

CLILSTORE

PRACTITIONER
GUIDEBOOK



Authored by the
members of the
**CLIL Open Online
Learning project**

KA2-2018-1-ES01-KA203-050474

with support
from the European
Commission 2021



Co-funded by the
Erasmus+ Programme
of the European Union



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DE VALÈNCIA

The Clilstore Practitioner Guidebook comprises an introductory guide to using clilstore.eu in Content and Language Integrated Learning (CLIL) contexts and provides technical guidance for CLIL practitioners at all educational levels. It has been funded with support from the European Commission's Erasmus+ programme through the Spanish National Agency as an output of the CLIL Open Online Learning (COOL) project, carried out from September 2018 to December 2021, coordinated by Universitat Politècnica de València, Spain (reference number KA2-2018-1-ES01-KA203-050474). This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

We are greatly indebted to all the colleagues who have participated in the project and contributed to the success of the COOL project and its main outcome, the clilstore.eu CLIL authoring tool, materials repository, and multilingual dictionary interface.

We would particularly like to acknowledge our gratitude to Caoimhín Ó Donnáile from Sabhal Mòr Ostaig (Isle of Skye, Scotland) who was the main computer programmer in the COOL project and the previous Tools for CLIL Teachers project, which have allowed us to release clilstore.eu, a tool that has been made available on a copyleft basis for anybody to use or develop worldwide.

This Guidebook is available in English, Danish, Irish, Italian, and Spanish.

