

# CLILSTORE - UNA HERRAMIENTA ONLINE PARA PROFESORES DE IDIOMAS

## CLILSTORE – AN ONLINE TOOL FOR LANGUAGE TEACHERS

**Ana Alexandra Silva**

Universidade de Évora Center for the Studies in Letters Évora, Portugal

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### **Contacto**

Ana Alexandra Silva

[aasilva@uevora.pt](mailto:aasilva@uevora.pt)

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# CLILSTORE - UNA HERRAMIENTA ONLINE PARA PROFESORES DE IDIOMAS

## Resumen

El Proyecto Tools for CLIL Teachers ha creado un servicio online gratuito donde los profesores de idiomas pueden crear y compartir unidades de aprendizaje multimedia ricas en contenido, con la elección del creador de audio, vídeo, texto e imágenes / gráficos. No es necesaria ninguna instalación o configuración de software. Las herramientas de creación presentan un elemento único e innovador de funcionalidad, es decir, la capacidad de vincular automáticamente cada palabra en un texto a diccionarios online en más de 100 idiomas. El profesor tendrá la opción de compartir la página online resultante del repositorio del sistema o de compartir un enlace a la página Web en sitios, por correo electrónico o VLE institucionales, por ejemplo. El servicio online también permite la creación de unidades de aprendizaje desde dispositivos móviles (por ejemplo, iPads) y es compatible con cualquier sistema operativo (Linux, Windows, MacOS, Unix, etc.). También es posible tener acceso y usar los materiales de aprendizaje en smartphones, como también ser creados en los mismos. Esperamos que la capacidad de acceso a los materiales de aprendizaje de los smartphones incentive a los profesores a crear materiales. La facilidad de uso del sistema también beneficia a los profesores de las lenguas tradicionales y resulta en materiales VOLL (Aprendizaje de Lenguas Orientadas Profesionalmente) y materiales CLIL personalizados en las lenguas LWUTL (Lenguas Menos Utilizadas y Enseñadas).

Estamos convencidos de que el sistema online, tanto en las herramientas de creación de contenido y en el repositorio de materiales, será un gran beneficio para las instituciones de enseñanza y los alumnos, porque el servicio es gratuito y de código abierto. Especialmente importante, las herramientas de creación y el contenido resultante se pueden utilizar desde dispositivos móviles más baratos y equipos más antiguos, ya que no requieren una alta capacidad de procesamiento de datos o ancho de banda.

**Palabras clave:** CLIL; aprendizaje de lenguas extranjeras; aprendizaje multimedia

## CLILSTORE – AN ONLINE TOOL FOR LANGUAGE TEACHERS

puters as they do not require high data processing capacity or bandwidth.

**Keywords:** CLIL; learning a foreign language; multimedia learning

### Abstract

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, text 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 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). 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. Crucially, the authoring tools and resulting content can be used from inexpensive mobile devices and older com-

## INTRODUCTION

TOOLS (Tools for CLIL Language Teachers) was a European Community co-funded project which aimed at the development of a free online tool to support CLIL (Content and Language Integrated Learning). The project ran from 2011 to 2013 and it proposed to develop a free online service / tool, which enables language teachers from vocational colleges, universities, and adult learning institutions to create multimedia rich webpages for language learning with all words automatically linked to online dictionaries in more than a hundred languages.

The unique feature of this free online tool is the way it treats embedded texts for example at the touch of a button all words are automatically linked to our bespoke dictionary interface Multidict, which places online dictionaries in +100 languages at the user's disposal, thereby enabling them to interrogate the text at their own pace and according to their own personal needs. The fully online tool has been optimised for mobile devices (e.g. iPads, smartphones etc.) thereby ensuring that content can be created and enjoyed on the move.

The project teams will demonstrate the system strengths and make exemplary online language learning materials for Arabic, Danish, Gaelic (Irish), Gaelic (Scottish), Lithuanian, Portuguese, and Spanish. TOOLS' core products consist of the online service, CLILSTORE, a training program, more than two hundred language learning units, a Guidebook, available in all partnership languages, and DIY videos. All these together allow the language teacher to create units to introduce not only CLIL, but also VOLL units in his or her own syllabus.

**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](http://www.languages.dk/tools) and if possible to avail themselves of one of the many training workshops offered by the Tools team (details available on project website). The emphasis in Clilstore 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. For Clilstore 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 Clilstore 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** 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 Clilstore language learning units. Once users of Clilstore units click on words in embedded texts, the Multidict interface opens beside the Clilstore 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).

