

*Preparing Global Citizens*

*for the 21<sup>st</sup> Century:*

*The Role of CBI/CLIL*

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# What are 21<sup>st</sup> Century Skills?



# Think About It

- What are the most important skills your students need to be 21<sup>st</sup> century citizens?
- Which have become more important since the turn of the century (2000)?
- Which will be even more important in 20 years? Why?

# 21<sup>st</sup> Century Skills – 7Cs

1. Critical thinking & problem solving
2. Creativity & innovation
3. Collaboration, teamwork, & leadership
4. Cross-cultural understanding
5. Communication, information, & media literacy
6. Computing and ICT literacy
7. Career and learning self-reliance

(Trilling & Fadel, 2009: 176)

# Another Way of Looking at 21<sup>st</sup> Century Skills

- **Ways of Thinking** – creativity & innovation; critical thinking, problem-solving, decision-making; learning to learn
- **Ways of Working** – communication, collaboration (teamwork)
- **Tools for Working** – information literacy; computer & Internet literacy
- **Living in the World** – citizenship (local & global); life and career; personal & social responsibility  
(Binkley & others, 2012: 18-19)

# Why 21<sup>st</sup> Century Skills?

***“21<sup>st</sup> century skills enable workers to communicate and collaborate with others, organize and analyze information, make informed decisions, and then take decisive action.”***

(Fitzpatrick & O'Dowd, 2012, on business communication)

# Why the Changes?

- Shift from Industrial Age to Knowledge Economy (Trilling & Fadel, 2009)
- Global networking and communication
- Need to process massive and continuously changing information



# The Information Explosion



- Every 2 days, we create as much information as was created from the dawn of civilization until 2003.
- With a world population of 6 billion, about 800 MB of information per person is stored each year
- The WWW contains 17x the information of the US Library of Congress

(Lyman & Varian. *How much information?*  
(Smolan & Erwit, *Against all odds*)

# Need for lifelong learning

*“In the past, when information had a much longer shelf life, learning was something that was done once in your youth. Then you were learning for life. . . . Today, learning has become a lifelong process. Given the rapidly changing nature of our world, people of all ages must constantly learn and relearn what they need to know. What they learned yesterday may no longer be valid in tomorrow’s world. Tomorrow, they will have to learn again because today’s information will already be out of date.”*

*(McCain & Jukes, 2001)*

# Changing Definition of “Illiteracy”

*“The illiterate of the 21<sup>st</sup> century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.”*

(Adapted from Alvin Toffler & Herbert Gerjuoy)

# The Importance of Internet, Email, & Web

- To communicate with others around the world
- To search the Internet for information
- To answer questions and solve problems
- To keep in touch with friends & colleagues
- To collaborate

# A View from Inside ELT

**“Today to survive in this digital era, critical thinking, problem solving, ICT application, team work and innovation are the skills we need. Our curriculum should include the above skills as they are the skills the employers need and they are the skills for our learners’ future.”**

