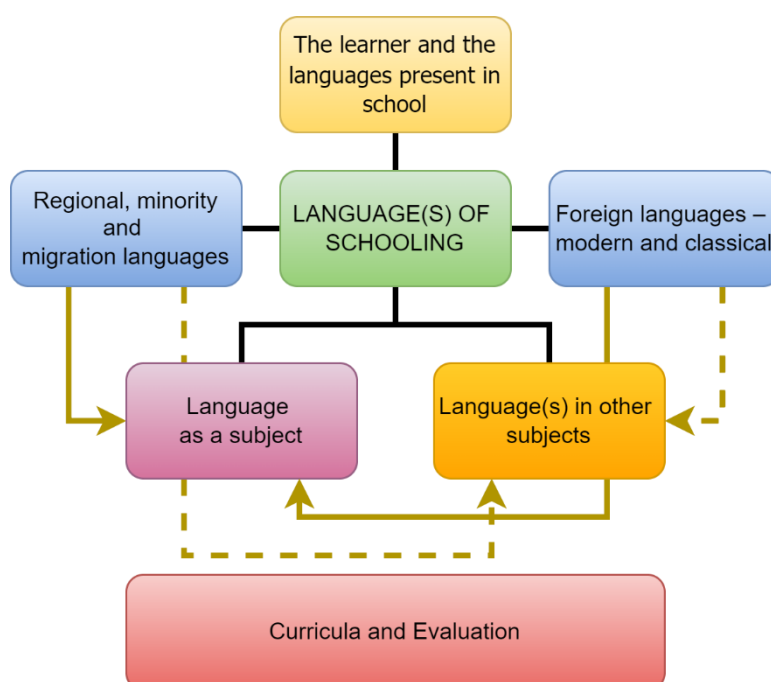
Note. Adapted from “*Dydaktyka języków obcych. Wprowadzenie*”, by Gębal, P. E., 2019, p. 236, Warszawa, Poland: Wydawnictwo Naukowe PWN.

In many aspects, multilingualism is similar to plurilingualism (Romanowski, 2020). Nevertheless, the distinction is visible when we focus on the social and individual factors of each. Multilingualism can be described as being similar to bilingualism since the speaker or a particular group actively or passively uses more than one language daily. Still, a multilingual person can use three or more languages separately or through switching codes (Romanowski, 2020). Because of code-mixing, multilingualism also shares some aspects with bilingualism since it perceives languages as detached entities that are isolated. Finally, although the people of some geographical areas may be multilingual, not all of them may speak multiple languages; for example, some migrants only speak their mother tongues even if they have lived in a particular country for a long time.

5. PLURILINGUAL AND INTERCULTURAL EDUCATION

According to Beacco et al. (2016), plurilingual intercultural education promotes the integration of all languages of a school: modern, classical, regional and minority languages. But this is just the beginning since such education aims to integrate all subject areas. The platform of resources and references for plurilingual and intercultural education (Figure 1.) shows possible integration and correlation between all school subjects.

Figure 1. The platform of resources and references for plurilingual and intercultural education



Note. Reprinted from “ Guide for the development and implementation of curricula for plurilingual and intercultural education“, by Beacco, J. C., 2016, p. 26, Bursseles, Belgium: Council of Europe.

This approach to education departs from the traditional segregation of knowledge and skills into separate school subjects (e.g., French, Latin, biology, or PE). Most educators believe that plurilingual and intercultural education, as one framework, should cater to pupils’ needs and reach two objectives: the development of linguistic

and intercultural abilities of each learner and the engagement of the full potential of diverse students through their languages and cultures (Beacco et al., 2016). Providing a plurilingual and intercultural curriculum, or, more narrowly, sequences of educational experiences, is currently considered quality education based on learners' linguistic and cultural repertoires and the promotion of their autonomy through exposure to various genres and registers (Beacco et al., 2016). It seems an exciting idea and, somehow, a familiar one. Very young students who are beginning education experience integrated learning. Plurilingual and intercultural education appears to be an enhanced return to this form of schooling that is introduced at the beginning of education.

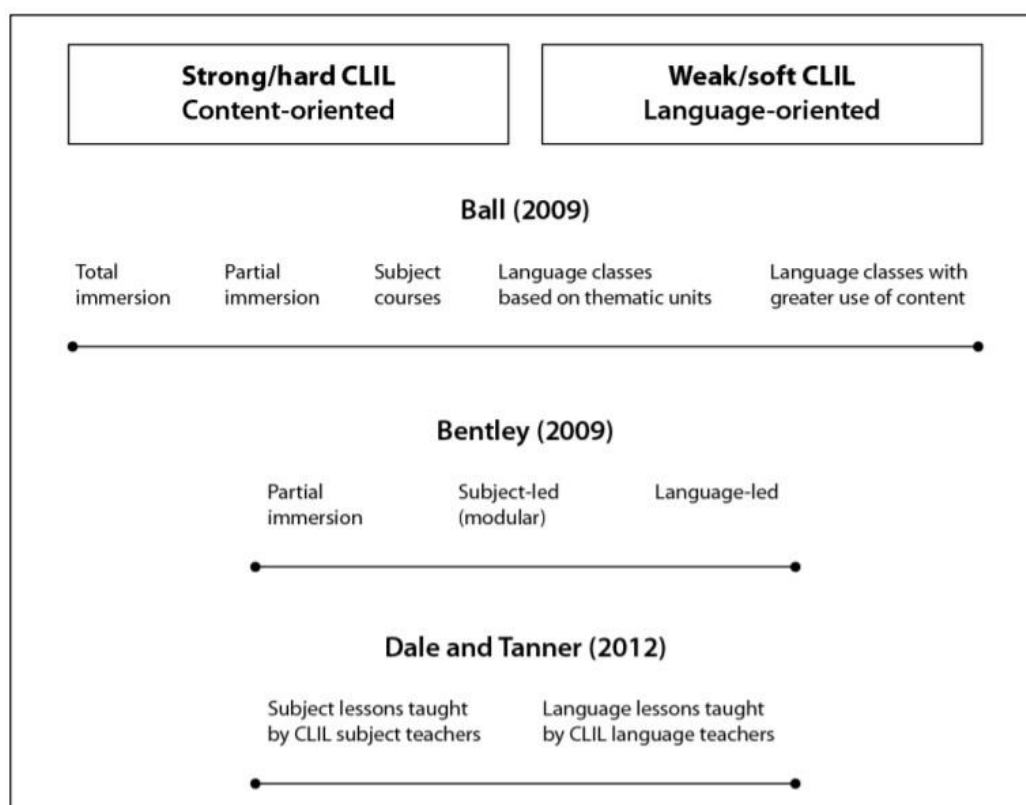
Groups of educators should focus on integrating all content subjects through narrowing perspective to integrate concepts instead of topics. Tumidajewicz (2014) provided ideas and advice to formulate concepts to enable a group of teachers to join together to fulfill their subjects' objectives. Following this guidance, instead of formulating the concept as population migrations, the concept of "Why have people been migrating for centuries and today? What are the consequences of the phenomenon?" can bridge curricula content. Even seemingly unrelated subjects are integrable with works of art that can be used as visual tools for transferring information. By analyzing specific factual information presented in art pieces, students can build bases for knowledge (Piotrowska, 2014). However, revising the Polish Common Core in subjects and deciding on familiar concepts and learning objectives that may be integrated naturally should act as the starting point (Kubas & Rak, 2014). Combining concepts seems more complex in terms of organization and teachers' collaboration than teaching the Polish Core Curriculum for General Education known as *Podstawa programowa kształcenia ogólnego*, which is taught independently in separate subject classes (Tumidajewicz, 2014). The Polish Core Curriculum for General Education was designed so that each subject could be taught independently. Therefore, certain concepts may be presented during a different year of education, which can create another obstacle (Kubas & Rak, 2014). Notwithstanding, the continuous exploration of concepts appreciates ideas that transcend disciplinary limits and information that results from critical thinking and knowledge transfer between various subjects (Tumidajewicz, 2014). We should also remember that repeated exposure to the same or similar information eases its absorption in CLIL (Kubas & Rak, 2014).

Among the advantages of using an integrated curriculum, one may point out the engagement of higher-order thinking (HOT) through deepening understanding and making connections. This type of thinking engages students in problem-solving and prepares them to face global issues. Additionally, teachers present knowledge in a holistic way that allows them to develop professionally (Tumidajewicz, 2014) by using student-centered methodologies.

6. CLIL MODELS

CLIL, in its construction, enables us to embrace learners and educators from various environments. In the subject literature, CLIL model classification aims to differentiate between hard and strong versus soft and weak CLIL (Ball et al., 2015; Coyle et al., 2010). The differences between CLIL models and their attention to content and language were presented visually by Ikeda (2013), who compared CLIL model divisions in one visual, which is presented in Figure 2. Each of the three CLIL continuum models portrays strong and hard CLIL on the left and weak and soft CLIL on the right. Ball's most thorough continuum distinguishes five models, starting with total immersion and ending with language classes that incorporate the greater use of content. Hence, short descriptions of models will be presented.

Figure 2. Comparison of three CLIL continuum models



Note. Reprinted from “Does CLIL Work for Japanese Secondary School Students? Potential for the ‘Weak’ Version of CLIL“, by Ikeda, M., 2013, *International CLIL Research Journal*, 2, p. 32.