**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 Clilstore 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.

## OUR UNDERSTANDING OF CLIL

The term Content and Language Integrated Learning (CLIL) was launched during 1994 in conjunction with the European Commission. This followed a Europe-wide discussion led by expertise in Finland and the Netherlands on how to bring language learning excellence, found in certain types of school, into mainstream government-funded schools and colleges. At the time, the launch of CLIL was both political and educational.

The political driver was based on a vision that mobility across the European Union required higher levels of language competence in designated languages than was found to be the case at that point in time. The educational driver, influenced by major

bilingual initiatives such as in Canada, was to design and otherwise adapt existing language teaching approaches to provide a wide range of students with higher levels of competence. (Marsh 2012, p.1)

Now CLIL emerges as a way of improving access to additional languages and as a way of bringing innovative practices into the curriculum. CLIL as an approach has slowly been gaining acceptance in European countries. In fact, in some countries, teachers are now required to use CLIL in their classrooms. The trend seems to be that CLIL will be used more and more in the future in most of the countries of Europe.

In simple terms, CLIL integrates both Content Learning and Language Learning. Using CLIL, students learn one or more of their school subjects in a targeted language, often English, but sometimes in another second language. Students aren't expected to be proficient in the new language before they begin studying. They learn the language they need for studying at the same time as they learn the subject.

With CLIL, learning the content and learning the language are equally important. Both are important curriculum subjects for the students, and they are developed and integrated slowly but steadily. In the long term, students learn both the content and the new language as well as, if not better than, students who study content and language in separate classes. CLIL involves a change of focus in the classroom. When teachers use the school lingua franca (SLF) for teaching, they can tell the students everything they want them to know, and the students can understand them. However, when they teach their subject using a new language, this isn't possible. Because of this, they must show students how to find out information for themselves, and how to work and talk together to discover new ideas, so that using the language becomes part of the process of learning. In other words, the teachers have to change their methodology, and find different ways to help students learn. By doing this, the teacher prepares young students for the modern world, where people work in project teams; use other languages to talk to various colleagues and to communicate with people in different countries. They are expected to solve problems, plan their own work and find out things for themselves using a range of sources, especially the Internet. CLIL, then, is designed to prepare young people for the future. It provides the first step to learning and understanding independently.

## The 5 C's

When planning a CLIL lesson there are five things that should be taken into consideration:

## *Content*

In traditional teaching, teachers prepare a lesson around a logical development of the area the students have been working on. It's just the same with CLIL. Teachers develop lessons around what the students already know. In this way, students build their content knowledge like building a wall, one course of bricks on top of the next.

## *Communication*

In the past, students learned a lot of lesson content while they were listening to the teacher talk. With CLIL, teachers talk much less, because the students don't have enough of the new language to learn in this way. Instead, students study together and work in groups, talking to each other as well as to the teacher, using as much of the new language as they can.

A CLIL teacher needs to question on what sort of communication he/she wants his/her students to be involved in. The language useful for communication is also an important issue, as well as the key contents that need to be addressed.

## *Competences*

'Can-do' statements describe the outcomes of a lesson, for example, 'I can identify the main parts of knee'. CLIL teachers think about the can-do statements they want their students to be able to make after the lesson, either about lesson content and skills – or about new language.

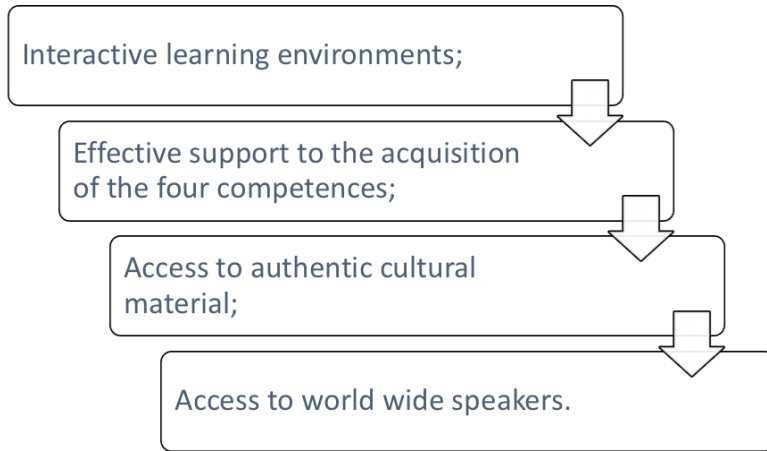
## *Community*

CLIL teachers help students to relate what they learn to the world around them. Students see that what they learn is not just a school subject, but something that relates to 'the real world'. Something that can apply to their everyday professional tasks.

