



CLILSTORE GUIDEBOOK FOR TEACHERS

Coordinated by

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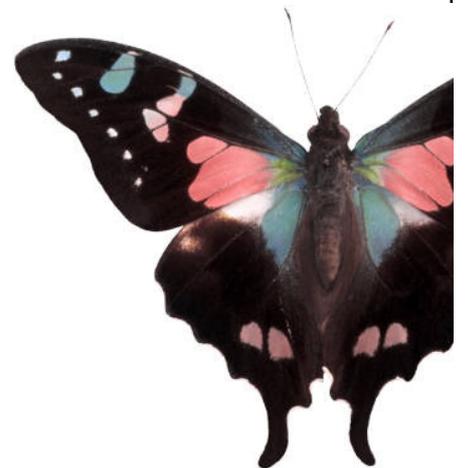
Project: *Tools for CLIL Teachers*

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1 | INTRODUCTION

In the following sections we shall describe what we understand by Content and Language Integrated Learning (CLIL) and how the EU-funded *Tools for CLIL Teachers* project can help you in your teaching practice. Lastly, we shall briefly describe two of the integral utilities in **Clilstore**; i.e. *Multidict* and *Wordlink*.

1.1 | WHAT IS CONTENT AND LANGUAGE INTEGRATED LEARNING?

Content and Language Integrated Learning was recognized as a teaching methodology by the Commission of the European Communities in its Communication No. 449 on Promoting Language Learning and Linguistic Diversity: An Action Plan 2004 – 2006, published in 2003 [1]. This document states that:

Content and Language Integrated Learning (CLIL), in which pupils learn a subject through the medium of a foreign language, has a major contribution to make to the Union's language learning goals. It can provide effective opportunities for pupils to use their new language skills now, rather than learn them now for use later. It opens doors on languages for a broader range of learners, nurturing self-confidence in young learners and those who have not responded well to formal language instruction in general education. It provides exposure to the language without requiring extra time in the curriculum, which can be of particular interest in vocational settings. The introduction of CLIL approaches into an institution can be facilitated by the presence of trained teachers who are native speakers of the vehicular language. (p.8)

It also lists a number of proposals for actions at a European level that will supplement Member States' own initiatives, which specifically includes promoting CLIL in the following ways:

- I.2.4 The Socrates programme's Lingua action 2 will fund a series of transnational projects for the development and dissemination of new, specific methodologies for teaching subjects through languages other than lingua francas. [...]
- I.2.5 The Commission will propose that the general Socrates Call for Proposals [...] be amended so as to increase support to schools wishing to introduce a Content and Language Integrated Learning approach. In particular, extended exchanges of teachers between partner schools will be encouraged.

- I.2.6 A European conference will be held for decision-takers and inspectors to launch a major new study on the benefits of Content and Language Integrated Learning.
- I.2.7 The European Eurydice Unit will gather and disseminate information on the availability of Content and Language Integrated Learning in European education and training systems, based on the collection of available data by its Network.

As we can see, efforts are being made to generalize CLIL in the European Union (EU) Member States due to a firm belief that this approach may benefit not only the acquisition of a specific subject matter, but also set a framework for meaningful use of a foreign language during a given educational stage.

According to the EU's policy on multilingualism, CLIL involves teaching a curricular subject through the medium of a language other than that normally used. The subject can be entirely unrelated to language learning, such as engineering subjects being taught in English in a university in Spain. CLIL is taking place and has been found to be effective in all sectors of education from primary through to adult and higher education. Its success has been growing over the past 10 years and continues to do so.

Teachers working with CLIL are specialists in their own discipline rather than traditional language teachers. They are usually fluent speakers of the target language, bilingual or native speakers. In many institutions, language teachers work in partnership with other departments to offer CLIL in various subjects. The key issue is that the learner is gaining new knowledge about the subject matter while encountering, using and learning the foreign language. The methodologies and approaches used are often linked to the subject area with the content leading the activities. [2]

CLIL's multi-faceted approach can offer a variety of benefits. It:

- builds intercultural knowledge and understanding
- develops intercultural communication skills
- improves language competence and oral communication skills
- develops multilingual interests and attitudes
- provides opportunities to study content through different perspectives
- allows learners more contact with the target language
- does not require extra teaching hours
- complements other subjects rather than competes with them
- diversifies methods and forms of classroom practice
- increases learners' motivation and confidence in both the language and the subject being taught.

In the following sections we shall see how **Clilstore** can contribute toward these overall benefits.

1.2 | HOW CAN THE *TOOLS FOR CLIL TEACHERS* PROJECT HELP YOU?

The *Tools for CLIL Teachers* project has created a free online service where language teachers can author and share content-rich, multimedia learning units featuring the creator's own choice of audio, video (e.g. from YouTube), text (e.g. a transcript) and images/graphics. No installation or setup of software is required. The authoring tools feature a unique and innovative element of functionality i.e. the ability to automatically link every word in a text to online dictionaries in over 100 languages.

The teacher will have the choice of either sharing the resulting webpage online from the system's repository or of sharing a link to the webpage on websites, via email or institutional VLEs, for example. The beauty of this system is that technical knowledge of FTP/URL and online publishing is not required.

The online service also enables authoring of learning units from mobile devices (e.g. iPads) and is compatible with any operating system (Linux, Windows, MacOS, Unix etc.). The learning materials may also be accessed and used via smart phones, and materials may also potentially be authored from smart phones. We hope that the ability to access the learning materials from smart phones will encourage teachers to create materials.

The user friendliness of the system also benefits teachers of mainstream languages and results in bespoke VOLL (Vocationally-Oriented Language Learning) and CLIL materials in the LWUTL (Less Widely Used and Taught Languages). The inclusion of Arabic also serves a large and growing target group teaching and learning that language.

We are convinced that the online system, both the content authoring tools and the repository of materials, will be of huge benefit to educational institutions and learners alike, not least because the service is free of charge and open source (i.e. to enable future development). Crucially, the authoring tools and resulting content can be used from inexpensive mobile devices and older computers as they do not require high data processing capacity or bandwidth. This is a key factor in facilitating the adoption of technology, as there is no assumption that end users will need to acquire new hardware or upgrade their existing hardware in order to avail of the service. Such unseen costs frequently prevent the uptake of new technology and are a source of frustration for potential end users who recognise the benefits of new technology.



1.3 | BRIEF OVERVIEW OF CLILSTORE, MULTIDICT AND WORDLINK

In the following sections we shall describe **Clilstore** and its two integrated tools, *Multidict* and *Wordlink*. All three applications are accessed online at multidict.net.

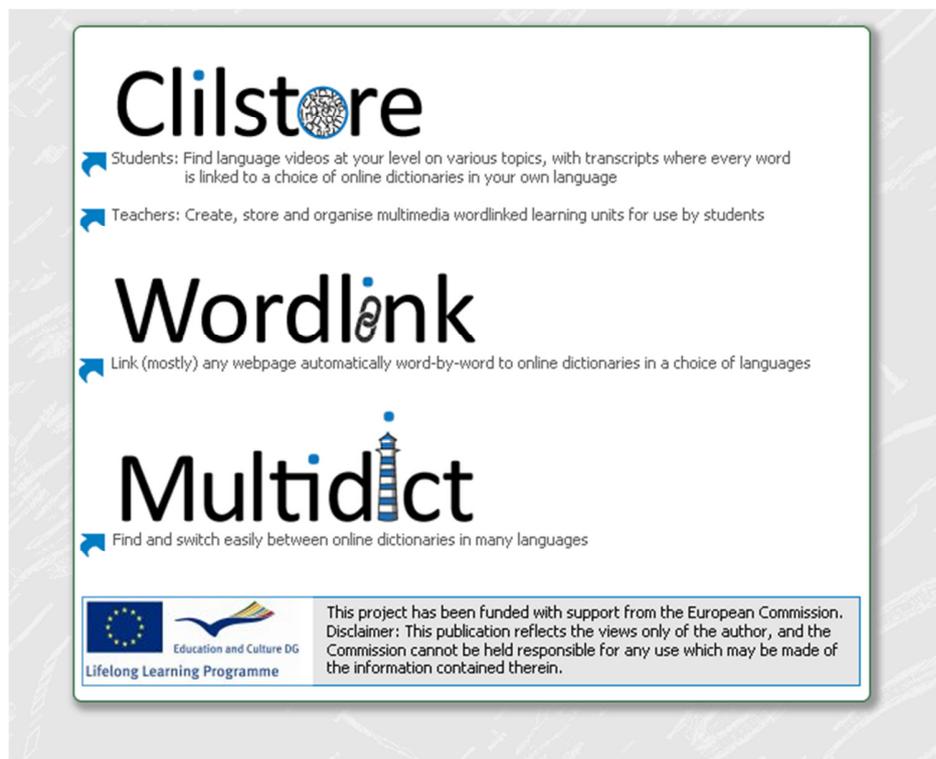


Figure 1. *Clilstore* homepage accessible at <http://multidict.net>.

CLILSTORE

Clilstore is a multifaceted site which (i) caters for teachers who wish to create or find multimedia language learning units to use with their students and (ii) offers a repository of language learning units in a variety of languages which students can access directly and use independently. Students are also welcome to register as authors and create and share units. The repository of existing units is open access, therefore, teachers or students wishing to use existing units do not have to register with the service before viewing or using the materials. Anyone wishing to create units must first register and have their email address verified. The authoring interface has been designed to be user-friendly, however, new users are encouraged to read the step by step guides provided on

www.languages.dk/tools and if possible to avail of one of the many training workshops offered by the Tools team (details available on project website). The emphasis in **Ciilstore** units is on multimedia i.e. using combinations of video, audio, images, text, hyperlinks and supporting secondary technologies which allow for the creation and sharing of interactive language exercises etc. In order for **Ciilstore** language learning units to be most effective, however, they should contain a significant amount of text. The reason for this is that a key element of what makes **Ciilstore** a unique language learning service is the way the software treats embedded texts. At the touch of a button all words are automatically linked to our bespoke dictionary interface *Multidict*, which places online dictionaries in over 100 languages at the learner's disposal, thereby enabling them to interrogate texts at their own pace and according to their own learning requirements.