Total immersion is an example of a content-driven program in which the curriculum of a particular country or region is taught in a foreign language (e.g., immersion schools in Canada teaching French to English native-speakers) (Ball et al., 2015). This model omits language elements, which instead emerge from content instruction or daily situations that involve students and teachers. It is usually introduced in primary schools and focuses on academic achievement (Met, 1999). Partial immersion shares the same features as the total immersion model, except 50% or more of teaching time is conducted in a foreign language. In contrast, only specific courses are taught in a foreign language in subject courses (Met, 1999). Language classes that are based on thematic units and language classes that feature greater content use integrate content; however, language skills and field vocabulary stress are visible. Such classes revolve around selected themes or topics that correspond with the curriculum (Yugandhar, 2016). Bentley, Dale, and Tanner presented less detailed model descriptions, but like Ball, they placed strong and hard CLIL on the right side and weak and soft CLIL on the left. Hence, Dale and Tanner's model classification divides teachers' differing criteria into subject lessons that are taught by CLIL subject teachers and lessons that are prepared by CLIL language teachers.

7. DIFFERENT APPROACHES TO CLIL

Although a dual focus characterizes CLIL regarding content and language (Coyle et al., 2010), it certainly develops communication skills, cognitive processes, and key competencies through content and language teaching (Muszyńska & Papaja, 2019). CLIL mechanism cannot be reduced to merely translating content input from a primary language to a vehicular language (Coyle et al., 2010). Learning through experiences and cognitive and communicative approaches allow students to acquire additional skills and competencies. Therefore a further insight into approaches to CLIL is presented below.

7.1. Constructivism and CLIL

Through specific methodologies, CLIL involves famous constructivists (Piaget, Vygotsky, and Bruner) who described conditions that are necessary for developing cognition and students' autonomy (Muszyńska & Papaja, 2019). A socio-cultural constructivist attitude activates learners and allocates them to the center of the learning process with help of appropriate scaffolding provided by other students, teachers, or valuable resources (Gębal, 2019). Social interactions are necessary to initiate cognition and are conducted primarily among learners and educators (Muszyńska & Papaja, 2019). When input is constructed as thematic, cross-curricular, interdisciplinary, topic-oriented content and is both challenging and engaging, it provides knowledge and a set of skills. Looking at CLIL, input fulfills the mission and contributes to learning a language (Coyle et al., 2010). Radical and cognition constructivist ideas highlight students' autonomy in creating their knowledge and their spontaneous struggles with new material as highly stimulatory. As Cummins highlighted, interactive, student-led class activities that are accompanied by students' experiences result in cognitively engaged learners since their previously acquired knowledge and experiences engage them in developing and experimenting (Cummins, 2005). In summary, gaining skills and knowledge requires cognitively engaged students, and every CLIL teacher should bear that in mind when planning lesson units.

7.2. Cognitive approach

When operating under constructivism, a cognitive approach is necessary during CLIL. Therefore, Bloom's taxonomy appears to be a comprehensible tool that educators can use to plan and teach lessons. Anderson and Krathowl updated the taxonomy and added knowledge dimensions (Muszyńska & Papaja, 2019), therefore, this version is used in the practical part of this dissertation. The connection of the thinking process and knowledge construction collaborates with content learning (Coyle et al., 2010). To present the taxonomy's usefulness in creating learning objectives, one

should reflect on a fascinating, geometrical visual model that combines both dimensions. Its step-like form highlights the order of difficulty by placing more manageable tasks at the bottom and more difficult ones at the top levels. The verbs in red refer to a cognitive process, whereas exemplary objects in blue describe knowledge.

Figure 3. Comparison of three CLIL continuum models



Note. Reprinted from "A Model of Learning Objectives based on A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives", by Heer, R., Center for Excellence in Learning and Teaching, Iowa State University, p. 3.

7.3. A communicative and dialogic approach

Moving from a content- to a language-learning approach in CLIL is based on an eclectic and widespread communication approach that aims to foster successful communication rather than grammatical correctness (Komorowska, 2002). However, to communicate, students must appropriately develop all language skills since, in communication, one should speak and listen. Writing is also a form of communication and is crucial to CLIL when students need to summarize or explain various concepts. CLIL refers to communication, and the aim to pass and receive messages is, therefore, more important than focusing on the language itself (Coyle et al., 2010).

Communication in class should resemble real-life situations as much as possible and involve learners in typical communication scenarios (Komorowska, 2002). Thus, educators typically choose a form of classroom communication that best suits their particular environment. Mortimer and Scott developed a two-dimensional vision of communicative approaches: interactive and non-interactive versus authoritative and dialogic (Kaya et al., 2016). As Figure 4. illustrates, different methods may function best in specific situations: for instance, classroom discussions may best represent the interactive and dialogic process. Nevertheless, the overuse of one approach may result in inadequate content and language acquisition (Llinares et al., 2012), so students must benefit from all communicative approaches in CLIL classrooms at different stages of a lesson or according to an educator's chosen methodology.

Figure 4. Different Communicative Approaches by Mortimer & Scott

	INTERACTIVE	NON-INTERACTIVE
AUTHORITATIVE	Interactive/authoritative Presentation in the form of questions and answers	Non-interactive/authoritative Conference, seminar
DIALOGIC	Interactive/dialogic: Discussion	Non-interactive/dialogic Summarise, explain topics previously mentioned or discussed

Note. Reprinted from “Discourse Patterns and Communicative Approaches for Teaching Nature of Science“, by Kayla, G., 2016, *TED EĞİTİM VE BİLİM*, 41, p. 86.

8. MOTHER TONGUE IN CLIL CLASSROOM AND TRANSLANGUAGING

To discuss using a mother tongue in CLIL classroom, we should first consider using it in a second language class. As Komorowska stated (2002), different scholars hold critical and favorable positions toward using a first language. The critical position maintains that using an L1 may lead to negative transfer from the L1 to an L2, which is called interference and results in linguistic errors. This point of view also discards students as learners who can compare languages and self-correct. However, CLIL in its premise does not focus on correctness but communication. Moreover, well-implemented CLIL that employs student-centered methodologies and peer work with a significant student talking time (STT) may enable students to observe interferences

and eliminate them while listening to others. According to an evaluation carried out by Papaja (2014b), teachers have observed that students are more aware of language communication functions if they use a language as a tool. Through foreign languages, students learn how an L1 functions in day-to-day communication. Apart from that, critics have pointed out the relation between an object and the word for it in an L1 and the word for it in an L2 (Komorowska, 2002), stating that eliminating the L1 shortens object-word associations. These critical points seem to treat all languages as separate entities that should not mix because doing so may create impurities (interferences) or hinder the process of language acquisition.

However, Komorowska (2002) mentioned language teaching methods that deliberately use an L1 to explain grammar and conduct cognitive actions. Scholars who favor using an L1 have stated that eliminating it is unnatural and impossible since students think in their L1. It is possible to avoid speaking in one's first language, but thinking in it will always occur. Apart from that, not allowing learners to speak their L1 deprives teachers of the chance to pick up misunderstandings, which demonstrates that using an L1 in a learning environment seems logical, natural, and valuable. When students and teachers communicate using the same L1, they waste the opportunity to check their understandings of activities and procedures or translate words that carry complex concepts or abstractions if other ways of scaffolding fail (Harmer, 2007).

When planning to use a first language in CLIL, educators must remember that only immersion programs are based on the absolute elimination of an L1. CLIL allows space for using both an L1 and an L2, and their relationship depends on content and language objectives (Muszyńska & Papaja, 2019). Some concepts and activities in class demand HOT, and their introduction, even in students' mother tongue, may be challenging (Zaparucha A. [CLIL Matters], 2020). Marsh and Marsland believed that language cannot be a burden in such situations or at the beginning of the CLIL journey and that students ought to be allowed to use their L1. Otherwise, students may feel discouraged while learning an L2 or engaging in CLIL in general (Muszyńska & Papaja, 2019).

Beacco et al. (2016) used the term "repertoire" in the context of language and intercultural competencies, which corresponds with the model of translanguaging. But

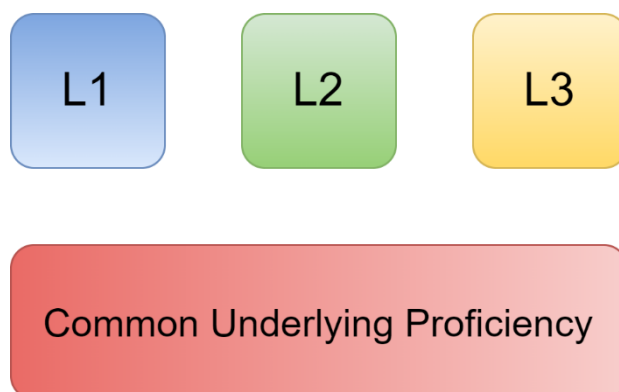
before we move on to this concept, explanatory visualizations presented by Romanowski clarify different approaches to L1 about L2 or even L3, L4, etc. The first two models present languages as separately existing linguistic systems, but Cummins' language interdependence hypothesis maintains that languages mutually complete each other (Romanowski, 2019b). The code-switching model is mainly based on two previously mentioned highlighting language separations. Its new feature is the notion of national languages that are crossed by bi- or multilingual speakers (Romanowski, 2019b).

Figure 5. The traditional model of languages



Note. Adapted from “Translanguaging as a norm in multilingual education: an example from Poland “, by Romanowski, P., 2019, *Foreign Language Teaching*, 46, p. 592.

Figure 5. Cummins' language interdependence hypothesis



Note. Adapted from “Translanguaging as a norm in multilingual education: an example from Poland “, by Romanowski, P., 2019, *Foreign Language Teaching*, 46, p. 592.

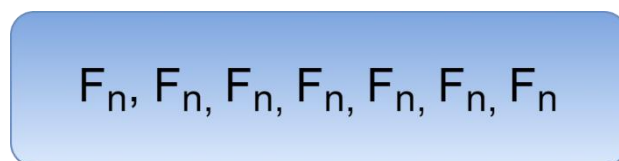
Figure 6. Code switching



Note. Adapted from “Translanguaging as a norm in multilingual education: an example from Poland”, by Romanowski, P., 2019, *Foreign Language Teaching*, 46, p. 592.