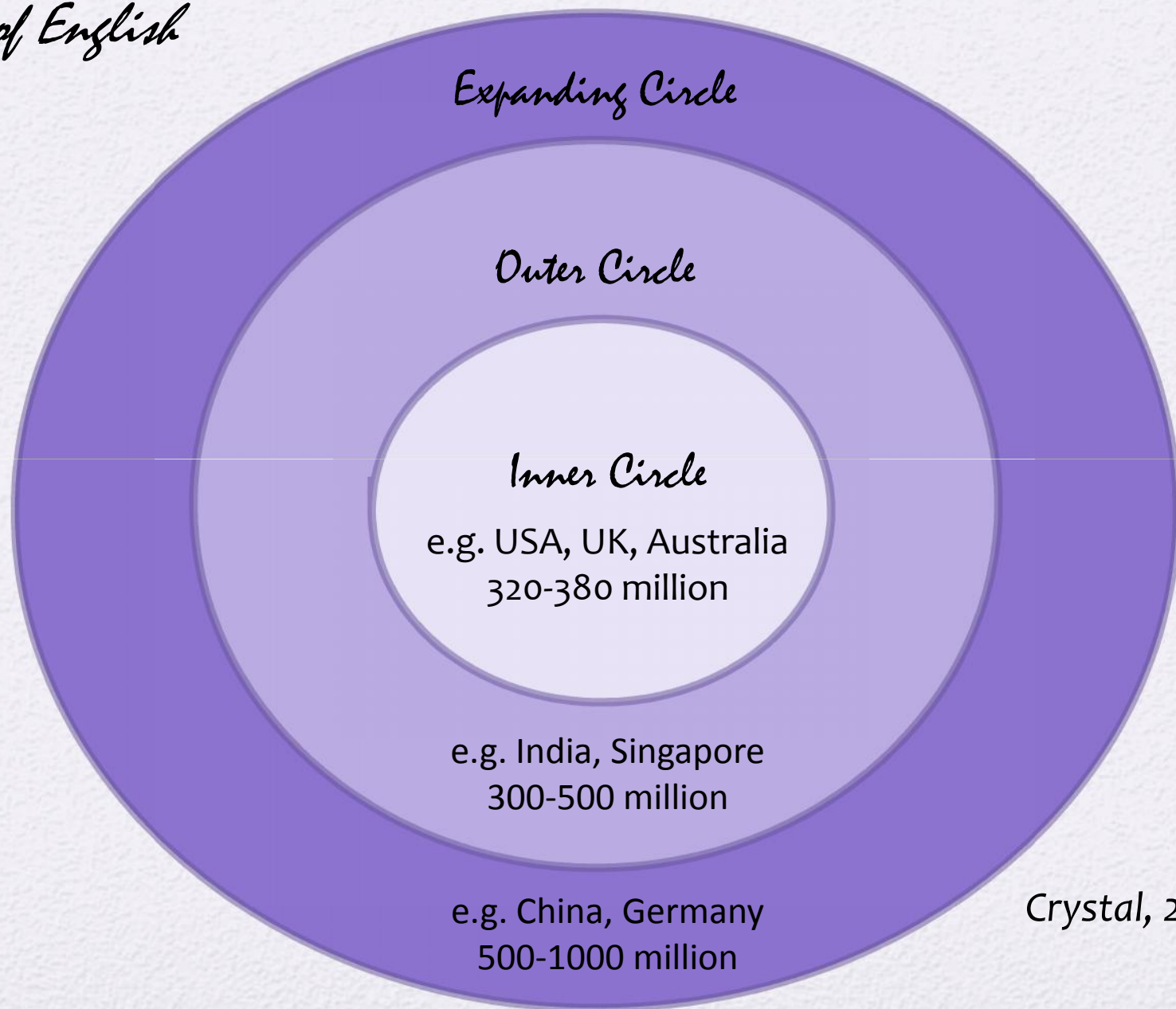
***(J. S. Azariah, English Teacher Trainer, India)***

# Why English?

## The Role of ELT

- The Globalization of English
- English for Young Learners
- English-medium Universities
- English for Business and Technology
- Online Learning: Digital Natives & Immigrants

*Kachru's (1989)  
Circles of English  
speakers*



Crystal, 2003

# English & 21<sup>st</sup> Century Skills

- English as a global or international language

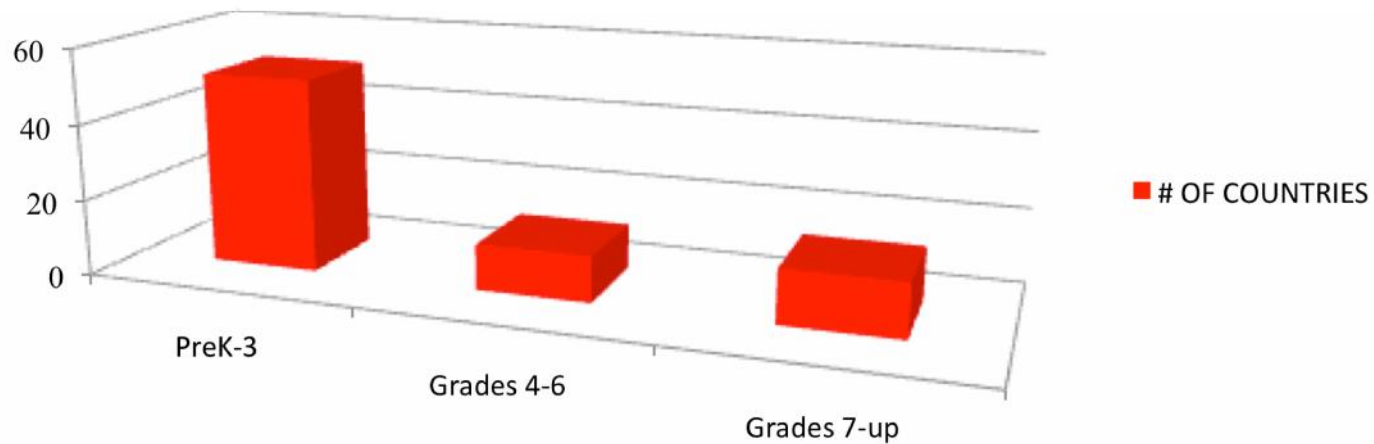
Most English is spoken by those who use it as a 2<sup>nd</sup> (or 3<sup>rd</sup>) L to others who also speak it as a 2<sup>nd</sup> or 3<sup>rd</sup> L