MULTIDICT

Multidict functions as a stand-alone online dictionary interface accessible at multidict.net or directly at multidict.net/multidict but also as the one stop shop for all of the language combinations featured in **Ciilstore** language learning units. Once users of **Ciilstore** units click on words in embedded texts, the *Multidict* interface opens beside the **Ciilstore** unit thereby facilitating easy dictionary consultation for learners. The majority of the 100+ languages catered for by *Multidict* will feature multiple online dictionaries, therefore, if a learner is not satisfied with the first result from their search (which they will have performed by simply clicking on a word in the embedded text) they can simply consult another source by either selecting it from the drop down menu of available dictionaries or by clicking on the dictionary icons, without having to re-enter the search term. *Multidict* will also facilitate bilingual consultation between pairs of languages for which no print dictionary exists (e.g. Irish Gaelic to Scottish Gaelic).

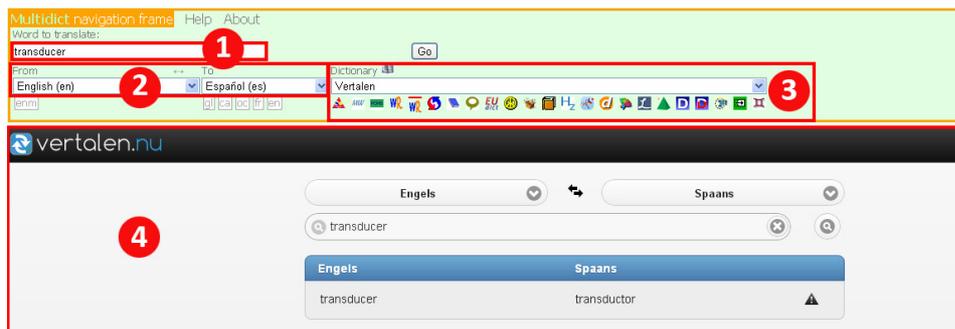


Figure 2. Multidict stand-alone interface.

1. Word entry field.
2. Language pairs: source and target language.
3. Selection of online dictionaries. Both drop-down menu selection and icon selection.
4. Selected dictionary interface with translation.

It is important to select the dictionary which best suits the particular translation need. Each dictionary has strengths and weaknesses. If a dictionary does not have the word being searched for, a different dictionary can be selected either from the drop-down menu or from the dictionary-specific icons.

WORDLINK

Wordlink can link most webpages word-by-word to online dictionaries. It is the software which facilitates the automatic linking of every word in embedded texts within **Cilistore** language learning units and can also be used as a stand-alone tool accessible at multidict.net or directly at multidict.net/wordlink for learners who wish to easily consult online dictionaries as they read through webpages.

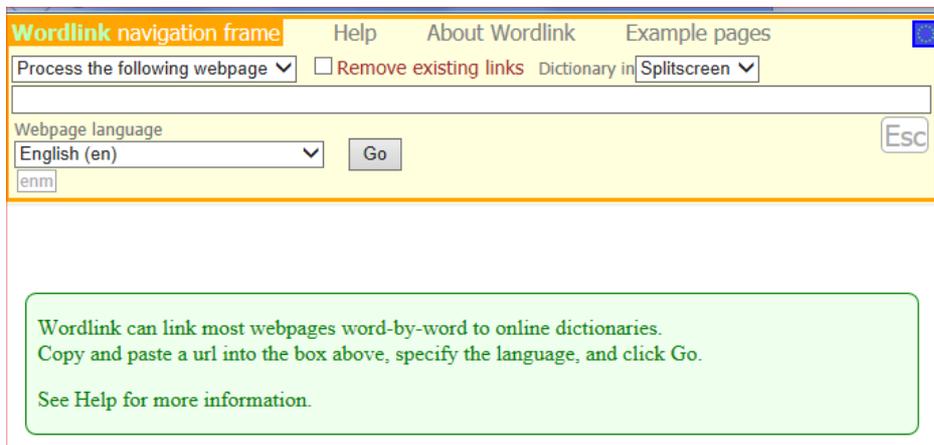


Figure 3. Wordlink navigation frame.

When using *Wordlink* as a stand-alone tool to link all the words in a given webpage to the online dictionaries available from *Multidict*, the first thing we have to do is select the language of the page from the drop-down menu. After that, we have to paste the URL of the webpage we wish to link into the appropriate field and click on "Go" (see highlighted section 1 in Figure 4 below). This enables us to click on any of the words in the text and look it up in *Multidict* (see highlighted section 3 in Figure 4). As we can see in the Figure below, the word that has been clicked on in the text is "considerado". This information automatically transfers to the *Multidict* navigation frame, as we can see in section 3 in Figure 4. Lastly, the translated entries appear in the native interface of the selected dictionary. In the sample below (highlighted section 4), the dictionary displayed is *WordReference*.

As we can only look up one word at a time, if we wish to translate a compound word, such as "look after", we have to type in the missing word(s) in *Multidict*.

In order to save time, *Multidict* is capable of remembering which dictionary was last used and the language pairing that was being worked with, although the language and dictionary can be changed at any time.

Additionally, if we click on a link within the webpage we have “imported”, then the next page will also be converted by *Wordlink*. In case we wish to look up a word which is already hyperlinked, then we need to select “Remove existing links” and click “Go” (see highlighted section 1 in Figure 4).



Figure 4. Sample page from Wikipedia about Spanish author, Miguel de Cervantes, linked to Wordlink.

In the following section we shall see how *Multidict* and *Wordlink* are used in the **Cliilstore** student interface.

CLILTORE STUDENT INTERFACE

Once we have entered the student interface by clicking on the arrow pointing towards “Students” in www.multidict.net (see Figure 1), learners encounter the screen illustrated in Figure 9.

First of all the learner has to select the language he/she wishes to practise. This is done by selecting a language from the appropriate drop-down menu (see highlighted sections 2 and 3 in Figure 9 below). Next, the learner has to select the target language level of his or her choice by clicking on one of the option buttons. A learner may also choose to select all the units that are available for a given language by clicking on “Any” (see Figure 5). This will call up a list of all the available units to practice that given language at the specified target level.

Level **Any** Easier **A1** **A2** **B1** **B2** **C1** **C2** Harder

Figure 5. Language proficiency levels as describes in the CEFRL.

Once the list of units appears on the screen, additional information is provided to describe the contents of a given unit. As pointed out before, the level and the title of the unit, plus an icon describing the media type embedded in the unit, i.e. video, audio or none. However, if the learner selects “Student page – more options” from the drop-down menu (see 1 in Figure 9), a number of additional descriptors appear to allow learners to filter and find a particular unit; i.e. number of words comprising text in unit and duration of media file. These additional filtering options include:

- Id: Unique unit identification number.
- Hits: The number of hits, which gives the user an idea how many times a unit has been used.
- Changed: The date when the unit was last modified or updated.
- Owner: Who the designer of that unit is.
- Level: To select a range of levels from the CEFRL to make it easier for the learner to find units matching his/her level.
- Title: Word appearing in the title of the unit.
- Text or Summary: To search for specific key words appearing in the summary or the text of a given unit.



Figure 6. Clilstore student interface filtering options.

A very useful filtering option is that which allows the learner to enter key words into the “Text or Summary” filter field. In Figure 8, we can see that there is currently one unit featuring the keyword “plug”.



Figure 7. By entering a key word into this field the learner can easily find a specific unit where that item is featured.

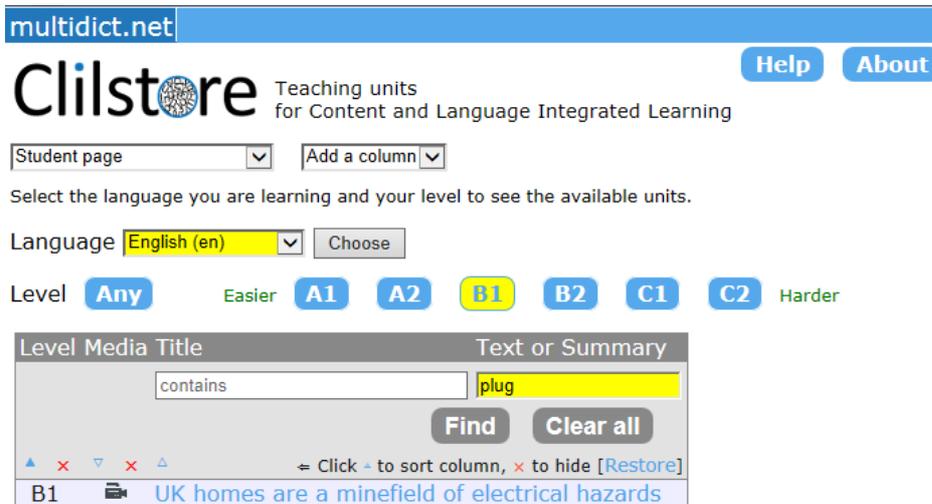


Figure 8. List of units which appear after searching for a key word in the text and summary of a given unit.

As we can see in Figure 8, the result of our search has called up one unit; i.e. “UK homes are a minefield of electrical hazards” at the required language level.

Additionally, it is possible for the learner to sort the list according to any of the above mentioned preferences and to hide any of the information columns by clicking on the red-coloured “x” next to the sort-column icon. Lastly, it is also possible to restore everything to the default options by clicking on “Clear All” or “Restore”.