However, the model of translanguaging differs from others. Romanowski (2019b) explained that translanguaging is presented as one rectangle with *Fs* that signify elements from a speaker’s linguistic repertoire, and *ns* represent symbolic numbers. The pieces are not assigned with languages because speakers use them as a unitary meaning-making system called a repertoire, which consists of multiple signs (García O. [MuDiLe 2017], 2017). The signs collected in one’s mind that create space for that repertoire may include elements from just two, three, or more languages (Charalambous et al., 2020). The languages in this context should be seen from external, social, and political perspectives according to which languages belong to which nation-states (García O. [MuDiLe 2017], 2017) and the boundaries of named languages (e.g., Russian or Chinese) (Charalambous et al., 2020). The second internal perspective of the speakers belongs to them. Speakers use idiolects to select adequate *n* elements (e.g., words seen from an external perspective as Polish, Korean, or Tagalog, and from an internal perspective as personal linguistic and communicative repertoires) (García O. [MuDiLe 2017], 2017). Translanguaging as a tool that is used in a CLIL multilingual context is an efficacious strategy that supports linguistic, social, and cognitive areas (Romanowski, 2019b). Baker outlined four advantages of introducing translanguaging to learning (García & Wei, 2014): bringing a more prosperous and more precise understanding of concepts, assisting the development of another language, bridging school-home relations, and assisting the integration of independent language users and those requiring support (García & Wei, 2014; Romanowski, 2019b).

Figure 7. Translanguaging



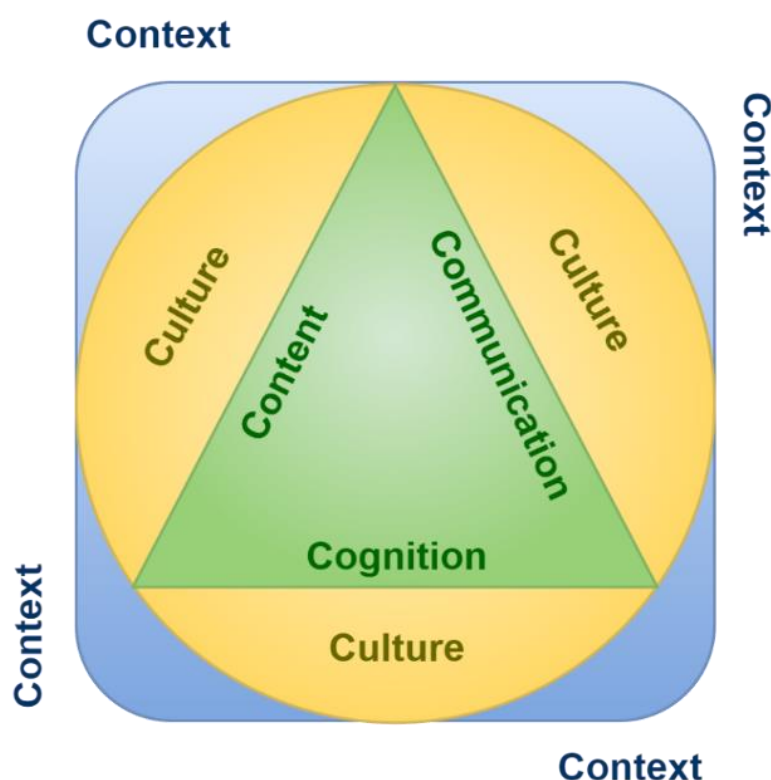
Note. Reprinted from “Translanguaging as a norm in multilingual education: an example from Poland”, by Romanowski, P., 2019, *Foreign Language Teaching*, 46, p. 593.

9. CLIL'S TOOLS

9.1. 4 Cs and 10 parameters

In the must-read CLIL guidebook, Coyle et al. (2010) describe a framework of 4 elements named 4 Cs (content, communication, cognition, culture), which construct integrated and interacting didactical foundations affecting CLIL methodologies. The framework, presented in the figure, shows the first three elements: content, communication, and cognition surrounded by a circle representing culture. Apart from that, context is added since all four pieces appear in different contexts, e.g., different students, levels of vehicular language, teachers and their training, etc.

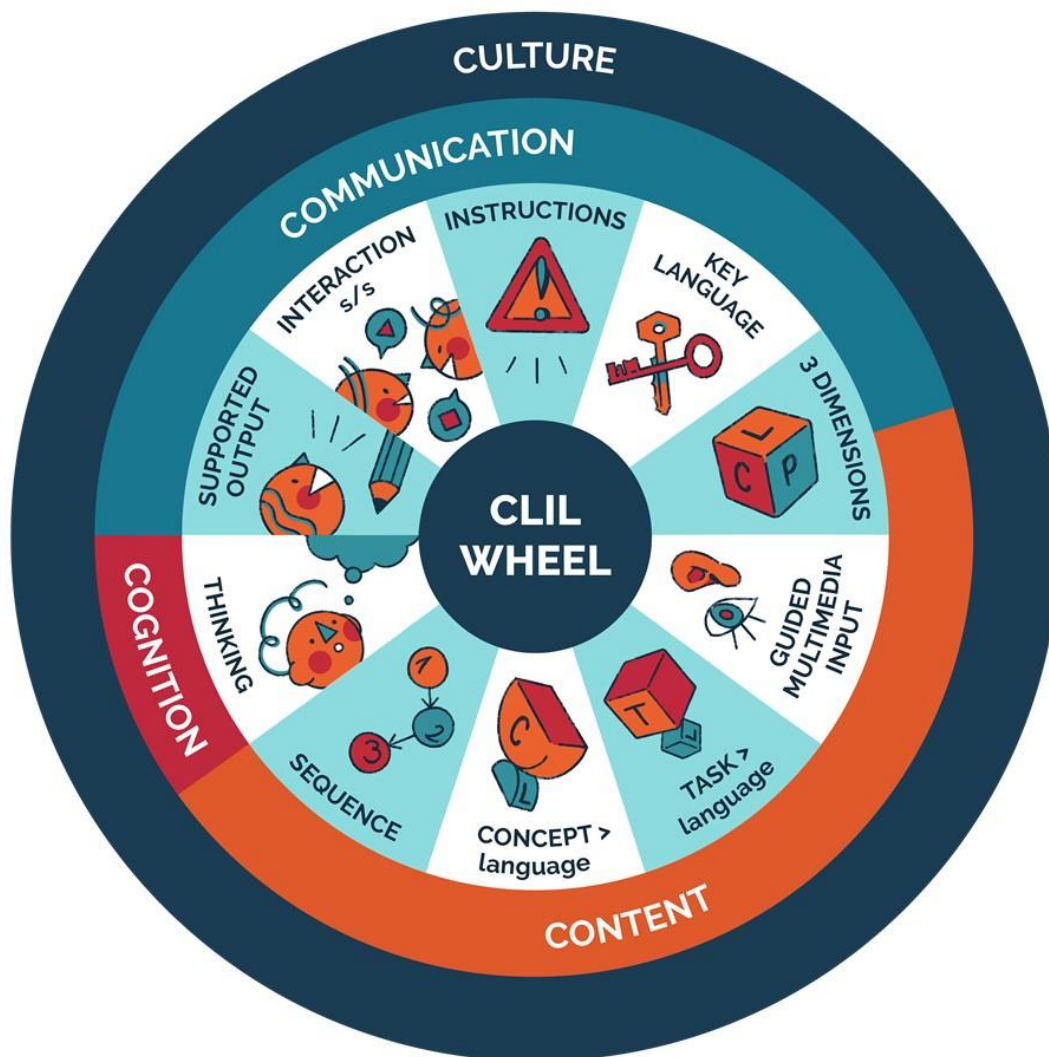
Figure 8. 4 Cs



Note. Reprinted from “*CLIL: Content and Language Integrated Learning*”, by Coyle, D., 2010, p. 41, Cambridge, United Kingdom: Cambridge University Press.

However, a peculiar graphic representation of the 4 Cs and Ball, Kelly, and Clegg's ten parameters of CLIL, which was created by Zaparucha, is worth mentioning. This representation can be used as a tool for teacher training or a checklist for preparing didactic units. Teachers can use this tool, which is called the CLIL Wheel (Zaparucha A. [CLIL Matters], 2020), to identify more elaborate visions. Combining these two models also proves the rightness and utility of the 4 Cs and the ten parameters. To begin, Zaparucha A. [CLIL Matters] (2020) focused on one of the 4 CLIL elements: culture. Many teachers may struggle to include culture in their lessons, especially when teaching science. Teaching math with cultural elements may seem impossible at first glance; however, the content that educators teach or the ways they communicate and think depend on culture (Zaparucha A. [CLIL Matters], 2020). The same subjects that are taught in the United States and Poland (e.g., geography) are taught from two different perspectives since teachers in the United States address this subject as a part of the humanities, whereas Polish educators teach this subject as science. This happens because of culture, and every CLIL teacher should bear that in mind while preparing for classes (Zaparucha A. [CLIL Matters], 2020). It seems reasonable to begin analyzing the wheel from the bottom by focusing on content since CLIL is content-driven (Coyle et al., 2010). The content piece contains four and a half of the ten CLIL parameters.

Figure 8. 4 Cs and 10 parameters



Note. Reprinted from "CLIL Wheel 4Cs & 10 Parameters Combined", by CLIL Matters, P., *CLIL Matters*, p. 1.