- English classroom is ideal context for introducing and building 21<sup>st</sup> century skills

# TEYL Around the World

survey of E-Teacher participants from 77 countries

## Compulsory English Education 77 countries



# **A Global Concern**

Conference in 2008 at University of Hong Kong on:  
**“Language Issues in English-Medium Universities:  
A Global Concern**

**Increasing numbers of English learners at all levels  
of education need English for transition to  
academic, career, or other purposes.**

# English-Medium Universities

*“Let me show you the chemistry text we use [in an English-medium university]. It’s a third edition. Now let me show you what is being used in other L1-medium universities.”*



**University President**

**PhD Chemist (Cornell)**

# English for Business

***“For successful global cooperation, a common language is required, and English has taken on this role in the 21<sup>st</sup> century.”***

Fitzpatrick & O’Dowd

2012



# English for Technology

*“In a global economy, the movement of people and ideas beyond traditional boundaries accelerates both economic growth and the expansion of professional opportunities for knowledge workers. Within the engineering field, English has become the primary shared language for professional workers on a cross-national basis.”*

(Institute of Electrical & Electronics Engineering  
Technical English Programs, cited by Mark Algren, 2010)

# English for Global Communication

According to a survey conducted in September 2012 by the World Wide Technology Surveys (W3Techs; <http://w3techs.com>):

55.1% of all Web sites are in English

Next closest is German: 6.4%

# Digital Natives

In one project, “ my students had to exchange e-mails about simple topics (family, hobbies, subjects, music, etc.) with students from other European schools. . . . They were excited every time they got a reply and eager to learn about their e-friends’ lives! . . . [Another] class of mine had to write on 3 or 4 postcards which depicted things about the weather in Greece and things that students like doing! The strangest thing for me was that most of them did not know how conventional letter writing worked!!!! They didn’t know that envelopes with stamps would arrive at schools from different parts of the world! As soon as they realized that they checked the post box every day!”

(G. Maneta, 2011)

# What 21<sup>st</sup> Century Skills Are NOT!

- Using a typewriter,
- Typing a dissertation with 3 sheets of carbon paper,
- And no erasures!



# Some Ways of Being a 21<sup>st</sup> Century ELT

- Students do a profile of a character or historical person and then create mock interviews or social media profiles.
- They take a “field trip” to the Great Wall of China, but never leave the school.
- They work on collaborative projects – with students in another institution, city or country.
- They create a study guide working together to identify critical issues.

# 21 Century ELT

- You have limited print resources, but turn to the web for help
- You realize the importance of professional development, and join online communities, participate in webinars or podcasts, or engage in collaborative research by distance

From: <http://blog.simplek12.com/education/21-signs-youre-a-21st-century-teacher/comment-page-3/>

# Are You a 21<sup>st</sup> Century Teacher?

- *How are you preparing your students for this changing world?*

Share one idea with a partner.

- *How is what you do different from what your teachers did?*

Share another idea with a partner.

# Why CBI/CLIL?

- A language class is a perfect site to foster the 7Cs:  
If care is taken to choose appropriate content!
- Content brings real world into the class
- Content provides a mean for developing more advanced language proficiency and transferring these to academic contexts.

**A language class is a terrible thing to waste!**

# The Importance of Content

To inject 21<sup>st</sup> Century Skills into L Curricula we need:

A global perspective in the content

A personal and local perspective to make it relevant

A link to career & work options with creative & imaginative directions

Use of media and technology as sources of content & means of developing skills

(all at developmentally appropriate levels)

# CBI? CLIL?

- Content-based language instruction
- Content-centered language instruction
- Integrated language and content instruction
- Content and language integrated instruction

“A rose by any other name . . . “



# Some Approaches to CLIL:

## Who Does the Teaching?

LANGUAGE TEACHERS	LANGUAGE & CONTENT TEACHERS	CONTENT TEACHERS
Thematic instruction	Team teaching/Inclusion	Sheltered instruction
Sustained content	Integrated units taught separately by L & C teachers	U content course taught through L2 (FLAC)
Adjunct courses Modified/Simulated adjunct	Partial, Full, Dual L immersion	