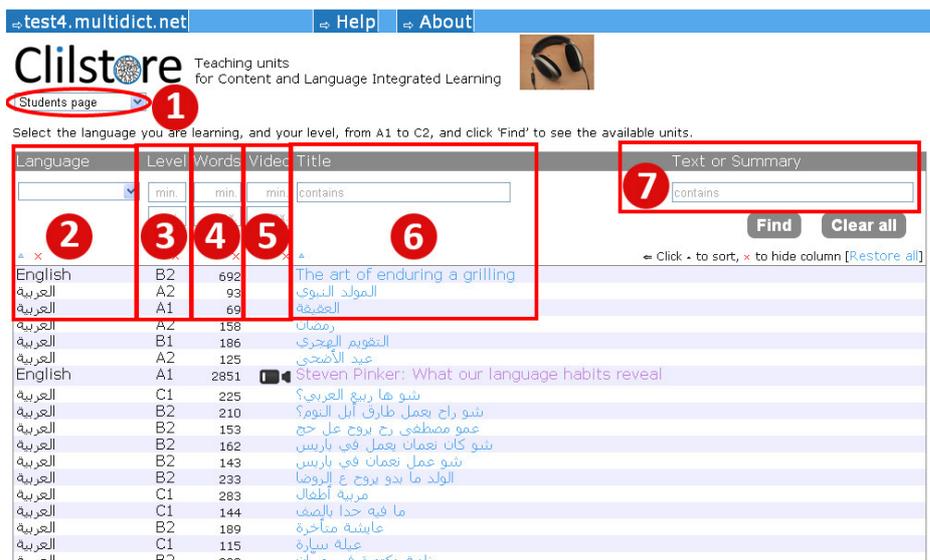


Figure 9. A view of the Student Interface where users (teachers or learners) can use a series of filters to find learning units specified by language, learner level (according to CEFRL), word count, video length or keywords.

- (1) Drop-down menu allowing navigation between the Student Interface and the Author interface
- (2) Filter by the source language of the unit, i.e. the main language featuring in the audio, video or text content of a unit.
- (3) Filter by the learner level as specified by the unit authors in accordance with the Common European Framework of Reference for Languages (CEFR). The scale ranges from A1>A2>B1>B2>C1>C2, with A1 being the easiest and C2 the most difficult.
- (4) Filter according to the length of embedded texts by word count.
- (5) Filter according to the length of any embedded video files.
- (6) Filter by keyword in the Unit Title.
- (7) Filter by keywords in the author generated summary of the unit or the unit's embedded text.

Let's now have a brief look at a unit to see the options that are available for learners. A unit will typically consist of a media file –normally a video sequence–, its script (with all of its words linked to a wealth of online dictionaries thanks to *Multidict*), and links to further exercises or learning materials. In section 2 below, we shall describe a number of sample units illustrating these features.

The screenshot shows a unit page with a video player and a dictionary interface. The video player displays a news segment about Boris Johnson. The dictionary interface shows search results for the word 'quote' in English and Spanish. Red arrows and numbers 1, 2, and 3 point to specific features: 1 points to the 'Unit info' tab, 2 points to the language selection dropdown, and 3 points to the dictionary selection dropdown.

Figure 10. The view of a unit once it has been selected and a learner-determined word clicked on.

- (1) The author of the unit will have already indicated the source language, therefore, this lets *Multidict* know where to begin.
- (2) The learner can select the language they wish the search term to be translated into, or if they select e.g. English to English they can perform a monolingual consultation.
- (3) The user can quick-switch between dictionaries by using the drop-down menu of available sources or by clicking on the dictionary icons. They are not required to re-enter the search term in order to switch between dictionaries.

CLILSTORE AUTHOR INTERFACE

A detailed step-by-step guide to registering with the **Cilistore** service and creating and sharing units can be found in Section 3.1 below. We also strongly recommend you to watch the “do-it-yourself” videos listed in section 3.3 below.

1.4 | UNDERSTANDING THE MULTIDICT FUNCTION IN CLILSTORE

Imagine your students are reading an on-line article and they find that they need to look up a word. They start by opening a new page, then they search for a dictionary, type or paste in the word they need to look up, only to realise that it cannot find the word they are looking for. They end up having to start from scratch, spend time searching the web for another free online dictionary and start the process of typing in the word again. By the time they have finished doing this, and maybe found the translation they were looking for, they have already forgotten in what context the word was used, and they start reading the text from the beginning in order to find their bearings.

With the *Multidict* function, this is a thing of the past. At the touch of a button students now have access to online dictionaries in over 100 languages, which have been gathered into one search engine. This gives them quick and easy access to the best dictionaries available on the internet. *Multidict* can be used as a regular dictionary by simply typing in the word to be translated or defined, but it also provides immediate access to a wealth of monolingual and bilingual dictionaries should the first search result not be satisfactory.

When used within **Cilistore**, however, the *Multidict* interface is automatically linked to the text the learner is reading. This means that the hassle of having to type in a word to find its meaning has become obsolete. Language learners will simply click on the word and the translation will pop up on the right hand side of the screen. If the word cannot be found, then all they will have to do is simply choose a new dictionary from the drop-down list. This will save them a considerable amount of search time and make the reading experience easier and smoother, whether they are working on a PC or a mobile device.

There are many dictionaries to choose from; some are useful to look up general words and others are more appropriate for specialised fields. For example, the IATE database is a very useful tool if one is working with EU-specific terminology, but it also comes in very handy if one is looking for technical words or terms within most vocational subjects. Another example is the *Langtolang* dictionary, which has the added value of providing a sound file with the pronunciation for most words. This is particularly helpful for beginners or for the user who is unsure of the pronunciation.

There is quite an array of dictionaries to choose from, and it varies from language to language which dictionaries are available. For the successful use of this tool it is imperative that the user spends some time becoming familiar with *Multidict* before the reading activity takes place.

The types of users who benefit the most from using **Cilistore** are most often users who have some basic knowledge of the target language. This means that at least a B1 reading level is advisable, especially when working with authentic material. The user who needs to look up every second word will not find many advantages here. However, a user who is at a B2 level will be able to successfully read and understand a text that normally requires a C1/C2 level and in a considerably shorter amount of time compared to reading the text without *Multidict*. A2 level readers who aspire to move to a B1 level will also benefit from this tool. One of the advantages of *Multidict*, and **Cilistore** alike, is that the reader can be exposed to material at a higher level of difficulty. This pushed input with the added support of *Multidict* aids the reader in the successful completion of the task.

2 | CASE STUDIES

The Tools for CLIL project partners have selected a number of units that are readily available from **Clilstore** to serve as examples of good practice for fellow language teachers. In the sections that follow there are examples for adult, vocational and higher education, and a variety of language proficiency levels (from A1 to C2 of the CEFRL). In the description tables below, reference is made to the unit id within **Clilstore**.



2.1 | ADULT EDUCATION

CASE STUDY 1

Case study title	Looking for a job (<i>Darbo paieška</i>)
Summary of case study	The unit is a dialogue between two young people about a job search using modern technologies. The vocabulary is simple, necessary for every day communication, no specific terms are used. The dialogue is rich in descriptive adjectives, related to personal features. The unit is supported with related short videos.
Educational sector	Mostly oriented to commerce, but can be used for any educational sector
Profile of students	Grundtvig sector- adult learners, school leavers, immigrants looking for a job and expatriates
Linguistic environment	Full immersion
Underpinning pedagogy	TBL, simulation
Clilstore unit	http://multidict.net/cs/1121
CEFRL level (A1-C2)	A1 to B1
Languages featured	Lithuanian
Rationale for selection of video/audio/text material	The topic is relevant for any new user; the speakers use simple language, using vocabulary that every immigrant would need; the transcript is very accurate and the diction of the characters is very clear. The unit can be used for teaching phonetics, as the phrases can be easily singled out.
Role of supporting materials linked to from units	The video of the unit is linked to other 9 related videos, which will serve as additional listening comprehension exercises on job search and economy themes. Mastering the vocabulary of the

	basic unit will help learners to understand more complicated interviews with more colloquial pronunciation.
Intended learning outcomes from using these unit(s)	With the help of the acquired vocabulary, the student will learn how to behave in a related situation.
How units are presented to students	A classroom task for blended learning and simulation exercises.
Results of any evaluation of the unit(s) and of lessons involving the unit(s)	The unit represents a classical example of a dialogue on a set theme, using active vocabulary. The video was created by the Pools project, and the unit provides links to the homepage of the project and more videos of the same type. With additional presentation and explanation of new vocabulary the unit can be used even for A1, A2 and B1 users.
Recommendations on how good practice identified in the case study may be utilised.	This is a generic approach to teaching vocabulary for practical everyday use and can be applied for every language. Hot Potatoes exercises will support mastering the vocabulary. It is suggested that through these uses of the formal features of language, learners engage in an aspect of language learning, which is peculiar to oral interaction. It is suggested that for some learners at least these features of oral tasks can be a particularly fruitful way of approaching language learning.

CASE STUDY 2

Case study title	Laura Trice suggests we all say thank you (<i>Laura Trice visiems siūlo sakyti ačiū</i>)
Summary of case study	The content is based on a lively 3 minute talk, depicting different situations where the power of the words "thank you" is explored - to deepen a friendship, to repair a bond, to make sure another person knows what they mean to you.
Educational sector	Fits any sector, general vocabulary
Profile of students	Adult learners, presumably immigrants or Lithuanian nationals born abroad; attendees of language courses
Linguistic environment	Full immersion, as it is meant mostly for quick

	language learning in e.g. summer courses
Underpinning pedagogy	Mostly meant for CLT (Communicative Language Teaching), but could be part of a TBL task. Presenting the unit PhyEmoC method is advisable and a link to Pools-M website is provided.
Clilstore unit	http://multidict.net/cs/1130
CEFRL level (A1-C2)	B1 to C1
Languages featured	Lithuanian-English with the transcript and subtitles available in 10 more languages
Rationale for selection of video/audio/text material	The video teaches everyday polite phrases for use in formal and non-formal environments and situations. Presentation is attractive, emotional, motivating.
Role of supporting materials linked to from units	A list of active vocabulary as an additional resource supports the practical process of communicative language teaching. Link to PhyEmoC method description in the Pools-M project will help the teacher to present different communication styles in Lithuanian and English.
Intended learning outcomes from using these unit(s)	The students will learn to express and understand different kinds of functions, such as requesting, describing, expressing likes and dislikes, i.e. using language for social interaction with other people.
How units are presented to students	First phase: as individual task sent to students by e-mail. Even for C1 students it is quite a complicated text, full of different grammatical structures. Further exploration of the topic will be done in the classroom (approximately 1 hour for task preparation (storytelling, situation and dialogues) and 1 hour for presentation)
Results of any evaluation of the unit(s) and of lessons involving the unit(s)	For adult learners the unit provides a quick way to immerse into the linguistic and emotional social environment of the target language. It has proven to be a communicatively inspiring and encouraging interaction between new learners. Taken in stages it is a good example of simulation, and the application of CALL in the classroom. In complicated texts with either specific terms or special dialect (e.g. Scottish English) the use of captions to bridge the gap between the learner's competence in reading and listening has proven

	very effective.
Recommendations on how good practice identified in the case study may be utilised.	The unit is very useful with the PhyEmoC language teaching method and helps students combat shyness when speaking a different language. This is a generic approach to teaching practical everyday phrases to adult learners and can be applied for any language.