## *Cognition*

Teachers are helping students to learn to think in a foreign language. Questions like 'when?', 'where?', 'which?', 'how many?' and 'who?' are normal in everyday classes, but now they take on another dimension being asked in a different language. These questions focus on real, specific and concrete answers. Students who learn to answer them correctly develop the thinking skills of recalling, repeating and listing, and of understanding.

The 5C's skills are to be developed using a technological support and aiming to create:



**Figure 1.** 5C's skills and active learning

It is a known fact that learners tend to be more successful and more motivated than those in traditional content classrooms, because they look at a content from a different and broader perspective when it is taught in another language (Multi-perspectivity) (Wolff, 2004). More accurate academic concepts are developed when another language is involved for students are asked to perform a more demanding task. Therefore, subject-related intercultural learning takes place. CLIL students also need to learn the language they will need to carry out activities during the lesson, as well as the sort of language which helps them to organise their opinions/considerations and solve problems.

One important reason for the introduction of CLIL is to help the education sector to prepare today's students for the world of work of today, and of tomorrow as well. Young people must be ready to face different challenges from those facing their parents and grandparents. For most of the twentieth century, the set of skills needed for the workforce was much simpler than it is today. Schools used to prepare their students for employment by teaching them to read and write and do arithmetic, by giving them some information about the world they lived in, and by training them in practical skills. Students had to become used to following a regular daily routine, to remembering information and to carrying out instructions. In contrast, think about preparing students for employment in the modern world. What skills do we expect today's and tomorrow's workers might need? They will have to be independent and flexible in when and how they work. They ought to be equipped with IT skills, and to be able to find any information they need on the Internet or through Social Media. The workforce should also have the necessary social and communicative skills to collaborate and cooperate in project teams, rather than working alone. They may



need to be well-trained in subject competencies, but also be motivated to learn further skills and languages as jobs constantly change and develop. It would certainly be useful if they could call on the linguistic and intercultural skills needed in multinational industries and multi-cultural communities. As teachers, we need to develop young people who can take responsibility for their own work, who can collaborate with other people, and who can think for themselves.

The language that students learn in a CLIL lesson is not the typical language learnt in a traditional language lesson, but language relevant to their future. It is a tool for communicating within the framework of the content. Since the primary aim is to communicate and not learn merely the grammar and syntax of a language, students realize that they can use the language without an in-depth knowledge of it first. CLIL helps students simultaneously use the targeted language and gain knowledge of content.

Parents' involvement in their children's education is essential. Although it is very hard for parents nowadays to keep up with daily routine and the kind of homework that children have, it is the parents' responsibility to follow their children's educational progress. They need to guide, help, motivate and reinforce learning to make it easier for their children to do well at school. Keeping parents informed about what the CLIL approach can do, will engage them in the children's school activities from the start. Not all parents can use the targeted or additional language TL/AL in their home surroundings to enhance the learning of a subject, but this is not essential. Asking children to share their learning with their parents is motivating not just for the students themselves, but for the parents too.

## The CLIL approach

CLIL learning is a process of construction of knowledge and of language at the same time, as mentioned before. Students almost always begin with some basic knowledge of the content and of the language that they will learn. In higher education students have a deeper knowledge of the content, although they can show some deficits in language use. In each CLIL lesson, new content and new language are introduced to build on the foundation the students already have. Through interaction with classmates, with the teacher, and with multimedia resources, each student constructs new knowledge at his own pace, moving from simple awareness, to real understanding and proficiency.

Between the two states of raised awareness and thorough competence, the student is developing some new knowledge or skill, but cannot yet use it independently

and confidently. This intermediate stage of the development of learning is often described by Vygotsky's metaphor of 'the Zone of Proximal Development' (ZPD). During this intermediate stage of learning, the student can be helped to progress to complete and develop an independent proficiency by support from someone with a higher level of knowledge or skill than he has himself. The temporary support given is described by the metaphor of 'scaffolding', because it provides a platform from which learners can construct the next level of understanding and knowledge. Scaffolding as a metaphor is used to describe how learners can be helped to achieve things which they are not yet ready to do on their own.

Once the learner is confident of how to say what they want in a situation, they will be able to use their linguistic knowledge in other situations, without scaffolding. The knowledge/skill/understanding needed will have been internalised and can now be utilised without external support.