1st digital edition: 2021

ISBN: 978-84-09-34935-7

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How to use this Guidebook

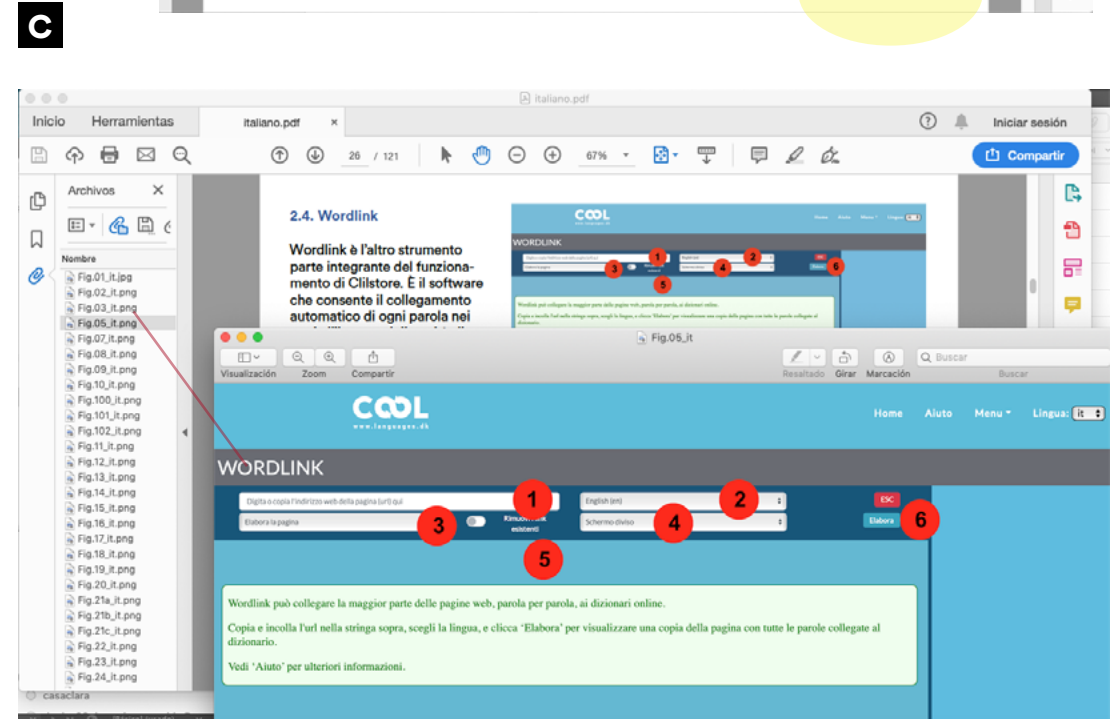
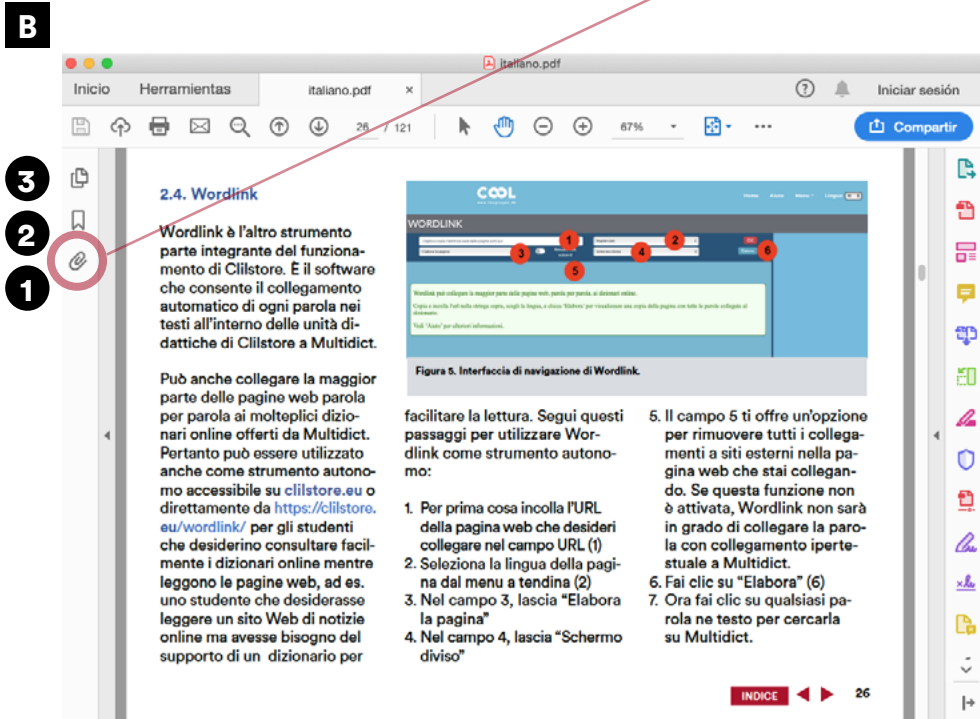
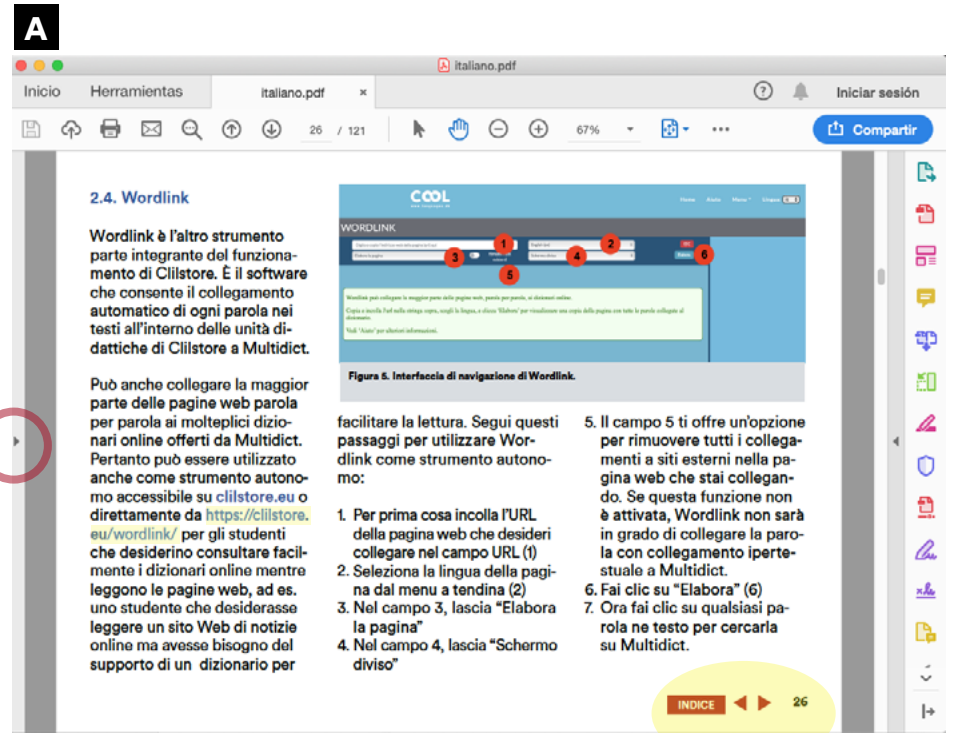
We recommend using Adobe Acrobat Reader both for tablets and computers. You can download the free version of Adobe Acrobat Reader from this link (<https://www.adobe.com/acrobat/pdf-reader.html>). In the Guidebook, we have tried to include all the figures on the exact page they are referred to. In addition, for enhanced navigation, we have attached all the figures in the text to the document. To open them, you should activate the option to visualise them by following these steps:

A. Enable the left-hand side menu and click on Attachments to view file attachments (1)

B. Using the same menu, you can use the Bookmarks option to access the Table of Contents (2) or Page Thumbnails (3)

C. Double click on any image in “view file attachment” and it will open up in your default image viewer (e.g., Preview on Apple and Photo Viewer on Windows).

Additionally, each page includes a link to the Table of Contents on the bottom right-hand side corner. Lastly, all the web pages included in the text are highlighted in blue and include links.



INTRODUCTION

Background

clilstore.eu is an Open Educational Resource (OER) that has been developed by the CLIL Open Online Learning (COOL) project. It builds on two previous initiatives, Tools for CLIL Teachers and CLIL4U (see <http://www.languages.dk> for further information).

The COOL project has delivered significant improvements to the OER's teacher and student user interfaces and added new learning and authoring functionalities. The project has also developed a series of exemplary learning units in English, Spanish, Danish, Irish, Italian and Scottish Gaelic and produced comprehensive video and digital tutorials to help teachers and students benefit from all clilstore.eu has to offer. This guidebook provides a brief introduction to the OER for educators working in Content and Language Integrated Learning (CLIL) contexts and those wishing to expand their use of multimedia and digital resources in their professional practice.

The COOL project consortium

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CHAPTER 1: AN INTRODUCTION TO CLIL

1.1. What is CLIL?

“CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (EuroCLIC, 1994).