# **CLIL:**

## **Content or Language Driven?**

**Language Driven**

**Content Driven**

**L Class  
With  
Content**

**Theme-  
Based**

**Adjunct**

**Sheltered**

**Partial or  
Total  
Immersion**

<http://www.carla.umn.edu/cobaltd/modules/principles/decisions.html>

# All CBI Models Share:

*“a ‘dual commitment to language and content objectives’ (Stoller, 2004) which permits English Language Learners to continue their academic or cognitive development while they are also acquiring academic language proficiency.”*

*(Crandall, 1994)*

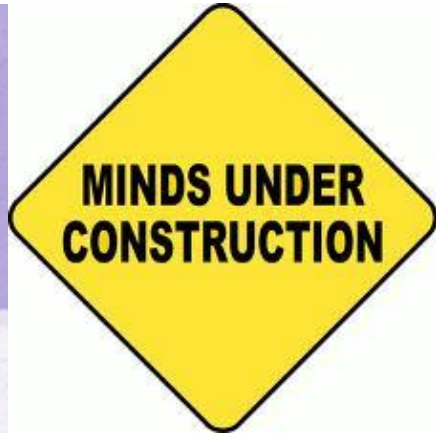
# Content & Internet Skills in University Classes

## Cities Project

- U EFL students in 3-5 cities
- Collaborate in small groups
- Produce 3-5 city guide
- Determine content focus

(Museums, Monuments, Historical Places,  
Universities)





# **Collaborative Inquiry for Primary/Secondary Students**

**Building Animal Habitats – Partners choose an animal to add to a local or national Zoo; do research; then decide what the animal needs to survive**

**Imagination Voyage – Small groups sail down West coast of Central & South America; choose 2 countries to visit & decide what to see; keep log; take roles (artist, athlete, etc.) & ( keep budget)**

# U Medical English Web Quests

Select & explain treatment for cancer

- Watch video of American doctors talking about alternative medicine
- Read about different approaches
- Choose & explain treatment



Yuddy Perez  
Universidad del Norte

# Thematic (or Theme-Based Instruction

An effective theme is an umbrella that:

- Links language, content, culture, and thinking skills
- Provides opportunity of linking all 4 skills (L,S,R,W)
- Helps make language learning relevant & focuses on meaningful language use
- Links to students' other learning, their homes and communities, and the larger world they live in
- Naturally recycles vocabulary and grammar

# From an EYL Teacher in the Maldives

*“Themes selected based on our folk stories, tourism and fisheries create a variety of opportunities for the teachers to take students for field trips, carry out interviews with people, write reports or draw and name what they saw and also do presentations. They can create leaflets or booklets based on their findings . . .explore and create knowledge and present it to the class.”*

*(R. Rahman)*

# Primary Endangered Species Unit

A teacher from Ivory Coast ended a unit with a role play between a hunter & a rare wild animal using this dialogue, which led to ongoing discussion until the hunter gave up:

Animal: “Why always me and not another animal?”

Hunter: “Your skin is more valuable for humans.”

Animal: “It’s even more valuable to me.”



# ***Our World: Primary EIL series (Thematic)***

- **National Geographic Learning/Cengage Learning**
- **Authentic content - global, local, personal**
- **But still creative - Song, story, closing project for each unit (video with song, story, pix, video)**
- **Also “global values” page**

# **“Self-Portrait” for Secondary School**

From a teacher with unmotivated ESL students:

*“I started with an art theme I called “Self-Portrait” in which we studied adjectives, artists who draw self-portraits, and read short biographies. I pulled non-fiction reading materials from the internet and library books. The students created their own self-portraits, wrote their biographies, and presented these in class. The students created their self-portraits with only art supplies, not computers, although we used computers through much of the lessons.”*

# Water World: Sustained Content for U

- 25-hr/week; semester course at City U of NY
- Uses content from literature (*Treasure Island*, poems of Basho, etc.), history (explorations of Leif Erickson, Henry Hudson, & Thor Heyerdahl), politics (*Crisis on the Coast & Water Wars*), & science (weather patterns).
- Students write own sea voyage narratives, doing Internet research about the destinations, weather conditions en route, choice of craft, other water-related matters.
- Research and reflection lead to other writing

<http://clip.cuny.edu/Public/html/3CourseDescriptions.htm>



# Africa Online: Web-based, Sustained Content for PD



## Goals:

- Learn to use Web for ELT resources
- Adapt & create culturally appropriate CBI materials around 3 content areas (Entrepreneurship, Civic Education, & HIV-AIDS Education)