There is no specific methodology that relates to CLIL. However, according to Pavesi et al. (2001) some common features are used in different countries:

- In CLIL, it is important to use audio-visual aids and multimedia to overcome problems caused by using a new language.
- Pavesi et al emphasised the importance of using holistic ways of learning as well as learning from practical, hands-on experiences.
- Pavesi et al also suggested the use of the targeted language (TL) for authentic communication without paying attention to language mistakes.
- The teaching of a second language and content at the same time should include language scaffolding such as reformulation, simplification and exemplification.
- Code switching (switching to the students' school lingua franca (SLF) instead of the target language) should normally be the last option for communication purposes.
- The use of the school lingua franca (SLF) by the CLIL teacher should be kept to a minimum and should be avoided except when appropriate. Ioannou Georgiou, S. and Pavlou, P (2011). However, Butzkamm (1998) suggests that 'students, especially at the early stages of CLIL, can be allowed to code-switch, that is to use SLF or TL/AL alternatively, or a mixture of both languages, to get their message across more effectively or to carry on with the conversation'.
- Where possible, any content and/or language problems should be overcome in the planning stage through the cooperation of both content and language teachers.
- Teamwork skills are needed by CLIL teachers when preparing the curriculum as well as while teaching.
- When planning the lessons, teachers should consider the AL/TL language level of the students.

- Both Pavesi et al (2001) and Ioannou Georgiou, S and Pavlou, P (2011) mention that when planning the CLIL curriculum, it is important to consider:
  - the children's ages, needs, interests and general linguistic competence
  - the teacher's competences, training and expertise in CLIL and command of the second language
  - support in the school, resources and materials
  - local community resources
  - the motivation of students and the interest of parents
  - outcomes and objectives

In practice, the CLIL approach to teaching takes many forms, from teaching of the whole curriculum in the new language (total immersion) to adapting language courses to include a focus on subject content.

Taken from Guidelines for CLIL Implementation in Primary and Pre-primary education, p. 16

[http://www.schools.ac.cy/klimakio/Themata/Anglika/teaching\\_material/clil/guidelinesforclilimplementation1.pdf](http://www.schools.ac.cy/klimakio/Themata/Anglika/teaching_material/clil/guidelinesforclilimplementation1.pdf)

### ***Learner Autonomy and Interaction***

A major aim of CLIL teaching is to help students to work independently to solve problems and to develop their own knowledge and skills. When we think of our own school days, we probably remember being told exactly what to do, step by step. Teachers were expected to control when, where and how learning took place.

With CLIL, we should try to change our approach, to consider letting go of the reins in class, and to face losing our central role. We need to pass some control over to our learners. CLIL teachers can expect to feel vulnerable at first in their new role. It is difficult to begin working in a less traditional way, not only for the teacher, but also for the students – they will resist changing their classroom lifestyle unless they can adapt gradually to working independently. Remembering to take responsibility for their own learning, and to take the initiative in tackling problems, can be very hard. Sometimes, they will prefer to sit back, listen to the teacher and be told what to do next! One of the most important, and most difficult, roles of the CLIL teacher is to train learners how to be independent.

Communication is one of the five "C"s of CLIL. It refers not only to how the teacher and learners communicate with each other in a new language – but also how students can learn. The CLIL approach recognises that learning is not a purely internal

and cognitive process, but instead results from interaction in which knowledge and understanding are shared.

Through interaction, learners build on their existing knowledge as they compare it with, and discuss, new content and new language. At the same time, they become aware of what they still need to do. For language learning especially, interaction provides an opportunity to both learn and improve. Ways to increase student interaction can be pair work and group work.

## WALKTHROUGH OF A SAMPLE UNIT MADE WITH CLILSTORE. THE STUDENT PERSPECTIVE.

Once we have entered the student interface by clicking on the arrow pointing towards "Students" in www.multidict.net (see Figure 2), learners encounter the screen illustrated.

First of all, the learner has to select the language he/she wishes to practice. This is done by selecting a language from the appropriate drop-down menu (see highlighted section in Figure 2). 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". This will call up a list of all the available units to practice that given language at the specified target level.