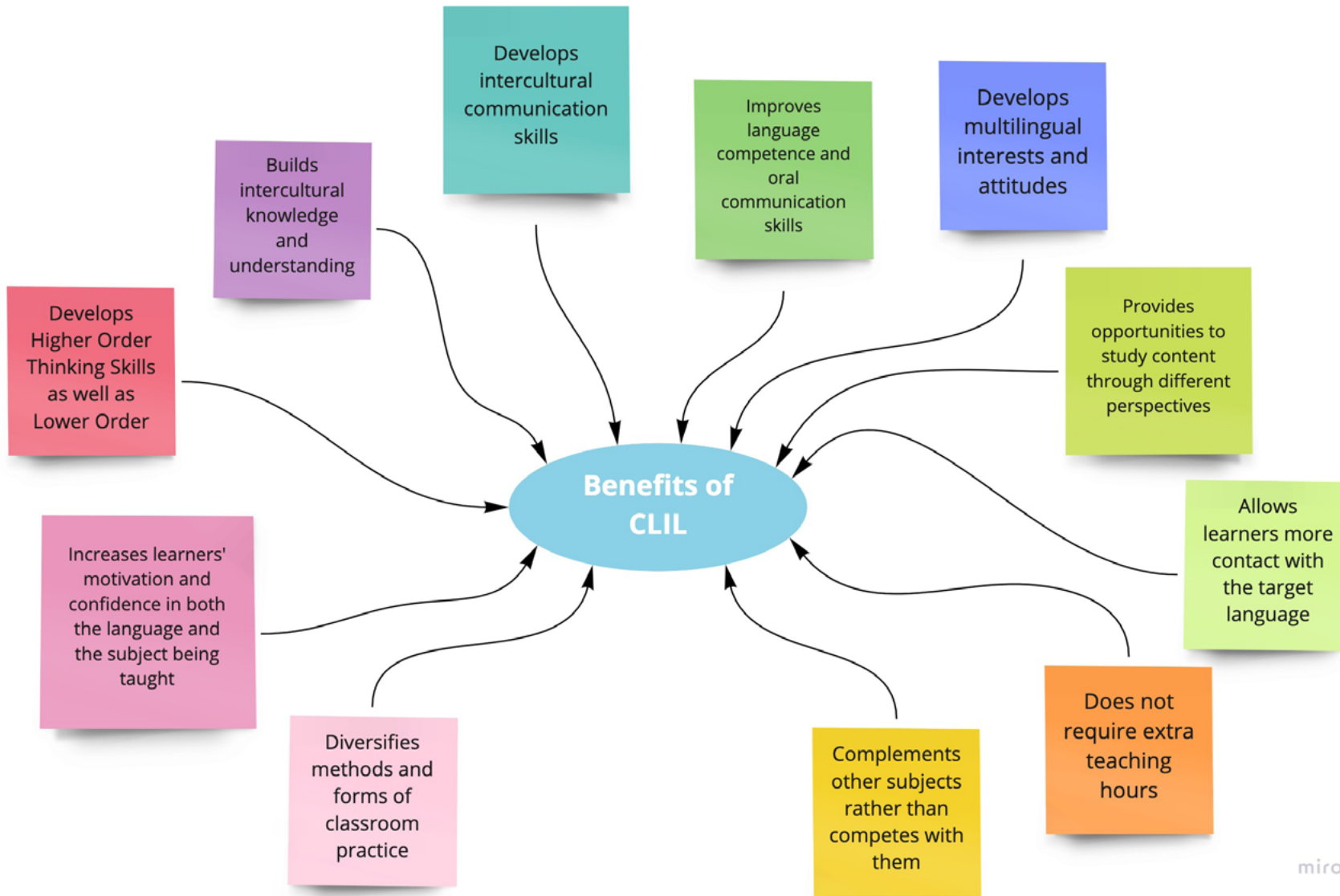
In simple terms, CLIL integrates both Content Learning and Language Learning. Using CLIL, students learn one or more of their content subjects in a targeted language, often English, but sometimes in another second language. Students are not expected to be proficient in the new language before they begin studying.

They learn the language they need for studying while learning the subject matter.

With CLIL, learning content and learning an additional language are equally important. Both are essential curriculum subjects that evolve slowly but steadily throughout the curriculum. In the long term, students learn both the target content and the new language as well as, if not better than, students who study content and a foreign language in separate classes.

By doing this, the teacher prepares students for the modern world, where people are expected to work in teams and use other languages to talk to colleagues and communicate with people in different countries. They are expected to solve prob-

lems, plan their work and find out things for themselves using a range of sources.



miro

Figure 1. Benefits of CLIL.

1.2. What are the benefits of using CLIL?

According to the European Commission's Action Plan on Promoting Language Learning and Linguistic Diversity (2003), CLIL's multi-faceted approach can offer a variety of benefits, as illustrated in Figure 1.

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

1.3. Some typical teachers' concerns

The teacher training courses that some of the COOL project partners regularly organise, have allowed us to reflect on some of the most common concerns posed by teachers who are considering

adopting the CLIL approach in their teaching practice. In this section we address these concerns and provide some answers.

1.4. If you would like to know more...

A free online training course has been developed by the project consortium to enable teachers to learn about the key concepts in CLIL and how they can integrate the use of clilstore.eu into their professional practice. This course can be accessed from the link below. The course duration is approximately 4 weeks and is offered on a self-paced basis. Teachers who successfully complete the assessment module will be awarded a certificate from Universitat Politècnica de València.

<https://www.upvx.es/courses/course-v1:Filologiainglesa+clilstore+2021-01/about>

1 I'm a content teacher. Why should I incorporate a focus on language in my subject teaching?

It is difficult to learn a language out of context. Traditionally, language teachers use course books which are topic-based, and which can be irrelevant to the learner's life. In contrast, learning language in the context of a school subject can be motivating, as it has a clear purpose which is relevant to the student. It is like an ESP lesson (English for Special Purposes) for a member of flight crew or a sales manager.

Where learners already have some basic knowledge of content, this can result in the sharing of experiences amongst themselves, and with the teacher, in the additional language (AL). This develops the learning of both the content and the AL.