CASE STUDY 3

Case study title	شوراح يعمل طارق أبل النوم؟ (What will Tareq do before going to bed?)
Summary of case study	Students of Arabic will use this Clilstore unit to learn words and phrases and time sequences about presenting a piece of work they intend to do, in this case writing a letter to the family in a home country telling about one's daily life away from them. The students can listen to the audio, once, twice or more. Then they work in pairs telling each other similar stories, replacing events and sentences which they can retrieve from earlier lessons. The students will thus learn new vocabulary, practice existing vocabulary, and formulate future tenses. When working in pairs, the students can remind each other of words and correct each other's grammar and pronunciation. Students may also work with the lesson alone, and produce new texts.
Educational sector	University students during classroom instruction, but it could also be used in a distance learning program
Profile of students	Adults learning the Syrian dialect of Arabic to support a similar effort to learn the standard language for social and vocational communicative purposes. Primarily for students of Arabic as a second or foreign language, but also heritage language learners
Linguistic environment	Bilingual
Underpinning pedagogy	TBL, VOLL
Clilstore unit	http://multidict.net/cs/1081

CEFRL level (A1-C2)	B1
Languages featured	Arabic
Rationale for selection of video/audio/text material	The audio unit models the pronunciation of the words by a native speaker. The written text is intended to support the learner in remembering the pronounced words, as in teaching a dialect of Arabic the focus is always laid more on the spoken form. A dialect is actually a spoken form of the language; sometimes, writing the word as pronounced can be problematic.
Role of supporting materials linked to from units	The Clilstore unit provides the words, phrases and structures necessary to describe a sequence of activities. These are used in composing an oral text as an example which allows students to use their imagination to creatively describe different situations.
Intended learning outcomes from using these unit(s)	At least 10 new verbs are to be learned in addition to 10 nouns, 4 adjectives, 3 adverbs and the usage of negation.
How units are presented to students	Blended learning in a classroom. Time needed: 2 lessons (90 minutes). The lesson starts with individual listening to the audio unit, then time is allocated for discussion and questions followed by group work.
Results of any evaluation of the unit(s) and of lessons involving the unit(s)	The unit has been used in classroom teaching with good outcomes.
Recommendations on how good practice identified in the case study may be utilised.	The unit demonstrated can also be utilized as introduction to CLIL and TBL with many different target groups (e.g. teachers, B2 learners or native speakers). The text is rich with everyday vocabulary.

CASE STUDY 4

Case study title	Island Voices (<i>Guthan nan Eilean</i>)
Summary of case study	A bilingual suite of 150 short documentary and interview video clips recording 21 st Century working and community life in the Scottish Hebrides, featuring both plain language voiceover

	narratives and authentic speech.
Educational Sector	Cross-sectoral
Profile of students	Further, Higher and Adult Education (including Migrant) Students, also appropriate for Senior Secondary Pupils.
Linguistic environment	Varied, from community-based immersion to online solo and distance study.
Underpinning pedagogy	Stand-alone resource-based learning, supporting autonomous study, which can also be imported into TBL, CLIL and other pedagogies. Also appropriate for teacher-mediated thematic (e.g. “area studies”) work and in mixed level classes.
Clilstore units	http://multidict.net/cs/601 - 675 (English) http://multidict.net/cs/701 - 775 (Gaelic)
CEFR level (A1-C2)	A2 to B2 source materials, extendable to C1/C2 level activities
Languages featured	Scottish Gaelic and English
Rationale for selection of video/audio/text material	The material presents a cross-section of contemporary Hebridean life, focussing on local workplaces, events and community venues.
Role of supporting materials linked to from units	Units are linked to each other thematically, providing, for example, simple “teacher talk” voiceover narrative at one level with the option for more advanced extension work through engagement with “authentic speech” interview material in linked units. Units may also be linked to online CALL development exercises focussing on specific vocabulary or grammar points, e.g. http://multidict.net/cs/671 in which the focus is on subject-specific lexis.
Intended learning outcomes from using these unit(s)	At the heart of these materials is online spoken language, so the primary aim is to assist in developing listening skills at a range of levels up to and including natural speech dealing with authentic social, cultural, or vocational topics in a specific contemporary geographical setting. As base materials they can also be adapted and built upon to develop a range of extension exercises that focus on additional writing or speaking skills, e.g. http://multidict.net/cs/674 where the focus is on both developing and manipulating abstract

	<p>vocabulary as a prelude to engaging in extended discussion of issues of a fairly complex nature.</p>
<p>How units are presented to students</p>	<p>To optimise the widest possible access, the Island Voices project presents itself online in a range of platforms. The central one is the Wordpress site http://guthan.wordpress.com, which carries the main curation function. This site is promoted internally within Sabhal Mòr Ostaig, Scotland's Gaelic college, for the benefit of its own students, and also externally to a wide range of community-based stakeholders, including Cothrom, a local group running ESOL classes, as well as on a national and international basis.</p> <p>On the Wordpress site discrete pages present the video materials and Clilstore units in themed groups, complemented with online pdf catalogues giving details of each unit, including content summary, duration, CEFRL level, and language notes. In addition there is an associated Island Voices YouTube channel, which links back to the Wordpress site, and an Island Voices Facebook page for the purposes of dissemination through social media. The blog function incorporated in the Wordpress site is also used to report news and developments and encourage additional community-based User Generated Content, so serving to maintain a fresh and contemporary ethos around the materials corpus.</p>
<p>Results of any evaluation of the unit(s) and of lessons involving the unit(s)</p>	<p>Experience has shown that the creation of original materials in the community has some advantages over the co-option of others' work (for example, an "off the shelf" YouTube video). Firstly, concerns over copyright can be avoided. Secondly, the unit creator can shape the piece to their own specific needs, tailoring the language used to suit their students' level, or reflecting accurately and relevantly a particular community issue or vocational topic, for example. At the same time, there is a need for certain minimum production standards to be maintained, particularly in relation to the sound quality of the video or audio clip. This can pose a resource challenge.</p> <p>It is also prudent to caution users about the limits to which online dictionary access can be taken, avoiding the creation of false expectations or over-dependence. In the final analysis Clilstore can only</p>

	<p>be as good as the online dictionaries to which it grants access, and dictionary use itself should be viewed as just one language learning strategy among many others. Within such constraints, however, learner feedback suggests the Clilstore model of supplying dictionary access (rather than, for example, full textual translation) can play a valuable role, inducing learners to uncover meaning in context, as well as introducing them, through the dictionary entry, to a wider set of possible meanings of any new vocabulary item than that evidenced in the particular text in question.</p>
<p>Recommendations on how good practice identified in the case study may be utilised.</p>	<p>The materials offer themselves “ready-made” to a wide range of uses in different teaching contexts, as well as lending themselves to adaptation, development, and emulation. They can be used from secondary school environments, through a range of adult learning contexts to undergraduate degree programmes in Scotland, Ireland, and elsewhere. This model of DIY “language capture and curation” for learning purposes should be replicable in many other contexts where there is an interest in keeping the learning enterprise real, relevant, and contextually grounded in the community.</p>

2.2 | VOCATIONAL EDUCATION

CASE STUDY 5

<p>Case study title</p>	<p>CLIL and task-based lesson for learners of crafts, e.g. electricians</p>
<p>Summary of case study</p>	<p>Apprentices will use a Clilstore unit to learn words and phrases involved in “wiring an electric plug”. After the initial stage working at computers they form pairs instructing one another to wire a real plug. Student A instructs student B and then they reverse roles. When all students have completed the instructions the class walks through the learned vocabulary and differences between instructions and descriptions. The unit is an ice-breaker enforcing students to speak Danish in an environment that they find fun and where they can make use of different communication strategies.</p>

Educational sector	Vocational Education (Electricians) but could be used in many sectors as the students learn how to instruct and follow instructions.
Profile of students	Young VET students aged 16-50 on mobility placement in Denmark. The unit has also been used with immigrants learning Danish. Watch an example here: http://alturl.com/9gp3y
Linguistic environment	Full immersion
Underpinning pedagogy	CLIL and TBL. The CLIL approach is based on TBL.
Clilstore units	http://multidict.net/cs/293 http://multidict.net/cs/1061
CEFR level (A1-C2)	B1 (but there is a version for A1 too.)
Languages featured	Danish (The material used, however, is available in Basque, Danish, Dutch, English, German, Romania, Scottish Gaelic, and Spanish.)
Rationale for selection of video/audio/text material	The video used in the unit shows step by step how to open and wire an electric plug, approximately 20 words (tools and materials) are related to technical Danish and are new for most apprentices when they have just started.
Role of supporting materials linked to from units	The Clilstore unit introduces the needed phrases and materials as a pre-task before the students carry out the actual task. The supporting exercises are meant to reinforce the used vocabulary. The lesson will be finished by a post task where the class repeats / works with the learned phrases and the difference between instructions and descriptions are debated.
Intended learning outcomes from using these unit(s)	20 new technical words are taught and the students carry out a worthwhile task experiencing being both the recipients of instructions and the instructors.
How units are presented to students	Blended learning in a classroom. Time needed: 4 lessons (180 minutes).
Results of any evaluation of the unit(s) and of lessons involving the unit(s)	The unit has been tried in two versions as the video and supporting text are in versions ranging from A1+ to B1+ and the technical related words (approx. 20) makes the unit useful for even C2 students. The two levels can be used for teaching Basque, Danish, Dutch, English, German, Romania, Scottish Gaelic, and Spanish as the materials and videos are also available in Clilstore in those languages.
Recommendations on how good practice identified in the case	The unit demonstrated has also been utilized as introduction to CLIL and TBL with many different

study may be utilised.	target groups including teachers (both content teachers and language teachers). Even for people who are at level C2 (or native speakers) there are approximately twenty new words relating to technology.
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CASE STUDY 6