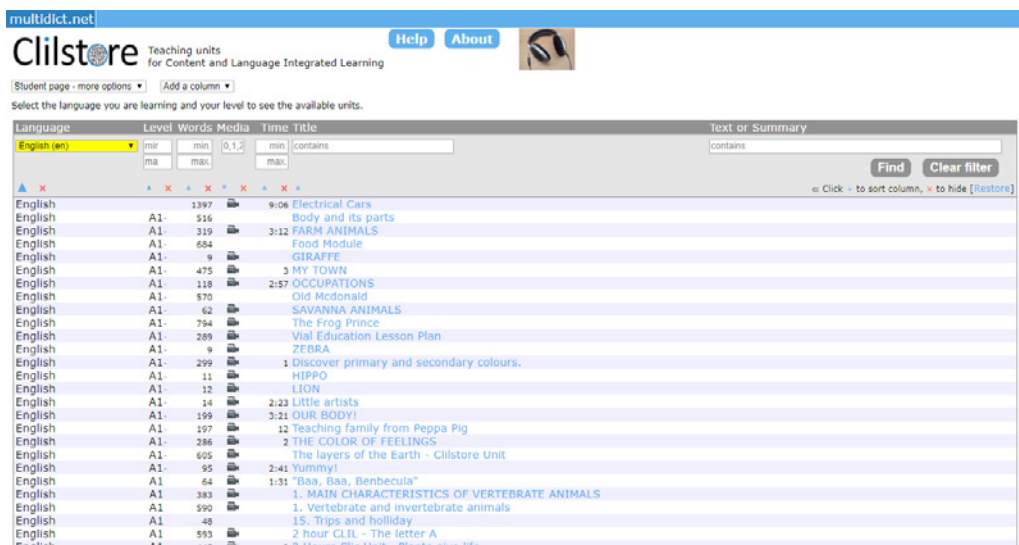


Figure 2. Mainframe of Clilstore

Main steps:

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 (CEFRL). 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.

The author of the unit will have already indicated the source language; therefore, this lets *Multidict* know where to begin. 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. 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 to switch between dictionaries.

## Sample units

### *Knee Ligament Anatomy*

*Knee ligament anatomy* can be accessed at <http://multidict.net/cs/120>

Knee ligament anatomy uses a youtube video to start with. The video is embedded in the unit using the embedded code.

The text has been added to the unit, either by pasting it or, if not possible, using the drag-and-drop functionality. The text is as follows:

“There are 4 major ligaments that stabilize the knee. The medial collateral ligament is on the inner side of the knee and the lateral collateral ligament on the outer side. The collateral ligaments give sideways stability to the knee. 2 ligaments cross in the centre of the knee. They are called the cruciate ligaments. The ligament towards the front is the anterior cruciate ligament, or ACL. And the one towards the back is the posterior cruciate ligament. The ACL prevents the lower bone, the tibia, from moving forward and the PCL prevents it from moving backward. If the ACL tears, the tibia

can move forward too much, and the knee can be unstable. The knee on which the ACL is torn tends to give out when pivoting or quickly changing direction. To correct this instability, a new ACL can be made. The strongest graft that is available to repair the torn ACL is the middle third of the patella tendon. This graft has a plug of bone taken from the patella, or knee cap, on one end and from the tibia on the other end. These plugs of bone are important because they provide solid fixation of the graft. This animation will explain how the middle third of the patella tendon is used to reconstruct a torn anterior cruciate ligament.”

All the words of the text are linked to online dictionaries. The student can choose is mother tongue to translate the word that he/she does not know. If the word appears in a black background when the student hovers over it, then he/she can click on it to look it up in a dictionary. Multidict will allow the student to swop to different dictionaries and different target languages.

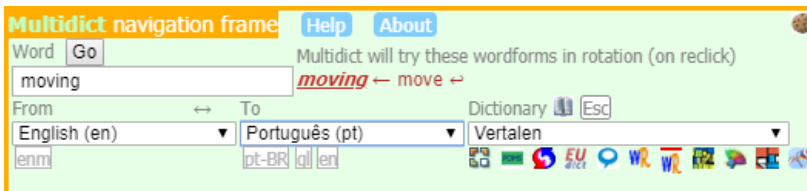


Figure 3. Multidict navigation frame

The unit has some exercises to complement the listening and understanding skills. These were created using the Official Hot Potatoes: <http://hotpot.uvic.ca/> There are several different exercises available for the language teacher to complement the unit, such as follows in Figure 4:

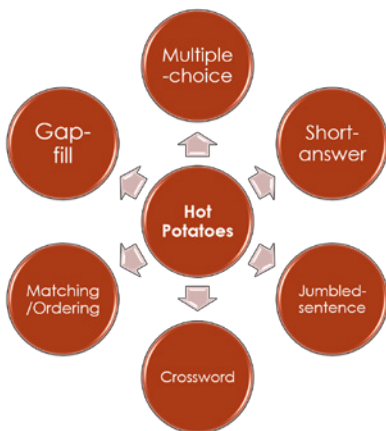
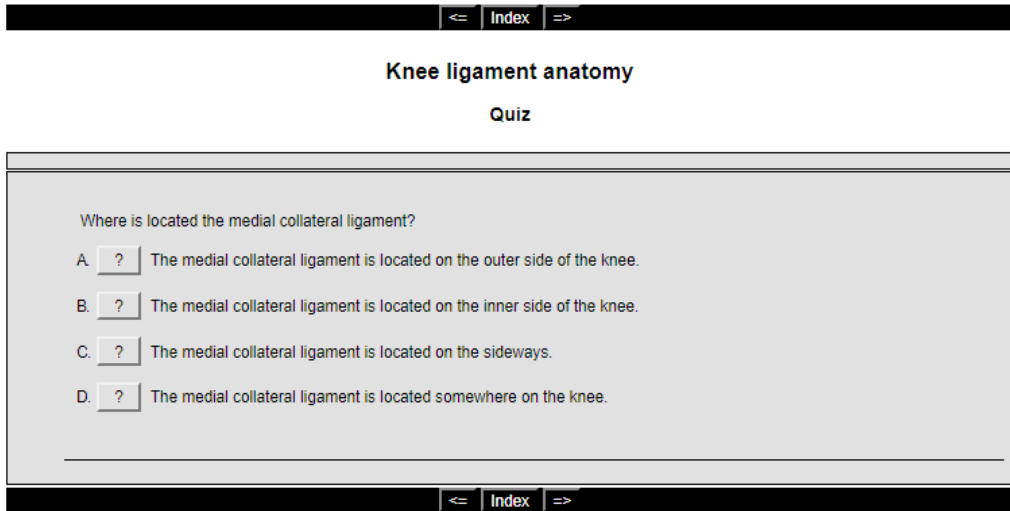


Figure 4. Available exercises on Hot Potatoes official site





**Figure 7.** Quiz (one question of a set of three)

At the end of each exercise the student can control his/her own learning by checking the percentage of questions correctly answered.

### ***A warm embrace that saves lives***

*A warm embrace that saves lives* can be accessed at <http://multidict.net/cs/811>

*A warm embrace that saves lives* uses a TEDTalks video to start with. The video is embedded in the unit using the embedded code. The text has been added to the unit, either by pasting it or, if not possible, using the drag-and-drop functionality. We are now at a B1 level, so the student is supposed to have a better command of the English language.

The exercises include a gap-fill exercise (with time limit), a matching exercise (also with a time limitation) and mixed-up sentence.



## A warm embrace that **saves** lives

Please close your eyes, and open your hands. Now imagine what you could place in your hands: an apple, maybe your wallet. Now open your eyes. What about a life?

What you see here is a premature baby. He looks like he's resting peacefully, but in fact he's struggling to stay alive because he can't regulate his own body temperature. This baby is so tiny he doesn't have enough fat on his body to stay warm. Sadly, 20 million babies like this are born every year around the world. Four million of these babies die annually.

But the bigger problem is that the ones who do survive grow up with severe, long-term health problems. The reason is because in the first month of a baby's life, its only job is to grow. If it's battling hypothermia, its organs can't develop normally, resulting in a range of health problems from diabetes, to heart disease, to low I.Q. Imagine: Many of these problems could be prevented if these babies were just kept warm.

That is the primary function of an incubator. But traditional incubators require electricity and cost up to 20 thousand dollars. So, you're not going to find them in rural areas of developing countries. As a result, parents resort to local solutions like tying hot water bottles around their babies' bodies, or placing them under light bulbs like the ones you see here -- methods that are both ineffective and unsafe. I've seen this firsthand over and over again.

On one of my first trips to India, I met this young woman, Sevitha, who had just given birth to a tiny premature baby, Rani. She took her baby to the nearest village clinic, and the doctor advised her to take Rani to a city hospital so she could be placed in an incubator. But that hospital was over four hours away, and Sevitha didn't have the means to get there, so her baby died.



Figure 8. Mainframe of the unit in Clilstore

<- index ->

**Complete with the missing word**

**Gap-fill exercise**

4:54

Fill in all the gaps, then press "Check" to check your answers. Use the "Hint" button to get a free letter if an answer is giving you trouble. You can also click on the "[?]" button to get a clue. Note that you will lose points if you ask for hints or clues!

Please close your [?] and open your [?]. Now imagine what you could [?] in your hands: an [?], maybe your [?]. Now open your eyes. What about a [?]

What you see here is a [?] baby. He looks like he's resting [?], but in fact he's [?] to stay alive because he can't [?] his own body [?]. This baby is so [?] he doesn't have [?] fat on his body to stay [?]. Sadly, 20 million babies like this are born every year around the world. [?] million of these babies die [?].

Check Hint

<- index ->

Figure 9. Gap-fill exercise (with time limit)

← | Index | →

**Match the word with its definition**

**Matching exercise**

3:50

Match the items on the right to the items on the left.