2 I'm a language teacher. How can I help content teachers when I don't know anything about their subjects?

A language teacher does not teach content, and is not expected to, but uses the content as a vehicle for introducing language.

In other situations, the language teacher works closely with the content teachers to offer guidance on the language they need in their lessons. Here the language teacher takes on the role of 'consultant' to content teachers.

3 **Yes, but I still don't know much about the content!**

By teaching through CLIL, you are helping your students not only by teaching them content, but also by preparing them for any future work where they would need to know that content in an additional language.

It is also a holistic way of teaching, incorporating not just content and language, but also thinking skills and competences relevant to the community. In effect, you are teaching your students the skills needed in their future workplace, and not simply content.

4 What makes CLIL language learning different from normal language learning?

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 target language and gain knowledge of content.

5 How can I get my students to accept CLIL?

Some students might initially be reluctant to using an additional language (AL) to learn content. They may feel that it will make their workload much heavier than it actually is. It is important to discuss with students the reasons for learning through CLIL, and to stress its benefits, such as the fact that it will open doors for work mobility in the future. Even if students do not move abroad to work, they will benefit from knowing an AL, especially specialist language relating to their work. Employers are more likely to employ people who have the added benefit of an additional language.

CLIL language learning develops organically. With time, students enrich their vocabulary and the targeted language becomes clearer. Students become more confident and can express themselves with greater ease despite mistakes (in grammar, syntax, spelling or pronunciation). Language learning 'success', in terms of CLIL, is demonstrated by communicative use of the AL.

Where possible, students should be encouraged to get in touch with students from other countries, to exchange ideas about the subject they are learning. It is relatively simple to set up an e-Twinning project with another class via www.etwinning.net.

6 How can I teach the new language if my own level is not very high?

This is probably the greatest fear of any content teacher and has caused a reluctance to teach using a CLIL approach.

A positive approach could be to discuss your insecurities with the school/institution's management, and to request the help of a language teacher as 'language expert'. Remember that you are the 'content expert'. Using CLIL does not mean that you set out to teach an entire language. Your task is to teach content while incorporating new language needed for your lessons. You facilitate the learning of this new language by providing opportunities for and encouraging your students to use it.

7 How can I get through the whole syllabus if I have to teach language as well as content?

The language you teach in CLIL is not a complete language course. It is simply the language relevant to the lesson you are teaching. There is no language syllabus that you have to get through. Language in short and strictly relevant 'helpings' is introduced as needed, allowing students to maintain focus on your content syllabus.

8 I already have a huge workload. Do I have to create all the materials and resources that I need?

CLIL teachers adopt and adapt existing resources to make them accessible to their learners. For example, Graphic Organizers and other clear visuals for information processing and recording are utilized to make additional language processing easier for learners.

The COOL project was developed as a response to this very issue. It offers teachers a way to source existing CLIL materials via an open materials sharing platform, and presents software to help teachers easily create new multimedia materials and learning activities that meet their exact needs. You will learn more about this in the following chapters.

9 As a subject teacher, do I need to assess students' language?

Assessment is an integral part of learning, but it is you who decides on the criteria for assessment of language. It is useful to focus on language areas you have covered in class. Set up a grid for assessment, so that students are aware of what you will be checking, which will be different from what language teachers assess in their classes. Practical examples of assessment grids are given in the section on Evaluation.

10 Why can't I just use a subject course book written for additional language (AL) speaker students?

Any subject course book aimed at native speakers of the AL has a great variety of language with many different grammatical structures and a wide range of vocabulary. It would be overwhelming for your students to deal with all this AL language at the same time as learning new content. The additional language you introduce should consist of only necessary grammatical structures and vocabulary at the students' AL level.

CHAPTER 2 CLILSTORE, MULTIDICT & WORDLINK

As illustrated in Figure 2, clilstore.eu hosts 3 separate learning tools: Clilstore, Multidict & Wordlink.

In the following subsections, we shall have a closer look at each of the Clilstore integrated components.