Case study title	Troubleshooting for dummies
Summary of case study	Unit for teaching English to mechanics. This exercise presents relevant words regarding troubleshooting engines. There is an audio of different engine/start problems. There is a list of solutions to each sound in random order. The unit explains what the students should do, and asks them to discuss and find out which sound fits which problem. English troubleshooting terminology is presented. The exercise in the form of a simulation asks students to imagine that they are in a workshop, and a customer has called them from the roadside to ask for help. The students must then give advice to the customer on how to solve the problem.
Educational sector	Vocational education
Profile of students	Higher intermediate learners of English studying mechanics.
Linguistic environment	Immersion, real life simulation
Underpinning pedagogy	CLIL, TBL, Simulation, inductive approach
Clilstore unit	http://multidict.net/cs/301
CEFR level (A1-C2)	B2
Languages featured	English
Rationale for selection of video/audio/text material	Sound file, text, material. The aim here was to create a practical and interesting approach to the topic. The sound file is effective as the students need to listen very carefully, and discuss and find solutions based on prior knowledge. They then have to use this knowledge to find the existing words, which are given beforehand, meaning that the students already have a foundation. They are given a clear sense of the problems they need to find, making this exercise realistic for the learners'

	<p>language level. To make this exercise more difficult, the suggested solutions could be removed. The support material has been created to emphasise the realistic situation at work, when dealing with customers. Communication skills are central to the task as is the application of knowledge, practising vocabulary and spoken language.</p>
Role of supporting materials linked to from units	<p>The supporting material is based on the exercise in the unit, and is used as a follow up to apply the knowledge from the unit.</p>
Intended learning outcomes from using these unit(s)	<p>To learn relevant vocabulary for troubleshooting, communication and dealing with customers.</p>
How units are presented to students	<p>Work takes place in a language lab/computer room or where students have access to own laptops etc.</p> <p>The students have worked with the diesel engine, and have some prior theoretical knowledge of diesel technology. The students also have experience from standing in workshops and dealing with engine start problems. The lesson is a part of a diesel engine course. After learning about the four stroke engine and engine components, the students are introduced to the troubleshooting unit.</p> <p>Students are introduced to Clilstore, and are given a direct link to access the unit. They are introduced to the exercise, and the procedure is explained. They are asked to fill in the information in the worksheet that is available directly from the Clilstore unit.</p>
Results of any evaluation of the unit(s) and of lessons involving the unit(s)	<p>The feedback from students has been very positive. Students especially enjoyed listening to the sound files to resolve the mystery of the engine problems. Many intense discussions resounded from the groups, and most groups found the correct answers. Pride in their work gives them the extra push to complete the exercise, and to find the correct answers.</p> <p>The unit exercise is also a form of evaluation; students activate their prior knowledge from earlier lessons, and the newly acquired vocabulary to give advice to the customer. The successful completion of the exercise documents the students' ability to effectively put their knowledge to use.</p>
Recommendations on how good practice identified in the case	<p>This unit can be used for other types of students and could be applied with any language. This activity does not necessarily have to be used with</p>

study may be utilised.	<p>mechanics, it is an ideal exercise for people interested in cars, or for teachers interested in a practical-oriented lesson.</p> <p>This approach has been tested, and it has been very successful.</p>
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2.3 | HIGHER EDUCATION

CASE STUDY 7

Case study title	The bedroom of a university student (<i>O quarto de uma estudante universitária</i>)
Summary of case study	This unit is designed for A2 level students. The video and text show a student explaining the different parts of her room. She speaks very clearly. It helps the Portuguese language learner to expand their vocabulary relating to the parts of a house and to the furniture used in a particular part.
Educational sector	Higher Education
Profile of students	Higher Education learners, learning Portuguese as a foreign language
Linguistic environment	Full immersion
Underpinning pedagogy	TBL, CLIL
Clilstore unit	http://multidict.net/cs/140
CEFR Level (A1-C2)	A2
Languages featured	Portuguese (PT)
Rationale for selection of video/audio/text material	This unit covers a specific area of vocabulary (parts of a house (bedroom) and the furniture that goes with it).
Role of supporting materials linked to from units	The supporting material covers exercises, such as a quiz (reading comprehension); matching exercises (covering some basic verbs “ser” and “estar”; cardinal and ordinal numbers); crossword (furniture and house parts); gap-fill exercise (information from the text). The instructions are given in English, but the teacher should try to mediate the translation into Portuguese.

Intended learning outcomes from using these unit(s)	Students will acquire topic specific vocabulary i.e. parts of the house and furniture Students will practice the grammar of <i>ser</i> and <i>estar</i> in the present
How units are presented to students	The unit is explained in class. First, the video is introduced. Then the students are asked to listen to the video and read the text. The student should check unknown words in Multidict. Then, each student should start doing the exercises at their own pace.
Results of any evaluation of the unit(s) and of lessons involving the unit(s)	Students found the unit very helpful. The video was very clear and the written text helped the students to understand the text they were listening to. The exercises were also very helpful according to the students.
Recommendations on how good practice identified in the case study may be utilised.	The use of audio and text is very effective and can be replicated for any language and any scenario.

CASE STUDY 8

Case study title	Portugal, a country to be discovered (<i>Portugal, um país a descobrir</i>)
Summary of case study	This unit explores several aspects of Portuguese life and culture, especially topics on geography, history and language.
Educational sector	Higher Education
Profile of students	Higher Education learners, learning Portuguese as a foreign language.
Linguistic environment	Full immersion; virtual learning environment.
Underpinning pedagogy	TBL, CLIL
Clilstore unit	http://multidict.net/cs/205
CEFR Level (A1-C2)	B2
Languages featured	Portuguese
Rationale for selection of video/audio/text material	This unit is designed for B2 level students. It's a promotional video about Portugal and its traditions. It covers three main aspects: geography, history and Portuguese language.
Role of supporting materials linked to from units	The supporting material covers exercises, such as a quiz (reading-comprehension); a gap-fill exercise

	(with text information); text re-ordering (a letter describing the country where the student now lives and his/her new friends); matching exercises (completing sentences; use of prepositions); crossword (verb tenses). The instructions are given in Portuguese and each of the exercises has a time limit. The unit also links to Instituto Camões (http://cvc.instituto-camoes.pt/aprender-portugues/a-brincar/jogo-da-lusofonia.html) allowing the student to explore further items on Portuguese language and culture.
Intended learning outcomes from using these unit(s)	Students will expand their vocabulary in what geography and history are concerned. They will acquire more knowledge on cultural and social issues. Students will explore grammatical topics: verbal tenses (present, past tenses – <i>pretérito perfeito e pretérito imperfeito</i> – use of prepositions. Students will gain practice in letter writing
How units are presented to students	This unit is presented to students through a Virtual Learning Environment for independent study.
Results of any evaluation of the unit(s) and of lessons involving the unit(s)	Students found the unit very interesting. The video was very clear, showing different aspects of Portuguese culture and traditions. Although the video has no sound associated with it, the information provided in the written text completes the text. The video motivates the student for the text that they were about to read. The exercises allowed the student to check their understanding of the text, as well as checking grammatical points.
Recommendations on how good practice identified in the case study may be utilised.	The use of a video with no text, complemented by an informative text can be effective and can be easily replicated for any scenario and any language.

CASE STUDY 9

Case study title	Understanding the Arab Spring
Summary of case study	A series of short documentary units to provide students with basic information about the Arab spring: where and when it took place, who participated in the demonstrations and what slogans were used. Text, music, cartoons and videos are used to convey the revolutionary atmosphere of the

	uprisings, and rhythm and repetition of slogans and tunes help students memorize vocabulary.
Educational sector	High school and university students of Arabic, but could be used cross-sectoral (e.g. final years of primary school, adult education). The pedagogical approach could easily apply to other foreign language classes.
Profile of students	Beginners of Arabic as a foreign language as well as heritage learners of Middle East descent from the age of 15 who are familiar with, but not necessarily proficient in reading the Arabic alphabet.
Linguistic environment	Foreign language students, heritage learners, full immersion.
Underpinning pedagogy	CLIL for beginners but provides excellent input for TBL.
Clilstore units	http://multidict.net/cs/1122 http://multidict.net/cs/1123 http://multidict.net/cs/1124 http://multidict.net/cs/1125 http://multidict.net/cs/1131
CEFRL level (A1-C2)	A1, but easily applicable to A2 learners.
Languages featured	Arabic as a foreign, second or heritage language. English for supporting materials.
Rationale for selection of video/audio/text material	Videos, music and cartoons provide an authentic atmosphere of the historic uprisings in the Arab world which underpins the motivation of foreign language and heritage learners at beginner's level. Rhythm of slogans and frequent repetition make vocabulary acquisition easy, be it by rote memory or deeper understanding of vocabulary and syntax.
Role of supporting materials linked to from units	Units are linked to relevant background materials in English about the Arab spring and Arabic language varieties as well as to more challenging units in Arabic on the same issues. The links encourage students to seek information on contemporary Arab societies on their own.
Intended learning outcomes from using these unit(s)	Enhanced learner confidence in using Arabic to understand important issues in contemporary Arab societies. This is especially important at beginners' level in order to motivate language learning.