Check

severe	intensely or extremely bad
hypothermia	use again after processing
diabetes	any fabric impervious to water
heart disease	a disease of the heart
incubator	subnormal body temperature
resort	it can be carried
portable	act of turning to for assistance
sterilized	apparatus consisting of a box designed to maintain a constant temperature
reused	state, or perform again
waterproof	make free from bacteria
reiterated	a polygenic disease characterized by abnormally high glucose levels in the blood
potential	the inherent capacity for coming into being

**Figure 10.** Matching exercise (with time limit)

### *Don't bank on it*

*Don't bank on it* can be accessed at <http://multidict.net/cs/258>

*Don't bank on it* is a listening unit, with an emphasis on exercise solving. A B2 unit which expects the student master general English, but also some specific vocabulary related with economy, specially the bank sector.

Exercises include a quiz with five questions, mixed-up sentence exercise, Gap-fill exercise and a matching exercise.

**Don't bank on it**

**Mixed-up sentence exercise**

3:56

Put the parts in order to form a sentence. When you think your answer is correct, click on "Check" to check your answer. If you get stuck, click on "Hint" to find out the next correct part.

Check   Restart   Hint

---



---



---

machine far customers a cashpoint business counter more to than are using  
now a across likely facing teller the transact

**Figure 11.** Mixed-up sentence exercise (with time limit)

### Banking Terms

#### Gap-fill exercise

6:55

Fill in all the gaps, then press "Check" to check your answers. Use the "Hint" button to get a free letter if an answer is giving you trouble. You can also click on the "[?]" button to get a clue. Note that you will lose points if you ask for hints or clues!

Some people find reading their banking [?] very difficult. The statement is usually based on a month's [?] of time. It usually begins with the [?] [?] of the previous month, includes any [?] [?] or [?] [?] and finishes with the [?] [?]. Many people are paid directly into their account by using [?] [?]. If the bank [?] you any [?] [?] for services rendered, you will also see these listed on your [?] [?]. All withdrawals are called [?] [?], while all payments are considered [?] [?]. A [?] [?] usually gains [?] [?] over time. However, there are some [?] [?] that also give interest these days. One of the most popular ways to [?] [?] money these days is to use the [?] [?]. To use this machine you need to insert your [?] [?] which gives you access to your account. If there are [?] [?] you will not be allowed to [?] [?]. In fact, one of the worst things you can do is to [?] [?] a [?] [?] on your [?] [?]. This means that you have [?] [?] to pay the check. In this case, you are usually charged a rather high [?] [?] by the bank.

Check Hint

<= Index =>

Figure 12. Gap-fill exercise (with time limit)

### Match the words or expression of the article

#### Matching exercise

Match the items on the right to the items on the left.

Check

accepted standard	hedge
blemished	forefather
tempted	lucrative
protect	seduced
made (...) to do (something)	prompted
very profitable	norm
ancestors	tarnished

Figure 13. Matching exercise - vocabulary

### *Lessons in Business... from prison*

*Lesson in business... from prison* can be accessed at <http://multidict.net/cs/877>

Lessons in business from prison uses a TEDTalks video to start with. The video is embedded in the unit using the embedded code. This unit has no exercises, because it was a motivation video to promote a debate in class. Students had to agree or disagree with the arguments presented in the video.

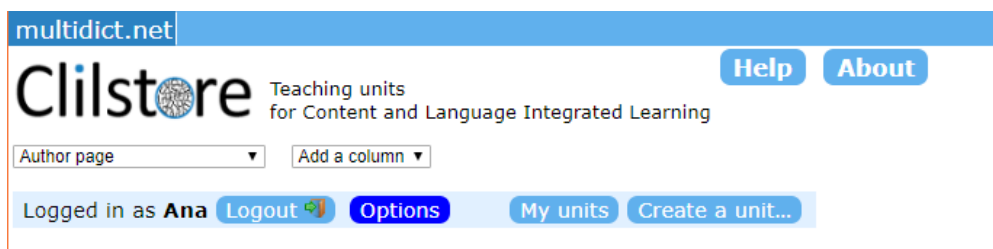
## **WALKTHROUGH OF CLILSTORE FACILITIES. THE AUTHOR PERSPECTIVE.**

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.

When designing dual-purpose learning materials, close co-operation between the language specialist and the subject specialist becomes crucial to design and implement pedagogically-sound materials that serve the acquisition of knowledge in two disciplines. Because 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.