Sequence, the first parameter, encourages educators to introduce subjects as pieces of a larger whole; thus, a single lesson ought to be embedded in a series or a project (Zaparucha A. [CLIL Matters], 2020) and based on the knowledge that students have previously acquired (Gębal, 2019). The didactic proposal in the practical part of this dissertation includes a series of geography, civics and history lessons that are driven by the concept of migration. This series may occur within one subject, but an Andalusian educational experience inspired the idea of creating such a sequence to integrate linguistic and non-linguistic issues (Pavón Vázquez, 2007). Parameters 2 and

3, which focus on concepts before language and tasks before speech, still highlight the content-driven approach and explain that an idea (e.g., why people migrate) is followed by the language needed, not the other way around. Hence, this concept triggers the usage of vocabulary, grammar, and functions; for instance, while reading about Polish migrations after the Second World War, learners encounter past tenses. In this sense, this specific piece of grammar is introduced in the topic. This exact mechanism works on a smaller scale with tasks: again, language follows content. The fourth parameter that Zaparucha A. [CLIL Matters] (2020) mentioned guides multimedia input, which is impossible to omit from teaching resources nowadays. According to this parameter, this input takes the form of ideally personalized visuals and is appropriately scaffolded through various techniques, concepts, and language. The last parameter, which encapsulates three dimensions of CLIL, includes content, language, and procedure. This parameter lies in the middle of content and language. Thus, the designs of students' activities must consider each dimension to some extent during a single lesson.

The communication piece of the wheel includes four and a half parameters. At this point, recalling the language triptych can help an individual to rethink all the necessary language for the lesson (Coyle et al., 2010) since doing so resonates with the key language, instructions, and interaction parameters. A key language represents the language of learning with specific vocabulary and its accurate spelling and pronunciation. The instructions parameter complements language for learning since clear instructions and questions are necessary as a starting point for an activity. Often, poorly created instructions discourage students from proceeding with a task (Zaparucha A. [CLIL Matters], 2020). Interaction and language jointly encourage communication in a learning environment since these elements require students to grasp concepts and redefine them. Pair or group work allows learners to predict outcomes, compare, or make statements through peer-to-peer interaction, which is more beneficial than teacher-student communication (Muszyńska & Papaja, 2019). Moreover, students should be allowed to switch codes since doing so often helps them understand content when they need to compensate for a lack of proficiency (Romanowski, 2021). The last element of the communication piece is supported output, which relates to student-to-student communication. At this point, students

should speak, write, draw, make, or build something with support from their teacher, who may use various tools to aid their students (e.g., sentence starters, substitution tables, or mind maps) (Zaparucha A. [CLIL Matters], 2020). Being a guide and a supporter is one of the teacher's roles in CLIL education (Muszyńska & Papaja, 2019).

Finally, the last part, cognition, includes thinking as the last parameter. Referring to Bloom's taxonomy is reasonable when planning a lesson to ensure proper thinking. Moving from LOT to HOT enables students to think and not just memorize facts. Asking appropriate questions is crucial at this point, as well as introducing thinking routines or visual organizers to trigger HOT (Zaparucha A. [CLIL Matters], 2020).

9.2. The Language Triptych

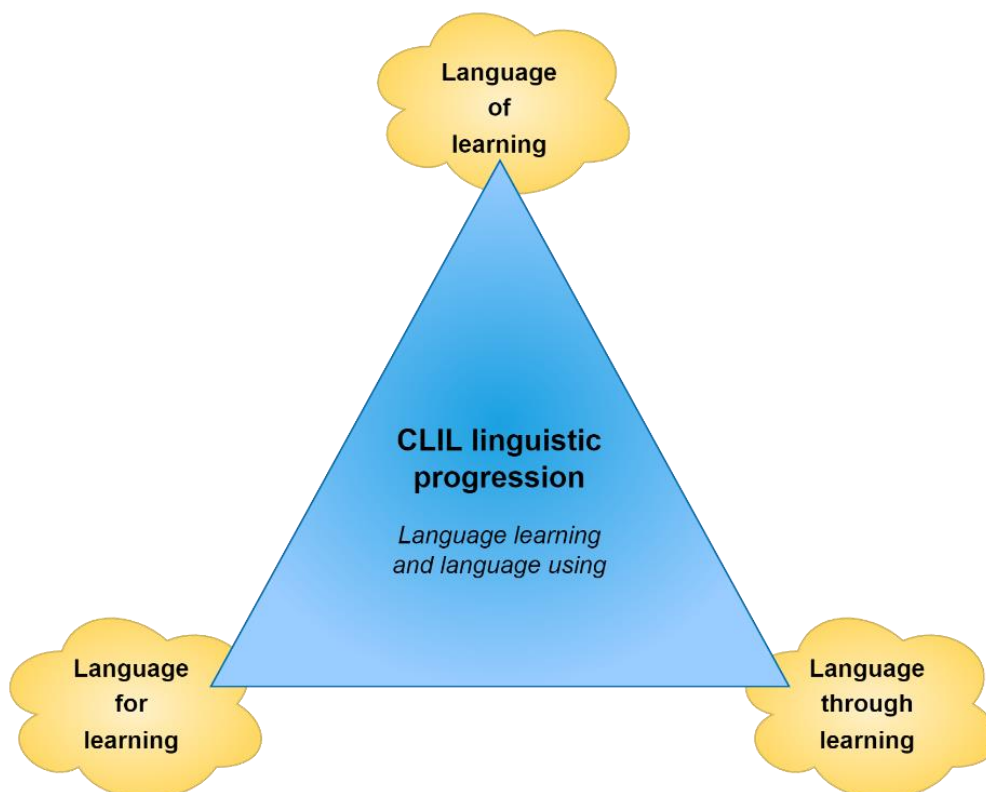
To plan and implement communication and dialogue in CLIL classrooms, using the language triptych (Coyle et al., 2010), as well as Cummins' distinction regarding BICS and CALP (Dwivedi, 2021), facilitates this task. As we may observe in Figure 9, a learning language is one of the triangular apexes. It draws attention to the language needed for comprehending basic concepts and skills that relate to CLIL topics. Because language is content-driven, educators should think of the specific language's functions instead of focusing on its grammar. Not only can vocabulary and grammar provide understanding regarding the content, but genres and registers that can be found in CLIL texts can also do this (Lorenzo, 2013).

The language of learning must function in CLIL classrooms for both educators and learners (Coyle et al., 2010). Educators must employ learners to use the language to guide tasks such as working in pairs or groups, cooperating, collaborating, questioning concepts, arguing, and defending points of view (Muszyńska & Papaja, 2019). Students with a well-developed repertoire that allows them to use certain speech acts that relate to the content can use the language successfully.

Finally, language through learning maintains the idea that efficient learning must involve language and cognition. Students actively find new meanings or concepts while

using a specific language in classroom dialogue and interaction. Thus, they need a new language (vocabulary, grammar, structures, and registers) to express themselves (Coyle et al., 2010).

Figure 9. The language triptych



Note. Reprinted from “*CLIL: Content and Language Integrated Learning*”, by Coyle, D., 2010, p. 60, Cambridge, United Kingdom: Cambridge University Press.

9.3. BICS and CALP

The dichotomy of BICS and CALP refers to linguistic competencies in bilingual education and focuses on the differences between using a vehicular language for academic and conversational purposes (Martín Del Pozo, 2016). CALP embraces academic texts, and this competence is unnaturally acquired. What is more, CALP focuses on register and can be described as language proficiency, whereas BICS

focuses on oral or conversational fluency between peers and teachers (Dwivedi, 2021, Martín Del Pozo, 2016).

9.4. Scaffolding

Bruner, Wood, and Ross introduced building scaffolding in education, which was developed by Vygotsky in the twentieth century (Muszyńska & Papaja, 2019). The concept of scaffolding maintains that once students learn with teachers' help, they can perform the same task or action again by themselves in the future (Filipiak, 2011). What is more, scaffolding is applicable for learners of all ages. However, while teaching various concepts, one should remember that excessive scaffolding may be damaging to students' autonomy and inhibit their learning; therefore, it is more than advisable to adjust educational scaffolds according to students' needs and the zone of proximal development theory (Muszyńska & Papaja, 2019).

Muszyńska and Papaja (2019) rightly noted that the definition of scaffolding in CLIL differs from its traditional interpretation, which maintains that it should meet two conditions: appearing in situations that are new to students and supporting students in becoming independent and taking control of their learning (Muszyńska & Papaja, 2019). However, Coyle et al. (2010) attributed scaffolding in CLIL to social and communicative interactions among students and teachers and their educational materials, other students, or other teachers that support and guide the learning process. Another interesting aspect is also connected to the fact that in CLIL, scaffolding is necessary for supporting content and language. Mehisto et al. (2008) described scaffolding in CLIL as a sheltered learning technique that is based on previous knowledge that provides students with motivation and confidence. Gibbons used the term to describe knowledge that is anchored in previous knowledge and cited brainstorming as an example of it (Mehisto et al., 2008). Many educators consider scaffolding to be a beneficial educational practice and it is common in CLIL classrooms.

10. CLIL METHODOLOGIES

10.1. Group-based learning (cooperative and collaborative)

Group-based learning is an educational tool that affects students positively in many ways. According to cognitive-developmental theories, coworking students in reduced groupings better achieve critical competencies, particularly cognitive skills, due to the socio-linguistic conflict that emerges while students work together (Sawyer & Obeid, 2017). Researchers have identified knowledge development, social skills, and satisfaction as areas that students who engage in group-based learning outperform in comparison to students who engage in individual studying. This method activates students and may be divided into two variations because of the different organizational methods that stakeholders use. Although some hybrid variations may occur, most scholars agree with the distinction between cooperative and collaborative learning (Sawyer & Obeid, 2017).

Cooperative learning is a structured method that is based on positive interdependence among students and predictable outcomes. A teacher prepares worksheets or tasks before a class, and groups of students work together randomly or according to specific assignments (e.g., a mixed group that consists of strong and weak participants) (Sawyer & Obeid, 2017). In cooperative learning, clear roles or tasks are assigned to each student, and group success equals individual accomplishment. Each group member fulfills their duty and contributes to the final product (Abramczyk & Jurkowski, 2018; Torrego & Negro, 2014). Thus, a phase of individual and group or pair work is easily-visible.