	<p>Improved reading and listening comprehension in Arabic as well as vocabulary retention.</p> <p>Increased learner competence in using electronic dictionaries effectively.</p>
<p>How units are presented to students</p>	<p>The teacher gives a basic introduction in Arabic to key issues on the Arab spring (revolution, demonstrations, etc.), and students test, individually or in pairs, their comprehension in one or two electronic dictionaries. Students are then asked to access one or two units during class time and to test their comprehension of the content in pairs as well as to reproduce some of the slogans orally. Time needed: 1 class hour.</p> <p>Supporting materials and further units are explored at home and integrated in subsequent lessons in the form of discussions or group work on the Arab spring. Time needed in class: 1 class hour.</p> <p>The units can be used in many different ways, e.g. as supplementary materials to lessons on contemporary Arab societies, in blended learning or in any other approach which aims at encouraging students to seek further information on culture and society.</p>
<p>Results of any evaluation of the unit(s) and of lessons involving the unit(s)</p>	<p>Increased learner confidence in using authentic material which enhances beginners' motivation for language learning. Raised awareness of how to use electronic dictionaries and increased awareness about the reasons behind the Arab spring and its consequences in everyday life.</p>
<p>Recommendations on how good practice identified in the case study may be utilised.</p>	<p>The case study illustrates a generic approach to language learning for beginners in the sense that it leaves a considerable degree of flexibility for learners to control input (by means of listening, reading, repeating, etc. and a combination hereof) and access to support (dictionaries, supporting materials) according to individual learning styles.</p>

CASE STUDY 10

<p>Case study title</p>	<p>Discussing Public Health/Hygiene in Irish</p>
<p>Summary of case study</p>	<p>This case study shows how Clilstore may be used with students on an undergraduate degree programme in Irish. Although the programme is full</p>

	immersion meaning that Irish is the normal medium for instruction and course administration, the definition of CLIL still applies as the material which forms the basis of the Clilstore units used on this programme relate to sociocultural domains which are new to the students and which consequently feature domain specific vocabulary and register which students are expected to master.
Educational sector	Higher Education
Profile of students	This unit was designed for use with undergraduate students on an Irish language degree programme.
Linguistic environment	Full Immersion
Underpinning pedagogy	CLIL and Communicative Language Teaching
Clilstore unit	http://multidict.net/cs/376
CEFRL level (A1-C2)	B1
Languages featured	Irish
Rationale for selection of video/audio/text material	The video featured is of a suitable length and has been well produced. It features an interview with a GP and both speakers use clear pronunciation and speak accurately. The interview format makes the piece more interesting to follow and the advice given by the GP is relevant and informative, featuring topic specific vocabulary.
Role of supporting materials linked to from units	This unit links to (1) Hot Potatoes practice activities to test the students' knowledge of the vocabulary. (2) an online blog in Irish where the main theme 'Swine flu' has been debated in everyday language; and (3) a link to an electronic questionnaire which allows students to share their views on the theme of public health and hygiene. (NB teachers utilizing this unit will need to create their own survey in order to see the results, but they are free to copy the example provided).
Intended learning outcomes from using these unit(s)	Students will acquire topic specific vocabulary and develop an awareness of issues relating to the control and spread of flu epidemics. The material will serve to inform and inspire a general discussion and debate about public health and hygiene, thereby allowing students to become engaged with the new topic and see how learning and using new vocabulary can improve their

	communicative competence in the language.
How units are presented to students	This unit was designed for use with students in a face to face context within a multimedia lab. The link to the unit is shared via the desktop and students are free to access the unit and work through the video and transcript at their own pace, checking words of their own choosing in Multidict. Following this the teacher discusses the vocabulary and content with students and spot checks students' understanding of the piece. Students then complete the exercises and consult the blog before completing the survey. The survey is designed to gauge students' reactions to a variety of scenarios in which test their awareness of how flu etc. are spread and contracted. The teacher then checks the live results and communicates them to students in order to extend the discussion and encourage debate on the topic.
Results of any evaluation of the unit(s) and of lessons involving the unit(s)	Students reacted well to this lesson in trials. They found the transcript with links to multidict very beneficial and enjoyed debating the results of the survey.
Recommendations on how good practice identified in the case study may be utilised.	When used in a language lab setting Clilstore units with audio/video and transcript provide an ideal starting point for communicative language learning. Introducing topics via Clilstore units provides an excellent means of structuring a language lesson and creating a balance between directed activities, such as watching a video/listening to an audio and checking words in multidict, and individual/group tasks which are based on the initial input. This unit is also suitable for independent study.

3 | HOW TO CREATE A CLILSTORE LEARNING UNIT

Conceived as an approach to education in which language teaching and subject learning are combined with the teaching of content subjects, CLIL is inspired by a twofold objective. It is meant to ensure first that students acquire knowledge of curricular subject matter and secondly develop their competence in a language other than the normal language of instruction [3].

CLIL, in some of its best practice, invariably goes beyond language teaching and learning. It has become an innovative educational approach, which is increasingly taking on a distinct European characteristic, and which carries methodology as its hallmark. Its introduction is essentially a socio-pedagogical issue because unlike commonly found top-down developments within education, the driving force for CLIL is often at the grassroots and with socio-economic stakeholders [4]. One of the current challenges is therefore to design sound motivating materials to foster CLIL and engage both teachers and learners in this methodology.

When designing dual-purpose learning materials, close co-operation between the language specialist and the subject specialist becomes crucial in order to design and implement pedagogically-sound materials that serve the acquisition of knowledge in two disciplines. Due to the fact that these two disciplines –foreign language learning and the given subject matter– may rely on different approaches to knowledge acquisition and teaching methodologies, both the language and the subject-matter specialist have to design learning tasks and activities that complement each other, serve both purposes and are well balanced [5].

There are a number of teaching approaches such as task-based learning or problem-based learning that, together with more traditional methodologies, can be implemented to the advantage of both subjects in a CLIL setting.

Task-based learning involves completing everyday tasks using the target language. These tasks, conversely to exercises in a language class, normally aim at non-linguistic outcomes. They focus on meaning rather than on form and seek to achieve a practical goal [6]. In problem-based learning, on the other hand, learning is driven by challenging, open-ended problems; students engage in collaborative group work, and teachers adopt the role of “facilitators” rather than “knowledge-providers”. Problem-based learning is also believed to enhance content knowledge and foster the development of communication and self-directed learning skills [7]. In a CLIL context posing open-ended problems to our students can obviously take on many forms depending on the content subject we are intertwining with foreign language instruction. Technology, therefore, can play a major role in facilitating the key elements in order to carry out a learning task.

In the following sections we shall explain in detail how to create a learning unit in **Clilstore** and how to plan a CLIL lesson.



3.1 | ELEMENTARY STEPS

This is a step by step guide demonstrating how to make an online unit with video and text where all the words are linked to a variety of online dictionaries. The unit demonstrated is found at <http://multidict.net/cs/780>.

The screenshot shows a web browser with two main windows. The left window displays a TED talk titled "Scott Fraser: Why eyewitnesses get it wrong". It features a video player with a photo of Scott Fraser and a transcript. The transcript discusses a murder case from 1991 involving a photo array. The right window shows the Multidict search interface for the word "array". It displays search results for "array" in English, including translations in Danish (matrice, sæt) and various technical terms like "video graphic array", "VGA", "logic cell array", "LCA", "logik celleenhed", "swt", "Label", "array of aentials", and "array antenna".

Figure 11. Unit 780 after a click on the word “array”.

Go to <http://multidict.net/clilstore> and click “register”. It is now time to select a user name, password and provide your first name, family name, and e-mail address.

The screenshot shows the Clilstore entry page. At the top, there are navigation links for "Help" and "About". Below that, there are options for "Author page - more options" and "Add a column". A login/register prompt is visible. The main part of the page is a table with columns for "Id", "Hits", "Changed", "Owner", "Language", "Level", "Words", "Time", "Title", and "Text or Summary". The table contains one entry with ID 780, 241 hits, changed on 2013-05-07, owned by "fred", in English, at B2 level, with 2830 words. The title is "Scott Fraser: Why eyewitnesses get it wrong". Below the table, there are "Find" and "Clear all" buttons. At the bottom, there is a footer with the "Lifelong Learning Programme" logo and a disclaimer.

Figure 12. The Clilstore entry page.

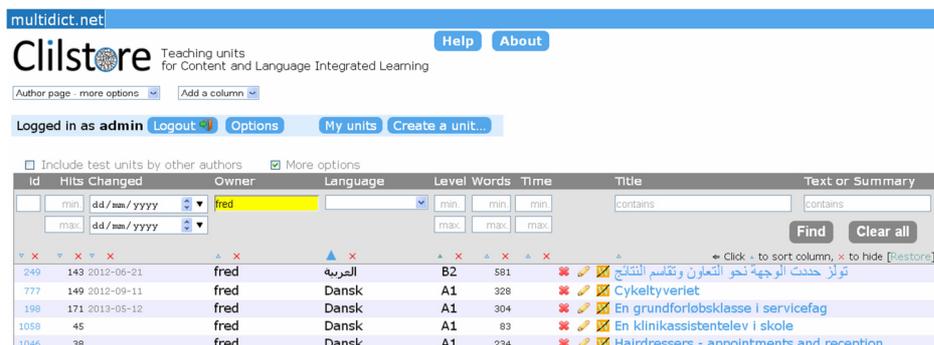


Figure 13. Author page post login.

Having logged in, one can create new units or edit existing units (it is also possible to delete X one's own existing units). Now it's time to click "Create a unit".