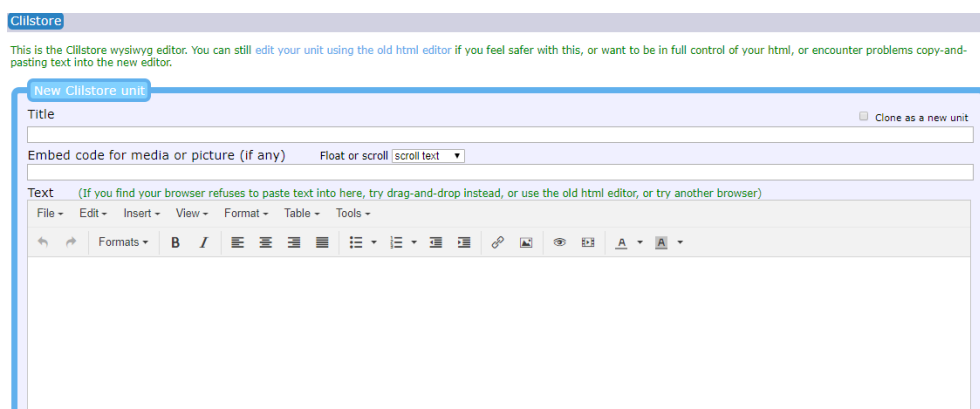
### **Steps for creating a CLIL unit**

1. Go to <http://multidict.net/clilstore> and click “register”. It is now time to select a username, password and provide your first name, family name, and e-mail address.
2. 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.** Logging in and creating a unit

3. Title: Write a suitable heading for the new unit.
4. Embed Code > "Float": Choose where the text will be positioned in relation to the video/audio player frame or photo.
5. Embed Code: 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".



**Figure 15.** Title and embedded code

6. 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.
7. 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 upload 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.
8. Language: Choose the language from the drop-down menu.

- 9. 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.
- 10. 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.

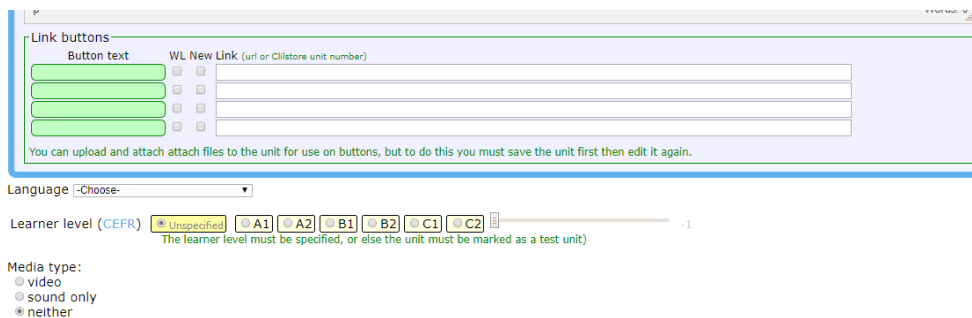


Figure 16. Link buttons, language, learner level and media type

- 11. 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".
- 12. 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.).
- 13. 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.
- 14. 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.
- 15. Publish: Click and share with colleagues around the world!



Figure 17. Summary, Language notes, Ownership (CC) and Publish button

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.

## CONCLUSIONS

The TOOLS project achieved an online and ongoing tool for CLIL, VOLL, and other language teachers. Although the project has finished, the results persist. In June the CLILSTORE had 3486 language learning units, in 43 different languages. The units in English language constitute the majority with an impressive number of 2235, ranging from A1 level to C2. The other 1251 include languages such as Arabic, Español, Italiano, Français, Deutsch, and many others. Although English language units take over a big part of the online service, there is still room for other less known languages, such as Svenska, Euskara, Polski and others.

One could argue that not all units are language learning material, and that is a fact indeed. As an online open service CLILSTORE just requires a registration (email and password). It doesn't ask for the academic qualifications of the user. Although it was built for the language teacher it's open to other contributions. That is why one can choose between four different interfaces: “Student”, “Student – More Options”, “Author” and “Author – More Options”. The “More Options” gives one more information, like “id” (unit number), “views” (number of hits in the unit), “Clicks” (number of clicks in the unit), “Owner” (the author), “Language”, “Level” (A1-C2), “Words” (number of words), “Media” (type of media – audio, video, none), “Time” (length of the unit), “Title” and “Text or Summary” (search tool).

Units hosted in CLILSTORE are a valuable instrument not only for the CLIL the language teacher, but also for VOLL teachers and for general language teachers. It allows the teacher to pursue other skills, that are not so used in language classrooms. On the other hand, CLILSTORE can also be used to evaluate students, by engaging them in their own learning process. Teachers can assign themes to students asking them to create a unit in CLILSTORE. The possibilities are there and we, as language teachers, should try to pursue them in the best interest of our learners.

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