Collaborative learning, however, can be described as a less structured method or social situation that is characterized by unpredictable effects. In this case, students can form groups themselves and assign easily changeable roles for a short time or collaborate without a visible hierarchy (Sawyer & Obeid, 2017). Since this form of learning grants each group member a similar status, negotiations and brainstorming

are indispensable parts of collaborative instruction. Problem-solving tasks such as a shared goal may trigger many possible outcomes; therefore, a teacher can predict the quality of a final product to a limited extent (Dillenbourg, 1999).

10.2. Action-oriented approach – TBL PBL

The action-oriented approach fits the communicative style of instruction and is realized in task based learning (TBL) or project based learning (PBL). Before diving deeper into the differences between these methods, one should recognize that both methods share a universal set of features. Both position the idea of action (Miodunka, 2013) as a central characteristic since students undertake actions to meet planned goals and create a final product, which often involves formulating oral or written texts or even multiple forms of art, constructions, exhibitions, and events. Students focus on communication in specific life situations, which reinforces or modifies their language competence and allows them to become successful communicators. As some authors have claimed, students play the role of social actors (Acar, 2020) and upgrade the method to social-action-based learning because of its applicability to real-life situations.

Task-based learning (TBL) represents the action-oriented approach and influences students who produce oral and written texts through tasks. Although the definition of a task can be interpreted in many ways, repeated features can guide and help researchers comprehend the term. A task is a tool that facilitates content and language acquisition through goals and means in the learning process (Kabzińska, 2014). Students' attention is drawn to fulfilling a specific task, enhancing meaning, and engaging in communication and cooperation as center points (Janowska, 2011). Instead of tormenting themselves with grammatical structures, students can use TBL to think of content, express their opinions, exchange information, and draw conclusions. However, they practice language skills through mentioned actions even when the process is not apparent. Apart from that, students rely on previously acquired knowledge and language skills to foster successful communication (Kabzińska, 2014).

In addition to TBL, the action-oriented approach can be realized through project-based learning (PBL), in which a long-term set of actions consists of integrated groups of tasks (Stawicka, 2014). Tasks are inextricable elements of the method. However, some characteristics of each process differentiate TBL and PBL (e.g., a period is much more time-consuming in the latter one). Furthermore, project-based learning may occur outside the classroom, and its assessment is public due to the forms of presentation that are involved (posters, blogs, etc. in comparison to an individual evaluation in TBL). One significant advantage of using PBL is its flexible possibilities for introduction: it may reign as a central part of an educational program or coexist with traditional teaching methods. This approach also caters to students' needs and encourages them to confront knowledge and skills in real-life situations (Miodunka, 2013). Finally, tasks include text-related or creative writing, problem-solving, and intercultural projects (Niemieć-Knaś, 2011).

10.3. Flipped learning

Flipped learning (FL), which is also known as the flipped classroom method, is one of the student-centered methodologies that suits the CLIL approach. However, Prieto Martín (2017) distinguished between both terms. A “flipped classroom” refers to a change in teaching (e.g., lesson structures and materials), whereas “flipped learning” refers to a different way of teaching and learning. From this perspective, the flipped classroom is an instrument that students and teachers should use to perform flipped learning actions. Flipped learning involves a reverse or a flip of a usual methodological sequence of movement.

According to this method, the first step, homework, is completed by students before class and is designed to familiarize them with the topic. It is not checked at the beginning of the lesson, as is habitual in traditional approaches. In flipped learning, students should not do exercises or solve problems at home. Instead, the lesson begins with a topic revision, which is followed by tasks that involve higher mental processes (Muszyńska & Papaja, 2019). One may ask what homework in FL conveys.

The answer is that students acquire facts autonomously, usually through ICTs (Chudak, 2020). Content delivery or input should be well-organized, and students should be instructed on how to use given materials and what to pay attention to (Muszyńska & Papaja, 2019). It is well worth considering introducing a note-taking system (e.g., Cornell's note-taking system) (Bergmann & Sams, 2007). Typical input includes videos, podcasts, presentations, short texts, or e-books that help students understand a topic and acquire necessary CALP. Closed questions are often used to provide instant feedback on students' content achievement (Werbińska, 2019). Learners have the opportunity to ask questions while studying at home. Teachers may modify their lesson plans if certain aspects happen to be more difficult than they expected (Prieto Martín, 2017), which provides educators with the opportunity to offer more assistance in class to students who require more attention (Bergmann & Sams, 2007). Flipped learning enhances students' responsibilities and implements active, inductive, and social forms of instruction (Prieto Martín, 2017).

Step two involves interactions that take place in pairs or groups in a class. Students develop communicative competence and apply knowledge in practice due to the workshop form of the flipped lesson (Chudak, 2020). A flipped classroom embraces problem-solving, and the students learn from each other. Tasks are created in a way that touches on previously gained knowledge that is applied in a different context (Werbińska, 2019) to incorporate higher cognitive skills. Actions in class may include group-based learning and the action-oriented approach. Finally, the problem of excessive teacher talking time is solved by having teachers act as facilitators and organizers of space and time in class.

10.4. Text-driven approach

A text-driven approach is one more technique that can be easily adapted to CLIL. Its main principle comprises introducing class activities that simulate real-life situations that are triggered by an absorbing text (Al-Mousawi, 2020). Because of this, one may assume that texts are central; however, texts are used as a source of

engagement and stimulation to perform specific tasks. This approach typically focuses on two specific features of a given text. The primary one is a text's authenticity, which seems tentative since authentic texts are designed for native speakers, and CLIL students do not belong to this group. In this case, "authentic" refers to a specific text that has been written or adapted by an author who knows their audience and has constructed the text for target readers. For example, a geography teacher in Warsaw may adapt a text that explains time zones for their group of students. Learners are far more motivated if they can relate to a text and analyze it through their life experiences. Emotional connection, the use of one's imagination, and inner speech that is employed to deal with a text initiate implicit knowledge. Students can acquire language through observation instead of grammatical instruction, which minimizes pre-vocabulary teaching.

The secondary feature maintains the idea that a language of a text is authentic when its main focus is on content (Griffiths, 2019). Additionally, in-house school materials are beneficial for both students and teachers since they facilitate learning and teaching. Thanks to the earlier definition of authentic texts, new or adapted CLIL texts (written, spoken, or visual) are understood as authentic. Besides, they should be connected to authentic tasks (e.g., writing a YouTube comment) (Al-Mousawi, 2020). A mixture of text-driven and task-based teaching is beneficial. Authentic input texts convey content and language implicitly. Tasks enable higher thinking skills and result in output that appears as discussion, as well as an outcome that may also be in the text (Tomlinson, 2018). Notwithstanding, a weak form of this approach exists, in which pre-and post-teaching phases occur.

10.5. Genre-based approach

A genre-based curriculum involves all languages and subjects present in school. This approach presupposes a well-planned and synchronized range of input and output genres (Lorenzo, 2013) that facilitate content and language learning through the development of CALP. Learners interact with different types of texts that improve

their knowledge. These types or, more specifically, genres convey purpose to achieve other goals through their structures or features (Porcar Saravia, 2019). For instance, narratives, procedures, or reviews are used for different purposes, and their proper selection is vital to successful teaching. Additionally, different genres seem to be suitable for input and output texts, as is demonstrated in Table 2.

Table 2. Proposal of Social Science genres.

GEOGRAPHY	
1. Expository texts	
1.1. Geography report	
1.1.1. Geographical report (Aspects)	
1.1.2. Geographical report (Classifications)	
1.1.3. Geographical report (Components)	
1.2. Geographical explanations	
1.2.1. Causal explanations	
1.2.2. Consequential explanations	
1.2.3. Sequential explanations	
1.2.4. Factorial explanations	
1.2.5. Geographical explanation cluster	
1.3. Macro-geographical report	
2. Activity texts	
2.1. Procedures	
2.2. Arguments	
2.3. Discussions	
2.4. Explanations	
HISTORY	
1. Expository texts	
1.1. Period study	
1.2. Recounts	
1.2.1. Historical recounts	
1.2.2. Biographical recounts	
1.2.3. Autobiographical recounts	
1.3. Historical explanations	
1.3.1. Causal explanations	
1.3.2. Consequential explanations	
1.4. Macro-historical recount	
2. Activity texts	
2.1. Procedures	

Note. Reprinted from “A linguistic analysis of the types of “genres” in the subject of social science in CLIL primary education”, by Porcar Saravia, C., 2019, Bilingual education under debate PRACTICE, RESEARCH AND TEACHER EDUCATION, p.

10.6. WebQuest

WebQuest is a product-oriented sequence of tasks that uses online materials in connection with group-based learning (Coyle et al., 2010). It is also an example of computer-assisted language learning (CALL), which was the first CLIL methodology based on active learning that centered learners in the learning process and required planning tasks according to taxonomy and the involvement of HOT (Fernández Fontecha, 2010). Fernández Fontecha (2010) pointed out that while investigating or enquiring, learners are exposed to foreign languages through authentic materials online. Thanks to this type of data, learners can become acquainted with various genres and proper registers. The internet also offers visual support in the forms of maps, animations, organizers, or graphs, which are necessary modern educational tools. One of the significant advantages provided by Webquest and virtual reality is its natural environment for teenagers who should not have any problems with fulfilling tasks online.

In terms of structure, a typical WebQuest consists of five essential parts. The introduction (*WebQuest Widget How to Create a WebQuest An Advanced Step-by-Step Tutorial*, n.d.) provides background information on the quest topic. Then, the task describes a desired final product and process with step-by-step instructions on how to fulfill smaller tasks. Breaking down tasks in this way is helpful in CLIL since doing so allows students to deal with content and language. Providing scaffolding throughout the quest is necessary according to students' needs. This step of a WebQuest project also includes links that students must investigate to create a final product. An evaluation follows the task step and details how the performance will be assessed. This part is usually presented in a table that provides necessary elements that should be included in the product. Finally, the conclusion may consist of a summary of what students have achieved, a reflection, a discussion, or possible extensions. Widgets, templates, and specialized websites offer easy-to-use devices to create WebQuests, even for teachers struggling with information technologies.