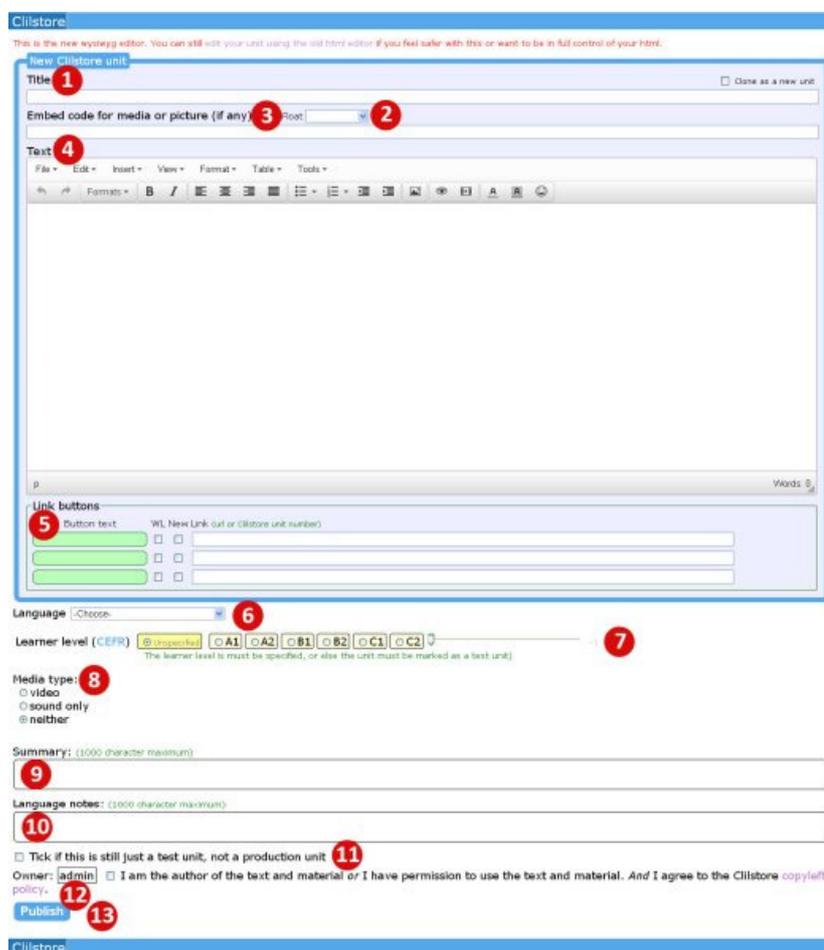


Figure 14. Creation of a unit in Clilstore with video and text.

The “Create a unit” page has a number of fields and options. This description will go through them from top to bottom:

1. Title: Write a suitable heading for the new unit.
2. Embed Code > “Float”: Choose where the text will be positioned in relation to the video/audio player frame or photo.
3. Embed Code: In order to embed a video/audio or photo from Youtube.com, TED.COM, Vimeo.com, Flickr.com, etc. one has to look for the option “Share and Embed” and then copy and paste the full embed code (which consists of HTML code) into the field “Embed code for video or picture”. See example from TED.COM below. You can embed video and other media in the WYSIWYG text editor below. But it is only media entered in this field that can make use of the “Float” option



Figure 15. Video from TED.COM with “Embed” button and “Show transcript”.

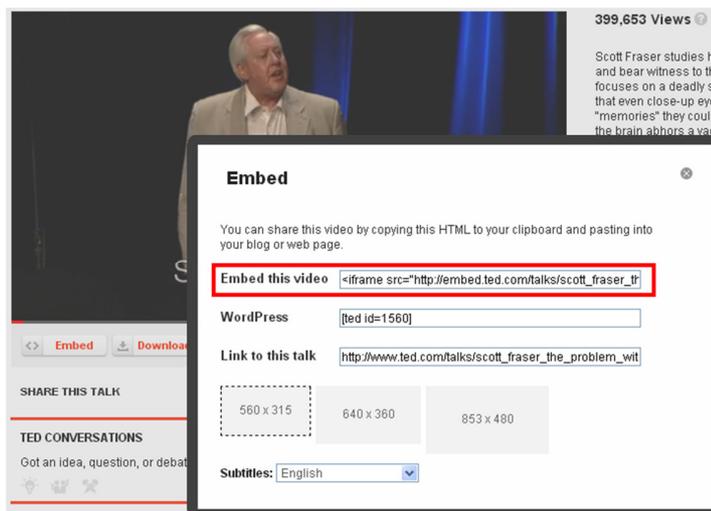


Figure 16. Copy the code after clicking the “Embed” button.

4. It is now time to add text to the unit using the “Text” window which features a WYSIWYG (What You See Is What You Get) editor.

Please note that there should be a blank line between each paragraph to ensure the text is easy to read. In the editor field you get a new paragraph if you press Enter. If you want to take a new line without creating a new paragraph such as when writing out the words of songs, then press Shift+Enter.

There are several websites that offer both video and transcripts, e.g. <http://www.languages.dk/digital> where there are videos in several languages. In this example we’ll use a video from TED.COM¹, just click on the button “Show transcript”, select “English”, then copy the full text. The text from TED.COM has a lot of hyperlinks that need to be removed before you can paste it into the editor window, It can be difficult to remove all text formatting, and it is probably only texts from TED.COM where it is needed, but here is a simple trick:

- Paste the text into the “Summary” frame below the editor,
 - then select all the text: On a Windows computer this is done by pressing both “CTRL” and “a”, on an Apple computer the same is done with pressing both the “Apple” key and “a”,
 - then cut the text so it can be pasted into the editor. On a Windows computer this is done by pressing both “CTRL” and “x”, on an Apple computer the same is done with pressing both the “Apple” key and “x”.
 - Finally paste the clean text into the editor field: On a Windows computer this is done by pressing both “CTRL” and “v”, on an Apple computer the same is done with pressing both the “Apple” key and “v”
5. Link buttons: Here it’s possible to create buttons that link to other webpages and exercises. Write a short title in the green field “Button text” and write the full web address in the “Link” field (it is highly recommended to copy and paste in addresses so there is no misspelling). Please note that there is a check box listed “WL”, if this box is ticked then the page linked to will be processed so that all the words are linked to online dictionaries (Note that some web pages have errors so they do not work with the WL feature).



Figure 17. Making a button with a link to the TOOLS website with all words linked to online dictionaries.

6. Language: Choose the language from the drop down menu.
7. Learner level: Estimate the level needed by a learner in order to benefit from the unit. These levels are based on the Common European Framework of Reference for Languages (http://www.coe.int/t/dg4/education/elp/elp-reg/cefr_EN.asp).
8. Media type: Choose between video, sound only or neither. If the page contains video or sound then a new field is opened where the duration may be added using the format minutes:seconds, e.g. 18:29.

¹ http://www.ted.com/talks/scott_fraser_the_problem_with_eyewitness_testimony.html

9. Summary: Write a short appetizer describing the content. This text will be searchable by search engines such as Google. Videos from TED.COM have a ready to copy summary, just copy and paste it into the “Summary field”.
10. Language Notes: Use this space to comment on the type of language encountered in the embedded video or audio file (e.g. specific vocabulary, accent/dialect, speed of speaker, clarity of speech, linguistic register etc.).
11. Tick if this is still just a test unit: Please only tick this box if the unit is unfinished or is only an experiment, and in that case please remember to complete it or delete it later.
12. Owner: Tick this box if you have the right/permission to use the texts and video etc. N.B. At the same time you indicate that you agree to the “Clilstore copyleft policy”. A summary of the Copyleft policy is provided.
13. Publish: Click and share with colleagues around the world ☺

That’s it. Your unit has been given a number e.g. 780. This means that the web address to your unit is <http://multidict.net/cs/780> (just replace 780 with the number of your unit).

After a unit has been created it is possible to edit the unit and e.g. add videos, photos, and links to other web pages or complimentary units by using “Link Buttons” and pasting in the link. To edit a unit just click the pencil icon from the **Clilstore** menu or at the top a unit to start editing.

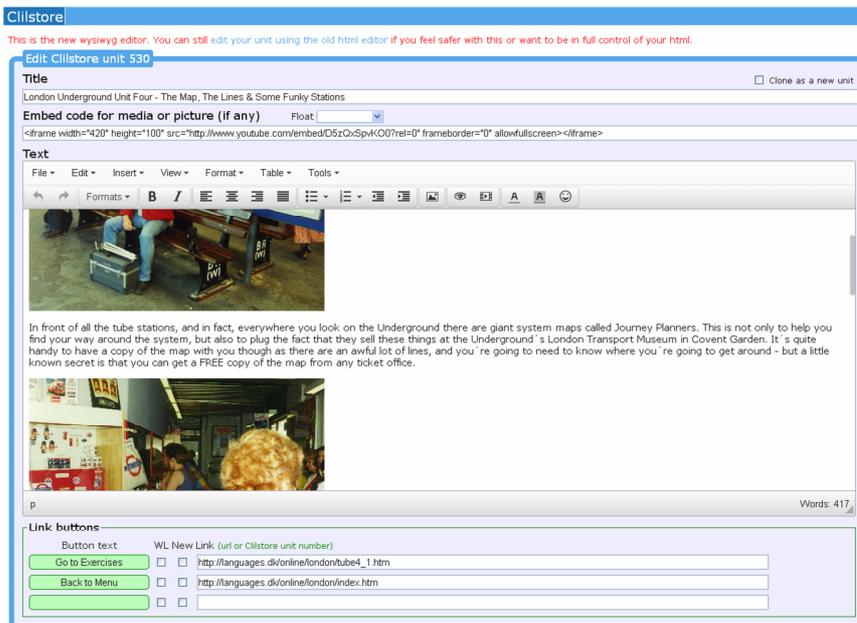


Figure 18. Editing and modifying a unit using the WYSIWYG editor.

3.2 | ADVANCED STEPS

After a unit has been created it is also possible to edit the unit as HTML code. The top line in the editor has the text “This is the new WYSIWYG editor. You can still edit your unit using the old html editor if you feel safer with this or want to be in full control of your html.” To enter the HTML editor just click the link “edit your unit using the old html editor”.



Figure 19. Editing a Clilstore exercise using traditional HTML editor.

BUT please note that the text in the “Text” window is now formatted like HTML. Each paragraph starts with <p> and ends with </p>. If you want to edit/change words then just avoid deleting e.g. the <p>. Should you wish to insert a new paragraph in the text then remember it has to start with <p> and end with </p>.