**Results: Learn to use Web resources**

**Develop community/Community of Practice;**

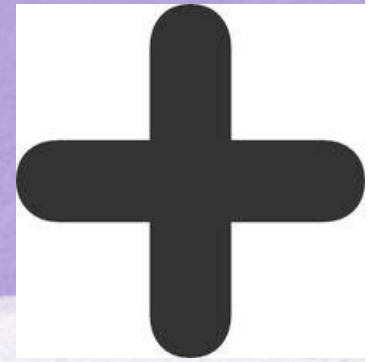
# Choosing a Theme: Some Qs

- Is it interesting? Relevant to learners' lives?
- Is it grade and language-level appropriate?
- Does it build on what learners know? Lead to increased knowledge?
- Does it allow a variety of activities to appeal to different learning styles/Multiple Intelligences?
- Will learners be able to use knowledge in authentic situations?

# Some Other CBI Models

- Adjunct
- Modified Adjunct
- Simulated Adjunct
- Sheltered Instruction/SIOP
- Team Teaching
- 2-Way/Developmental Bilingual Program

# Adjunct Courses



- L courses taught in partnership with content courses – often focused on R & W skills

**Reading + History; Writing + Sociology**

- Content teacher focuses on knowledge base of the content; L teacher on skills to understand & discuss that content

Another model: U Content course linked with 4 skills courses (Iancu, 2002)

# Modified Adjunct

- A subject matter course is paired with a “study group” co-taught
  - by language teacher and peer-group leader OR
  - by undergraduate peer who has been trained to assist second language learners

(Snow & Kahmi-Stein, 2002)

# Simulated Adjunct

- **Content & Tasks are taken from one subject area & integrated into L course to “simulate” content course**
- **Combination of adjunct & sustained content, but L course is not paired with a subject course**
- **Often used when scheduling conflicts make adjunct courses difficult**

(Brinton & Jensen, 2002)

# Sheltered Instruction: SIOP

(Structured Immersion Observation Protocol)

- Evidence-based approach to sheltering instruction for primary & secondary grades; being tested in adult & college settings
- 8 components + 30 features of lesson planning
- Identifying content & language objectives & materials & providing activities for delivering, reviewing, & assessing instruction

(Echevarria, Vogt, & Short, 2008)

# **Sheltered Spanish Courses at UMBC**

- **300 level: España y sus culturas 1 & Latinoamerica y sus culturas 1-** organized around a historical focus on Spain or Latin America and their cultures
- **300 level: España y sus culturas 2 & Latinoamerica y sus culturas 2** – organized with a literary focus on Spain or Latin America and its diverse cultures.
- **400 level: Topics in Latin American Society: Socio-Environmental Conflicts in Latin America (Fall 2012)**

# **University Sheltered Instruction: Korean TESOL Certificate Program**

- **Partnership of Sookmyung Women University in Seoul with UMBC**
- **All courses are taught through English, but adapted by the instructors with support & focus on student mastery of classroom language**
- **Writing & Critical Thinking skills course is Adjunct to Second Language Acquisition & Cross-Cultural courses**
- **Result – in 6 months, dramatic improvement in English proficiency + ELT knowledge & skills**

# Team Teaching

- **Japanese college students in small liberal arts college study humanities & social science topics taught in English by pairs of English & content teachers** (Stewart, Sagliano & Sagliano, 2002)
- **Plug in/Push in/Inclusion – pairs of English and content/mainstream teachers co-teach portion of the curriculum (reading, science, etc.)**

# **Team Teaching/Lesson Preparation Across Disciplines**

## **Lesson Study at Petroleum Institute**

- 1. Math, chemistry, physics, & English teachers co-plan an integrated lesson**
- 2. They teach the lesson in these classes – others observe (video or in person)**
- 3. They discuss & revise and teach the lesson to new group of students**

# Dual Immersion (2-Way Bilingual) Programs

Key Elementary School, Arlington, VA

- Same number of children speaking 2 different languages (Spanish & English)
- Over time, study all subjects in both languages
- In beginning, R & W in L1; L2 oral development
- After 6 years, students outperform peers educated fully in either language

The benefits of bilingualism!

# Why CBI/CLIL?

- Provides meaningful content & context for focus on issues that 21<sup>st</sup> century students are facing or will face in their work, their lives, their nations, & the world (*Critical thinking & Problem-solving*)
- Offers opportunities to negotiate meaning & communicate in relevant & authentic ways using a range of media (*Communication*)
- Engages learners in working together using variety of resources & texts, including Internet to develop knowledge & skills (*Collaboration*)

# A Better Question

***Why Not CBI?***



Thank You!

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