10.7. Multiple intelligence theory

According to psychologist Howard Gardner, people have many kinds of intelligence, including visual-spatial, linguistic-verbal, interpersonal, intrapersonal, logical-mathematical, musical, bodily-kinesthetic, and naturalistic intelligence (Cherry, 2021). This vision broadens the view on intelligence and includes students who usually cannot fit into or struggle in a school environment that focuses only on essential intelligence (mathematical and linguistic). Although little research is available on the topic, many educators have implemented this theory's concepts to organize their lessons (Cherry, 2021) and facilitate learning for all students. Both educators and students must be able to specify their strengths based on evident characteristics. A lesson on multiple intelligence theory may be highly beneficial to enable CLIL.

11. CLIL GEOGRAPHY

One of the main reasons for planning a didactic proposal in geography is its popularity in Poland. The subject is among the most frequently taught in foreign languages (Byca, 2014, Marsh et al., 2008), and students' motivations are based on the subject itself: knowledge about different countries, the subject's multicultural aspect, and the fact that final exam results in geography enable students to apply for various university courses. However, bilingual education in the country is mainly encouraged by language motives. The Polish CLIL model usually puts pressure on linguistic skills rather than content when instruction is conducted in English (Byca, 2014). Interestingly, this changes for learning German, French, and Spanish since teachers focus more on content. Many scholars have noted that most educators observe a high cultural aspect when teaching content in a minority language.

In terms of CLIL classification, the most frequent is model for geography is B with A-type, which is characterized by foreign language instruction time between 89–50% (Byca, 2014). A single focus on content is one of the tools that this model offers;

the language codes switch rapidly to fit the situation. The frequency of code-switching is substantial. This model enables students to use BICS and acquire CALP to understand academic language.

One of the disadvantages of using the Polish CLIL model is its connection to outdated methods. It is teacher-centered and mainly promotes lectures with the limited use of student-centered methodologies (Papaja, 2014). Educators often use this model because final exams are based on knowledge, not skills (Byca, 2014). Additionally, learners lose motivation in the final years of school due to final exams, which they currently take in content subjects in their mother tongue (Byca, 2014). Those interested in passing exams in foreign languages opt for IB programs instead of national bilingual schools. Finally, the government does not pay enough attention to CLIL education. The government views CLIL through the lack of Core Curriculum for content subjects in foreign languages (Byca, 2014).

12. THE DIDACTIC PROPOSAL

Abbreviations in practical part:

T – teacher

Ss - students

12.1. Planning the didactic sequence

The sequence is based on The Polish Core Curriculum for General Education, a framework that educators must consider during lesson planning. Since there is no separate curriculum for bilingual/CLIL grades in content subjects, the objectives are the same as for monolingual groups of students. The sequence was planned and

created by an individual. Therefore, future enhancement in a group of specialists is more than welcome. To apply theoretical elements in this dissertation's practical part, a helpful tool called "The CLIL Planner" (San Isidro et al., 2020) was used. It guides through 20 steps to create materials and plan didactic units. San Isidro et al. (2020: 9) highlight the following points while planning a unit:

1. the tasks cover the whole cognitive spectrum
2. there exists a balance between the four language skills (listening, reading, speaking, and speaking);
3. there exists a balance between non-communicative and communicative tasks;
4. there is a variety of methods used;
5. there are enough scaffolding strategies for the students to be able to work autonomously and face the challenges of the different tasks, both language and content-wise;
6. there is enough balance between individual and cooperative work;
7. there are differentiated tasks to cater to diversity in the classroom.

12.2. The CLIL Planner in action

12.2.1. Step 1. Identification

Content subject: Geography

Medium of instruction: English

Languages related: French, Spanish, Polish, other according to students' linguistic repertoire

Level: Secondary, 2-grade students

CEFR-level: B1/B2 in English intermediate

Cross-curricular links: Art, Civics, History, Mathematics, Polish

Timing/number of sessions: 4 sessions (45 min), and an event organized at school

Types of grouping: pairs, groups of 3-4, groups of 7-8 students

Materials: video clips, presentation, texts sent to students through online school platform, texts handed-out in the classroom, flashcards for matching, widgets

12.2.2. Step 2. Previous knowledge (PK)

Content-related previous knowledge	Language-related previous knowledge	
	Specialized language (CALP)	Functional language (BICS)
World population distribution, differences between densely and sparsely populated areas, basic mathematical knowledge, countries and nationalities, the difference between developed and developing countries, historical events: 1 st and 2 nd world war, Poland joining the EU, recent events: Brexit, the war in Syria, general knowledge about European and world countries	Lexicon: migration, emigration, immigration, remigration, net migration, positive and negative migration balance, international/local migration, push and pull factors, voluntary/forced migration, country of origin, Great Emigration, Students' March, or March events, addition, subtraction, total, Grammar: Present Simple, Past Simple, nouns, Past Perfect Simple.	Language functions: expressing an opinion, theorizing, telling stories, description, explanation, summarizing, guessing, organizing pair/group work, presentation, and comparing.

12.2.3. Step 3. Content. Fronting content

Subject-related content	Language-related content
Population migration	Vocabulary related to migration
Effects of migration movements on societies and economies of selected countries of the world	Vocabulary related to advantages and disadvantages of migration
Concept of refugees and economic migration and description of the problems of refugees.	Vocabulary related to migration
Voluntary and forced migration, pull and push factors	Examples of types of migration and factors
Historical and contemporary migration waves in the world	Vocabulary related to historical and recent events
Migration balance	Basic mathematical vocabulary

12.2.4. Step 4. Cognition. Subject-related goals

Lower-order processing	
Remembering	Recalling previous knowledge about selected countries, recalling basic migration concepts through a multiple choice quiz,
Understanding	Classifying migration-related verbs in given sentences and a text, comparing migration vocabulary in the linguistic repertoire (prefixes), summarizing presentation, exemplifying migration groups, classifying migration vocabulary in different languages,
Applying	Implementing vocabulary through writing YouTube comments, summarizing key concepts, using a formula for migration balance,
Higher-order processing	
Analyzing	Distinguishing migration factors from presented stories, organizing data about Polish migration history, integrating migration factors with migration stories,
Evaluating	Checking information about historical Polish emigration,
Creating	Producing a text containing migration movement and its reasons/factors, hypothesizing about selected people's reasons/factors of migration, designing a timeline presenting Polish emigration history, producing a project summarizing previously obtained knowledge and skills about migration

12.2.5. Step 5. Culture-community-context-connection

Throughout the unit, the following objectives are achieved:

- Write a YouTube comment (this allows interacting and replying with people from around the world),
- Understand the situation of migrants in their countries of origin and fears in intake countries,
- Develop understanding and tolerance toward migrants,
- Invite grandparents, or other members of the local community to take part in the school event – International Migrants Day.

12.2.6. Step 6. Communication. Language corpus

Language of learning (CALP)

Vocabulary	Grammar
Migration, emigration, immigration, remigration, positive/equal/negative migration balance, push factors, pull factors, voluntary migration, forced migration, Great Emigration, March Events, refugee, economic migration, international/internal/external migration, emigration/immigration country.	Present Simple to express universal truths and facts about countries and people, to make definitions, to explain concepts, Past Simple and Past Perfect to tell migration stories, to talk about historical Polish migration movements, Comparatives of adjectives to compare migration factors

Language for learning (BICS): expressing an opinion, theorizing, telling stories, explaining, summarizing, guessing, organizing group work, presenting, comparing.

Language through learning: multilingual use of terms according to students' repertoire, distinguishing language for fulfilling tasks/projects, retaining language revised by teacher and peers, recording, predicting, and learning new words arising in the learning process, and using peers' explanations.

12.2.7. Step 7. Communication. Language-related goals

Language of	Language for	Language through
Listening to lexicon related to migration: reading questions used in the quiz, learning migration balance vocabulary through examples, lexicon and past tenses used in interviews, proper nouns for historical events	Explaining lexicon related to migration through examples, telling migration stories, explaining reasons of migration, making guesses, and giving opinions based on visual aids, organizing group work for tasks and the projects, presenting the project	Countries and cities, nouns describing people and animals that migrate, guessing reasons for emigration, vocabulary in various languages, watching and listening to peers project presentations

12.2.8. Step 8. Differentiation

Intelligence according to the Multiple Intelligence Theory	Goal
Verbal	Write a text (essay, report, outline, interview)
Mathematical	Present and use the formula to count the migration balance based on previously searched data
Visual/spatial	Create a visual explanation of a migration case study (poster, painting, drawing, map)
Kinaesthetic	Interview with a migrant
Musical	Use music to explain the concept or explain the case study.
Interpersonal	Plan a role-play explaining migration concepts
Intrapersonal	Find government materials or agencies helping people to migrate.
Naturalistic	Meet with NGOs workers or visit places/organizations dealing with migration issues

12.2.9. Step 9. The driving question

Why have people been migrating for centuries and today? What are the consequences of the phenomenon?

12.2.10. Step 10. Task-designing. Final task or project

Both language and content needs for the final project refer to the whole unit. Since the project is based on the Multiple Intelligence Theory, students will have to perform various tasks and apply the knowledge and skills in practice to create materials for an exhibition.