If you wish to insert a photo from Flickr.com between two paragraphs then from a photo in Flickr, click Share and “Grab the HTML/BBCode” (which is the way Flickr offers its embed code):

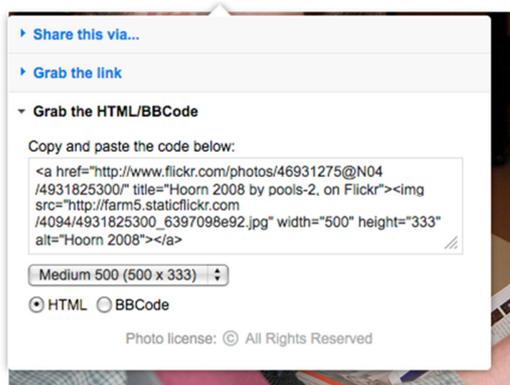


Figure 20. Sample embed code from Flickr.

The copied code (and hence the photo) can now be pasted into the “Text” field as long as it is placed between two paragraph symbols “<p> and </p>”.

The same procedure can be used for embedding another video or an audio file between text paragraphs. When using the text editor you can simply use the ‘Insert’ function to add additional media.

3.3 | TEACHER AND STUDENT DO-IT-YOURSELF VIDEOS

A series of DIY videos has been created to support teachers who wish to create **Cilistore** units and students/learners who wish to use the service independently. These videos are available in all of the project languages and can be accessed by following the links below.

	TEACHER DIY VIDEOS	STUDENT DIY VIDEOS
ENGLISH	http://youtu.be/yaiybnAnEuU	http://youtu.be/WjGt5d4AXBs
DANISH	http://youtu.be/2sVai-QqtC	http://youtu.be/wbpiaBd2ime
SPANISH	http://youtu.be/2CjQ8V0bCj8	http://youtu.be/Mp_aFDC4o24
IRISH	http://youtu.be/BB10jBjbAS0	http://youtu.be/bzyFWvvXtw8
SCOTTISH GAELIC	http://youtu.be/fGJzqaHGkis	http://youtu.be/eHnY7X-67vo
PORTUGUESE	http://youtu.be/hyOmWVgtchI	http://youtu.be/Acj0Sb6RrtM
LITHUANIAN	http://youtu.be/7sGJ5ULxNKQ	http://youtu.be/mc8oQDp3Slc

Table 1. Links to the Cilistore “Do-it-yourself” videos.

IMPORTANT NOTICE

If you experience any type of errors in **Cilstore** or have suggestions for improvements then please send an e-mail to Caoimhín Ó Donnáile: caoimhin@smo.uhi.ac.uk

Now that we have seen how to create a unit in **Cilstore**, in the following section we shall present a template which includes the features which a CLIL lesson should take into account.

4 | PLANNING A CLIL LESSON

The following is a template and checklist to help teachers plan a CLIL lesson. When designing units for students it is advisable to take these items into account and reflect upon the learning outcomes to be achieved.

Name:	Subject:	Language:	Level:
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Aims of lesson:

Students will know about/ be able to/ be aware of, etc.

Language aims:

Grammar + vocabulary acquisition needed to complete tasks and to aid comprehension (vocabulary, sentence structure, text organisation, ...)

Language support:

How will you guide the students in the use of the L2?

Procedure and methods:

Checklist

Have you considered the following factors?

Factors to consider	Yes/No	Describe how this will be included in the lesson
Content – Learning outcomes		
Communication (groups, pairs, peers, teacher-student etc.)		
Cognition (methodology, mental processes, multimodality)		
Cultural issues		

Language demands and language support (grammar, vocabulary, when, why and how, text structure, text organisation)		
Materials selection (what to use, why and how)		
Teacher's role (engaging students, providing input, providing support)		
Student's role (how is this lesson learner-centred?)		
Thinking skills (factual Qs, why/how Qs, hypothesis, synthesis, prediction. Does it support Higher Order Thinking?)		
Scaffolding and variety of input/ text, audio, video etc. (support for input and/or output)		

Table 2. Template and checklist to plan a CLIL lesson designed by Cecilia Leboeuf.

5 | ADDITIONAL INFORMATION

5.1 | TOOLS OUTCOMES

The following list provides links to: (i) the three tools available at multidict.net, (ii) the main project site which gives a comprehensive introduction to the project including all project documentation, newsletters, background information on the partners and details of associated projects; and (iii) direct links to the social media platforms used to disseminate the project outcomes and build a community of users.

- Clilstore: <http://multidict.net/clilstore>
- Multidict: <http://multidict.net/multidict>
- Wordlink: <http://multidict.net/wordlink>
- Tools website: <http://languages.dk/tools/index.htm>
- Tools Facebook: <http://www.facebook.com/tools4clil>
- Tools Blog: <http://tools4clil.wordpress.com>
- Tools Twitter: <https://twitter.com/tools4clil>
- Tools LinkedIn: <http://www.linkedin.com/groups/Tools4Clil-4269787>

5.2 | RESOURCES

Authors of **Clilstore** units will find the following sites indispensable when creating units.

- TED (Technology, Entertainment, Design) +900 videos, many with transcript: <http://www.ted.com>
- Vimeo, site with videos resources <http://vimeo.com>
- Youtube, site with video resources: <http://www.youtube.com>
- Ipadio, site with audio resources: <http://ipadio.com>
- eCorner, site with video resources: <http://ecorner.stanford.edu/popularVideos.html>
- Videojug, site with video resources: <http://www.videojug.com>

5.3 | FURTHER READING

The following short list will give new users a taste of the theoretical discussion and trialling which underpins the adoption of CLIL.

- Coonan, C.M. (2007). Insider Views of the CLIL Class Through Teacher Self-observation–Introspection, *International Journal of Bilingual Education and Bilingualism*, 10:5, 625-646.
- Coyle, D. (2007). Content and Language Integrated Learning: Towards a Connected Research Agenda for CLIL Pedagogies, *International Journal of Bilingual Education and Bilingualism*, 10:5, 543-562
- Coyle, D., Hood, P. & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge.
- Dalton-Puffer (2007). *Discourse in content and language integrated learning (CLIL) classrooms*. Philadelphia.
- Lorenzo, F. (2008). Instructional discourse in bilingual settings. An empirical study of linguistic adjustments in content and language integrated learning, *The Language Learning Journal*, 36:1, 21-33



5.4 | REFERENCES

- [1] Commission of the European Communities (2003). Communication No. 449 on Promoting Language Learning and Linguistic Diversity: An Action Plan 2004 – 2006. Available from <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2003:0449:FIN:EN:PDF>. [Retrieved 5/6/2012]
- [2] Commission of the European Communities (N/A). Content and Language Integrated Learning. Available from http://ec.europa.eu/languages/language-teaching/content-and-language-integrated-learning_en.htm. [Retrieved 5/6/2012]
- [3] Eurydice European Unit (2006). *Content and Language Integrated Learning (CLIL) at School in Europe*, p. 22. Available from <http://bookshop.europa.eu/en/content-and-language-integrated-learning-clic-at-school-in-europe-pbNCX106001/>. [Retrieved 4/7/2013]
- [4] Marsh, D. (2002). *CLIL/EMILE The European Dimension: Actions, Trends and Foresight Potential*. University of Jyväskylä, (Finland) for the European Commission, p. 66. Available from http://ec.europa.eu/languages/documents/doc491_en.pdf. [Retrieved 4/7/2013]
- [5] Gimeno, A. (2008). How can CLIL benefit from the integration of Information and Communications Technologies? In *Linguistic Insights – Studies in Language and Communication*. Bern: Peter Lang, p. 77-102.



[6] Nunan, D. (2004). *An Introduction to Task-based Teaching*. Cited in Gimeno, A. (2008). How can CLIL benefit from the integration of Information and Communications Technologies? In *Linguistic Insights – Studies in Language and Communication*. Bern: Peter Lang, p. 85.

[7] See [5] above.

5.5 | GLOSSARY

CEFR: Common European Framework of Reference for Languages: Learning, Teaching, Assessment (http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf)

CLIL: Content and Language Integrated Learning

Embed code: Code that adds a browser plugin or widget to your page

HOT: Higher Order Thinking

Language skills: The mode in which language is used. Listening, speaking, reading and writing are generally called the four language skills. Speaking and writing are the productive skills, while reading and listening are the receptive skills. Often the skills are divided into sub-skills, such as discriminating sounds in connected speech, or understanding relationships within a sentence.

Lesson plan: An outline that guides teaching of a lesson. It normally includes aims and objectives; warm-up and review; engagement, study, activation of language (controlled, guided and free practice); and assessment of lesson. A good lesson plan describes procedures for student motivation and practice activities, and indicates materials needed.

PBL: Problem-Based Learning

Scaffolding: Scaffolding is a concept based on the theory proposed by Lev Vygotsky, known as, 'Zone of Proximal Development (ZPD)'. It is one of the most popular teaching methods. In this mode of instruction a teacher helps the student initially, to learn a new concept and offers maximum assistance. Gradually, the teacher sets up newer tasks for the students to perform and apply their knowledge independently. The zone of proximal development literally means the distance between what children can do on their own and what they can do when assisted by an adult. Scaffolding is a strategy in which a knowledgeable person equips the student and provides him with all the information and support to acquire or learn a particular thing.

(Definition from <http://www.buzzle.com/articles/scaffolding-in-education.html>)

TBL: Task-Based Learning

TL: Target Language

WYSIWYG: What You See Is What You Get



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5.7 | PROJECT PARTNERS

Coordinating institution:

Syddansk Erhvervsskole Odense-Vejle College (DK)



Partner institutions:

- University of Southern Denmark (DK)
- Universidad Politécnica de Valencia (ES)
- Marijampolės profesinio rengimo centras (LT)
- Universidade de Évora (PT)
- Sabhal Mòr Ostaig (Scotland, UK)
- University of Ulster (Northern Ireland, UK)
- European Association for Computer-Assisted Language Learning (European-wide)