12.2.11. Step 11. Task-designing. The number of sessions and plan all the tasks.

	Introduction	Investigation	Consolidation	creation
Session 1	Tasks 1-5			
Session 2		Tasks 6-7		
Session 3			Tasks 8-9	
Session 4				Task 10

12.2.12. Step 12. Task-designing. Double-check the cognitive spectrum of the tasks

Session	Task	Remmber	Understand	Apply	Analyze	Evaluate	Create
1	1	x	x	x			
	2	x	x				
	3		x				
	4			x			
	5			x			
2	6				x		
	7				x		
3	8					x	x
	9					x	
4	10				x	x	x
	Total	2	3	3	3	3	2

12.2.13. Step 13. More driving questions

Session 1: Do more people emigrate from or immigrate to Wałbrzych?

Session 2: Do people emigrate because they are greedy?

Session 3: Did Maria Skłodowska-Curie, Fryderyk Chopin and Adam Mickiewicz emigrate to earn a living?

Session 4: Can you explain migration to your grandparents?

12.2.14. Step 14. Task designing. The 4 skills

Tasks	Listening	Reading	Speaking	Writing
1	X			X
2	X			X
3			X	
4		X		
5			X	X
6	X		X	
7		X	X	
8		X	X	X
9	X			X
10	X	X	X	X
Total	5	4	6	6

12.2.15. Step 15. Task-designing. The balance between non-communication and communication

Tasks	Presentation	Manipulation	Communication
1	X		x
2	X		
3			X
4	X		x
5	X		X
6			X
7	X	x	X
8	X	x	x
9	X		
10	X	x	x
Total	8	3	8

12.2.16. Step 16. Task-designing. Methods used

Task	Methods
1	Flipped-learning
2	Flipped-learning
3	Text-driven
4	Text-driven
5	TBL
6	TBL
7	TBL
8	WebQuest
9	TBL
10	PBL

12.2.17. Step 17. Task-designing. Scaffolding, materials, and resources

Multimodal input (rich input)		
Tasks	Input scaffolding	Output scaffolding
1	reducing the number of tasks given to Ss at one time,	having Ss use the words in sentences
2	focusing Ss on the most important part of the material,	having Ss sum up the video in 3 sentences
3	brainstorming a topic to determine the existing level of knowledge, shortening sentences while preparing the text, material broken into chunks	gap-fill activity to reinforce the vocabulary encountered in homework activities
4	providing the formula and example explaining how to solve the problem,	having students explain how they solved the math's problem
5	providing model writing (example)	providing key phrases or words, providing language immediately, as it is needed, sentence starters,
6	using pictures, establishing context, Ss predicting/guessing answers, replaying with specific focus questions,	using pictures, using note-taking frameworks, facilitating group discussion
7	inserting synonyms,	sorting cards after reading previous text, using Ss's experience and previous knowledge to connect ideas,
8	providing instant assistance, if needed, reducing the number of tasks given to Ss at once,	highlighting in bold the most important elements of tasks,
9	activating prior knowledge,	activating prior knowledge, asking additional questions,
10	activating prior knowledge, narrowing input materials to 2 countries,	activating prior knowledge, asking additional questions, allowing materials creation according to Ss choice,

12.2.18. Step 18. Task-designing. Individual and cooperative work

Tasks	Individual	Pair	Group	Team	Whole class
1	X				
2	X				
3					X
4	X	X			
5		X			X
6					X
7				X	
8			X		
9	X				
10	X			X	X
Total	5	2	1	2	4

12.2.19. Step 19. Task-designing. Differentiated tasks

The final project is based on the Multiple Intelligence Theory and caters to all 8 bits of intelligence.

12.2.20. Step 20. Assessment. Create a rubric

Criteria			
Content	C	B	A
Identify push and pull factors for both countries	Students fail to identify push and pull factors, identify 4 or less	Students identify push and pull factors but can't tell the difference between them	Students understand the difference between pull and push factors and identify sufficient examples
Cognition	C	B	A
Create various materials explaining migration based on the analysis of situations in both countries	Some students fail to create materials or materials that do not colorate with both countries.	Students create similar materials or materials that contain errors	Students create various materials according to the multiple intelligence theory that correctly explains migration and is based on data from both countries
Communication	C	B	A
Present your work during international migrats day	Students don't turn up or are not prepared for presentation (spontaneous improvisation without previous preparation)	Students are prepared to present their work, but significant errors are visible, or the presentation is monotonous.	Students are well-prepared, present with just minor errors or none, and presentations are engaging for viewers/listeners.
Community	C	B	A
Explain migration concepts to your grandparents and others visiting the school during international migrats day	Students don't know migration concepts and can't explain them. Students refuse to talk to the viewers.	Students struggle to explain migration concepts or do it in a neglectful way.	Students easily explain concepts and engage with visitors.

12.3. Development of sessions

12.3.1. Session 1

Driving question: Do more people emigrate from or immigrate to Wałbrzych?

Session one consists of two parts and is an example of flipped learning T sends the following activities through the school platform.

Homework

Task 1. General/linguistic.

Scaffolding: reducing the number of tasks given to Ss at one time, having Ss use the words in sentences

Step 1. Some people decide to move house from one place to another, for example, from our city to Warsaw or, even further, to the New York or Sydney.

Do you know the geographical term for “to move house”? If not, don’t worry it will appear in the materials.

Step 2. Watch the video uploaded by Akash to learn or remind differences between the verbs: to emigrate, immigrate, and migrate.

Source: <https://www.youtube.com/watch?v=2RRXtyNgDPM>

Step 3. Comment Akash’s video. Write 3 different sentences using 3 verbs mentioned in the video.

Step 4. Think about the languages you speak. Do they use prefixes e- and im- too? Do the prefixes have the same meaning as in English? Answer through our platform.

Task 2. Geography part.

Scaffolding: focusing Ss on the most important part of the material, having Ss sum up the video in 3 sentences

Watch the following video. The most important part lasts from 0:00 to 3:29. Write down 3 new things you've learned from it and send them through our platform.

Source: <https://www.youtube.com/watch?v=5m0mAZ8mYdk>

Session in class

Task 3

Scaffolding: brainstorming a topic to determine the existing level of knowledge, gap-fill activity to reinforce the vocabulary encountered in homework activities, shortening sentences while preparing the text, material broken into chunks

Step 1. T writes on the board the word migration in Polish (migracja) and asks Ss to say who or what can migrate. Possible answers: people, names of nationalities, animals, birds, etc. data migration, planets... (5 min.)

Step 2. Ss read a text about migration, fill in with missing vocabulary, and compare their answers. T knows their Ss best and may use one of 2 options (words appear in a word bank above the text, or without the word bank, but first letters of missing words appear in the text as hints). T helps if any problems with language occur. (15 min.)

Answers are provided in bold.

Migration is the movement of people from one home to another permanently or temporarily. This movement changes the population of a place. **International migration** is the movement from one country to another.

People who leave their country are said to **emigrate**. People who move house into another country are said to **immigrate**. The movement of people into a country is known as **immigration**.

Every year some people leave Poland and move abroad. At the same time, some people will move to Poland. **Immigrants** add to the total population, and **emigrants** are subtracted from the total.

The balance of migration in a given territory and a given year can be:

positive, when:

number of immigrants > number of emigrants,

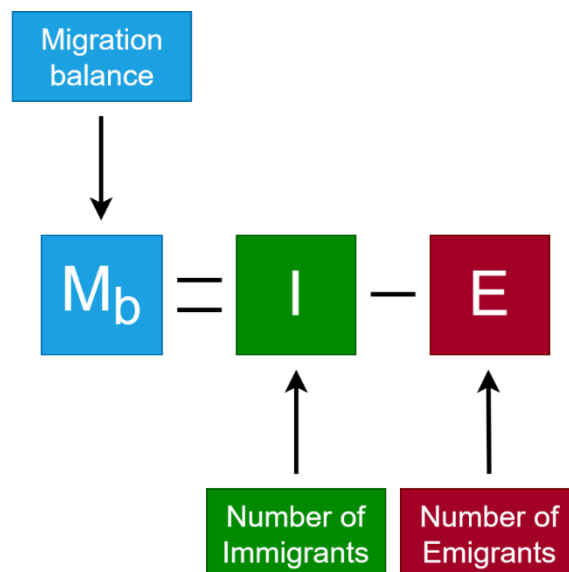
equal to 0, when:

number of immigrants = number of emigrants,

negative, when:

number of immigrants < number of emigrants.

How to calculate the **migration balance**?



Sometimes people just move from one region to another within the same country. In many developing countries, large numbers of people have moved from the countryside to the cities in recent years. This is called **rural to urban migration**.

Adapted from: <https://www.bbc.co.uk/bitesize/guides/zkg82hv/revision/5> and <https://www.dlauczna.pl/lekcja/geografia,ludnosc-i-osadnictwo-na-swiecie,zroznicowanie-ludnosci-na-swiecie,migracje-na-swiecie>

Task 4

Scaffolding: providing the formula and example explaining how to solve the problem, having students explain how they solved the math's problem

T presents data, students count the balance and compare their results in pairs. Finally, volunteers explain how they solved the problem.

Answers are provided in bold.

Case study 1

In 2017 13.3 thousand people settled in Poland,

11.9 thousand people left Poland permanently.

What was the migration balance?

Calculation. **Migration balance in Poland in 2017. $13\,300 - 11\,900 = 1400$**

Answer: **The migration balance in Poland in 2017 was 1,400 people.**

Case study 2

In 2017:

28,914 people settled in Lithuania,

32,206 people left Lithuania.

What was the migration balance?

Calculation. **Lithuania's migration balance in 2017. $28\,914 - 32\,206 = -3292$**

Answer: **Lithuania's migration balance in 2017 was negative and amounted to -3292 people.**

Adapted from: <https://www.dlaucznia.pl/lekcja/geografia,ludnosc-i-osadnictwo-na-swiecie,zroznicowanie-ludnosci-na-swiecie,migracje-na-swiecie>

Task 5

Scaffolding: providing key phrases or words, providing language immediately, as it is needed, sentence starters, or model writing (example)

T encourages Ss to guess the migration balance for the city where the school is located. Next, T presents official data which indicate that the migration balance for Wałbrzych is negative. Ss work in pairs and exchange ideas about why people emigrate from the city. (5 min.)

T asks SS to think if they know anyone who emigrated or immigrated. Ss should write short texts (10 sentences) including the person/people migrating, what the migration movement was (country or countries) and why he/she/they migrated. Ss swap papers and read their partners' texts. (15 min.)

Volunteers may retell or read migration stories. T writes new migration factors on the board if they occur. (5 min.)

12.3.2. Session 2

Driving question: Do people emigrate because they are greedy?

Task 6

Scaffolding: using pictures, establishing context, Ss predicting/guessing answers, using note-taking frameworks, replaying with specific focus questions, facilitating group discussion

T shows photos of 5 teenagers and explains that their parents emigrated to the USA. Ss try to guess their countries of origin and possible reasons for emigration to the USA. (5 min.)

T plays the video, and Ss check their guesses. If necessary, the video may be played twice, with subtitles or a script to read. T writes migration factors on the board. Next, T asks students to recall migration factors from their stories written the last lesson. T adds these factors on the board. (15 min.)

Source: <https://www.youtube.com/watch?v=87uUQcqGay8>

Task 7

Scaffolding: inserting synonyms, sorting cards after reading previous text, using Ss's experience and previous knowledge to connect ideas

Ss form groups of 3-4 that sit closely. T distributes a short text. Ss read the text and match the push and pull factors in Polish, English, French, Spanish. According to their repertoire, other languages may also be used or written down by students. (10 min.)

Why do people migrate?

Sometimes people have a choice about whether they move, but sometimes they are forced to move. The reasons people leave a place are called the **push factors**. The reasons people are attracted to new places to live are called the **pull factors**.

T distributes envelopes with cut-out pieces of paper with visuals presenting push and pull factors of migration. T encourages Ss to write down factors in other languages from English on the cards.

T asks Ss if they remember any factors mentioned before in the video clip or their peers' stories. Ss should recall them and state whether they are push or pull factors. (15 min.)

12.3.3. Session 3

Driving question: Did Maria Skłodowska-Curie, Fryderyk Chopin and Adam Mickiewicz emigrate to earn a living?

Task 8

Scaffolding: highlighting in bold the most important elements of tasks, providing instant assistance, if needed, reducing the number of tasks given to Ss at once

WebQuest. Ss form groups and open a link for WebQuest.

WebQuest content:

Introduction:

Poland is a country with a rich history. Unfortunately, many historical events have led to the emigration of Poles over the centuries. It is estimated that **18-20 million** Poles and people of Polish origin live outside Poland.

Do you know where Polish emigrants live?

Why did they decide to leave their country of origin?

In which historical periods do we have to do with the emigration of Poles?

Task:

Group task

Your task is **to create a timeline** showing the emigration of Poles from the 19th century to the present.

Include:

important **historical events** preceding the waves of emigration,

reasons for emigration, indicating the **push and pull factors**,

the **time** frame of the waves of emigration,
directions of migration (countries or regions).

Process:

Before you start: websites are in Polish, but your timeline should be in a foreign language(s) (English, French or Spanish)

Step 1. form **groups of 5**.

Step 2. choose one person (**timeline designer**) to create a timeline from the information provided by the other 4 people (**researchers**).

Step 3. share the links to the task.

Timeline Designer - link to <https://www.bookwidgets.com/>

Researcher 1 - . <https://encyklopedia.pwn.pl/haslo/Wielka-Emigracja;3995636.html>

Researcher 2 - . <https://opracowania.pl/opracowania/geografia/migracje-w-polsce-po-ii-wojnie-swiatowej,oid,1739>

Researcher 3 - . <https://www.rp.pl/historia/art7996321-emigracja-pomarcowa>

Researcher 4 - . <https://www.egospodarka.pl/25681,Emigracja-Polakow-w-latach-2004-2006,1,39,1.html>

Step 4.

Timeline Designer - Create an account on the indicated site review how to create a timeline. Apply information to the timeline provided by your colleagues.

Researchers - review the materials, provide the timeline designer with information including:

important **historical events** preceding the waves of emigration,

reasons for emigration, indicating the **push and pull factors**,

the **time frame** of the waves of emigration,

directions of migration (countries or regions).

NOTE: the clock is ticking. Focus on finding the information listed above. You can provide additional information if there is time.

Step 5. take a look at the timeline. Agree on a final draft in a group, save it, and send it to your teacher.

Due by the **end of the lesson**.

Evaluation

	3 points	2 points	1 point
Timepoints	The timeline features all 4 events preceding emigration waves and all 4 emigration periods.	The timeline features 3 events and 3 periods.	The timeline features 2 or fewer events and periods.
Emigration factors	Factors for all 4 periods are given, indicating their types (push or pull)	Factors for 3 periods are given, indicating their types (push or pull)	Factors for 2 or fewer periods are shown, indicating their types (push or pull)
Directions of emigrations	Directions are provided for all 4 emigration waves	Directions are provided for 3 emigration waves	Directions are provided for 2 or fewer emigration waves.
Timeline	Clear, structured layout	Some inconsistency in layout	No structure, messy layout
Language	At least 2 languages are used on the timeline	Timeline in English only	Timeline in Polish only
Total			

Link: <https://www.bookwidgets.com/play/t:3h9r4LoDcuR5v7Wk1A8ITBad2Ys-1NCKFSBulS-Fn28zQzZZTjNQ>

Task 9 (homework)

Scaffolding: activating prior knowledge, asking additional questions

Ss watch or read materials about famous Polish emigrants. Next, they answer the driving question in a group forum. T admins the forum and may give support or engage reactions. Additional questions about historical events proceeding emigration pull and push factors, directions, and the name of emigration period for evaluation of already touched on topics.

Example sources:

<https://www.youtube.com/watch?v=jlnc4vz-vDg>

<https://www.youtube.com/watch?v=kHOoe2UF0VE&t=195s>

12.3.4. Session 4

International Migrants Day

Scaffolding: activating prior knowledge, asking additional questions, allowing materials creation according to Ss choice, narrowing input materials to 2 countries

Driving question: Can you explain migration to your grandparents?

Task 10

This is the organizational session. Presentations will be carried out during International Migrants Day organized at school in December Ss should create materials to prove an in-depth understanding of migration.

In class

Step 1. Ss form teams of 7-8 members. Each group chooses the leader, who will coordinate the whole project.

Step 2. Leaders draw pieces of paper presenting 4 pairs of countries:

- **Syria and Germany**
- **India and UAE**
- **Mexico and USA**
- **China and Singapore**

Step 3. T explains projects objectives (15 min)

Create materials explaining migration in the context of 2 countries, in the form of a group portfolio/presentation, which should include:

- **Explanation of basic terms: migration, emigration, immigration, remigration,**
- **Calculation of the balance of migration between two countries,**
- **Include a personal story of emigrant(s),**

- **Specify push factors of the country of origin and pull factors of the country of destination,**
- **Investigate advantages and disadvantages of migration for both countries (as an intake and outtake country),**
- **Additional valuable information.**

The portfolio may consist of:

- **One written text (essay, report, outline, interview),**
- **Mathematical formula for the balance of migration with the appropriate date for 2 countries and results,**
- **Visual explanation of the topic (poster, painting, drawing, map),**
- **An interview with an emigrant or a review of an interview or documentary,**
- **Examples of music from both countries, the possible fusion of both created by a student,**
- **Role-play explaining migration concepts,**
- **Internet search of government materials or agencies helping people to migrate between both countries,**
- **Different materials are welcomed if students feel their necessity and importance.**

Students present their work in December during International Migrants Day organized at school.

Step 4 Ss share ideas and allocate work. Leaders write down a draft of materials that will be created. Drafts will be available online in each team's private forum.

Homework

For the next 2-3 weeks Ss create their materials and prepare for their presentations during International Migrants Day. Ss should invite their grandparents to the event.

Open day - International Migrants Day – presentation

Ss present their materials and engage in conversations with invited visitors.

13. CONCLUSIONS

This dissertation aimed at exhibiting the concept of migration as a topic for content and language integrated learning embedded in cross-curricular and plurilingual didactic sequence. Based on the practical part of the dissertation, it can be concluded that creating the interdisciplinary didactic unit encompassing the concept of migration in geography, civics, history and other school subjects is beneficial and within reach if planning and evaluation are provided with the help of CLIL tools. The final product is an example of content-driven educational materials that accept and develop students' linguistic repertoire. By implementing "The CLIL planner," this dissertation shows that planning and evaluation in 20 steps are crucial before CLIL-workout in class. Concerning student-centered methodologies, two aspects are worth highlighting. First, input materials adapted for students are required resources of exposure to content and language. Second, interaction among students in forms of action-oriented and group-based approaches fosters engaging output. What is more, scaffolding techniques vary in their application to input and output tasks.

The dissertation proves that civics, geography, history and other subjects share various content-related knowledge. Pull and push factors of human migration and its effects on intake and outtake countries or societies are universal topics. History teachers can adapt the concept of migration and analyze cause-and-effect historical events. A similar approach applied in geography class enables us to explore the exact mechanism in modern times. A civic educator may set the migration concept in real-time and space, investigating the current situation occurring at the Polish-Belarusian border. The following lesson's concept of refugees and social attitudes toward accepting incomers may also be discussed. Finally, Polish emigration writers and works of art representing migration motives provide a cultural context. In conclusion,

the concept of migration may link various school subjects, serve as a starting point for introducing new facts and reinforce critical thinking. Furthermore, migration appears to be a natural motivator to broaden plurilinguistic and intercultural communication skills. Speaking languages facilitates students' possible future migration or coexistence with immigrants from other countries. Based on these conclusions, teachers should search for diverse concepts applicable to create cross-curricular CLIL teaching.

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