2.1. 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 di-

rectly and use independently. The repository of ready-made 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 emphasis in Clilstore units is on multimedia, i.e., using combi-

nations 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

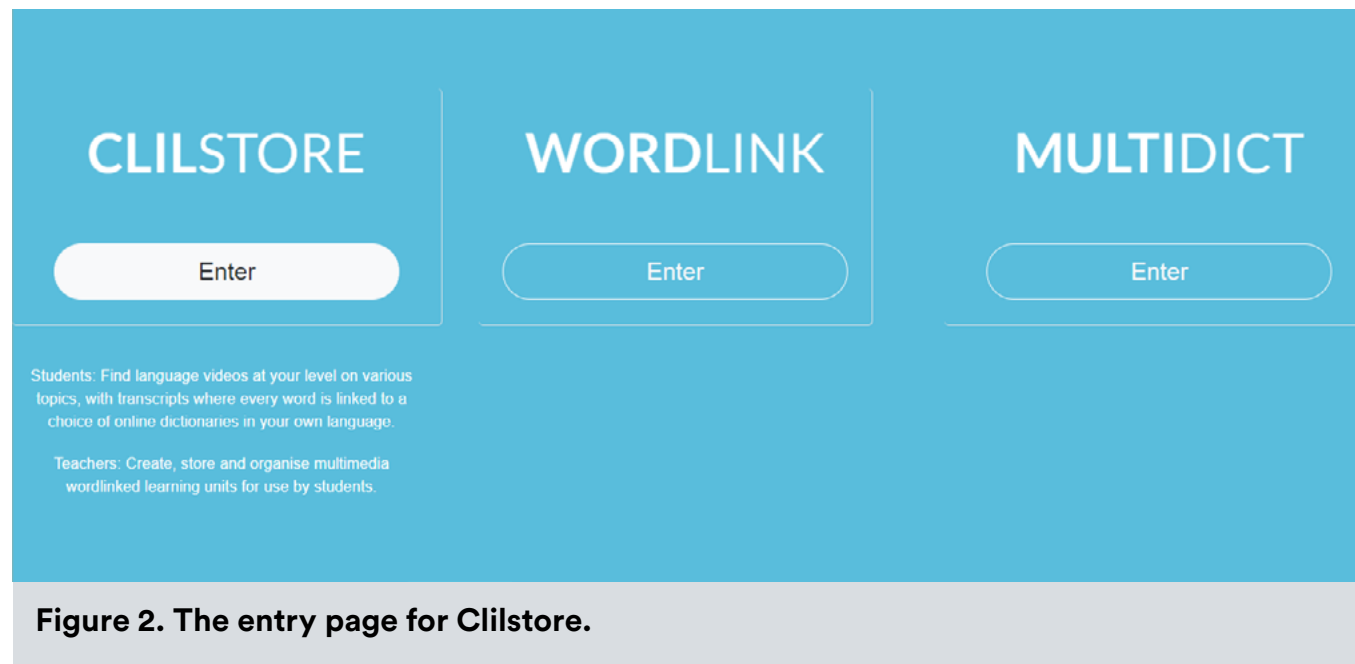


Figure 2. The entry page for Clilstore.

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.

No installation or setup of software on a computer is required to access or create a unit and anyone wishing to use existing units does not have to register before viewing or using the materials. However, if a teacher wants to create units, they must first register and have their email address verified. Similarly, students who wish to make full use of Clilstore's functionality, e.g., the vocabulary builder and portfo-

lio functions, must also create an account. Both functions enhance user experience. The authoring interface has been designed to be user-friendly and intuitive. A step-by-step description of how to use Clilstore and create units is provided below in section 2.3.

2.2. Multidict

Multidict functions as a standalone online dictionary interface. It can be used as an independent tool to look up words in multiple languages in a wide variety of dictionaries. It is one of the two tools that underpin the functionality of Clilstore. When users of Clilstore units click on words in embedded texts, the Multidict interface opens up within the Clilstore unit in a split screen.



This side-by-side function makes it extremely easy for learners to consult a dictionary and facilitates faster reading. The learner does not have to switch between one and another online page and open each one in a different tab.

There are several online dictionaries available for most of the numerous languages catered for by Multidict. Therefore, if a learner clicks on a word in the text and does not find a definition suitable for the context, they can simply select another dictionary from the drop-down menu. This makes understanding a text easy for the learner as they do not have to re-enter the search term again.

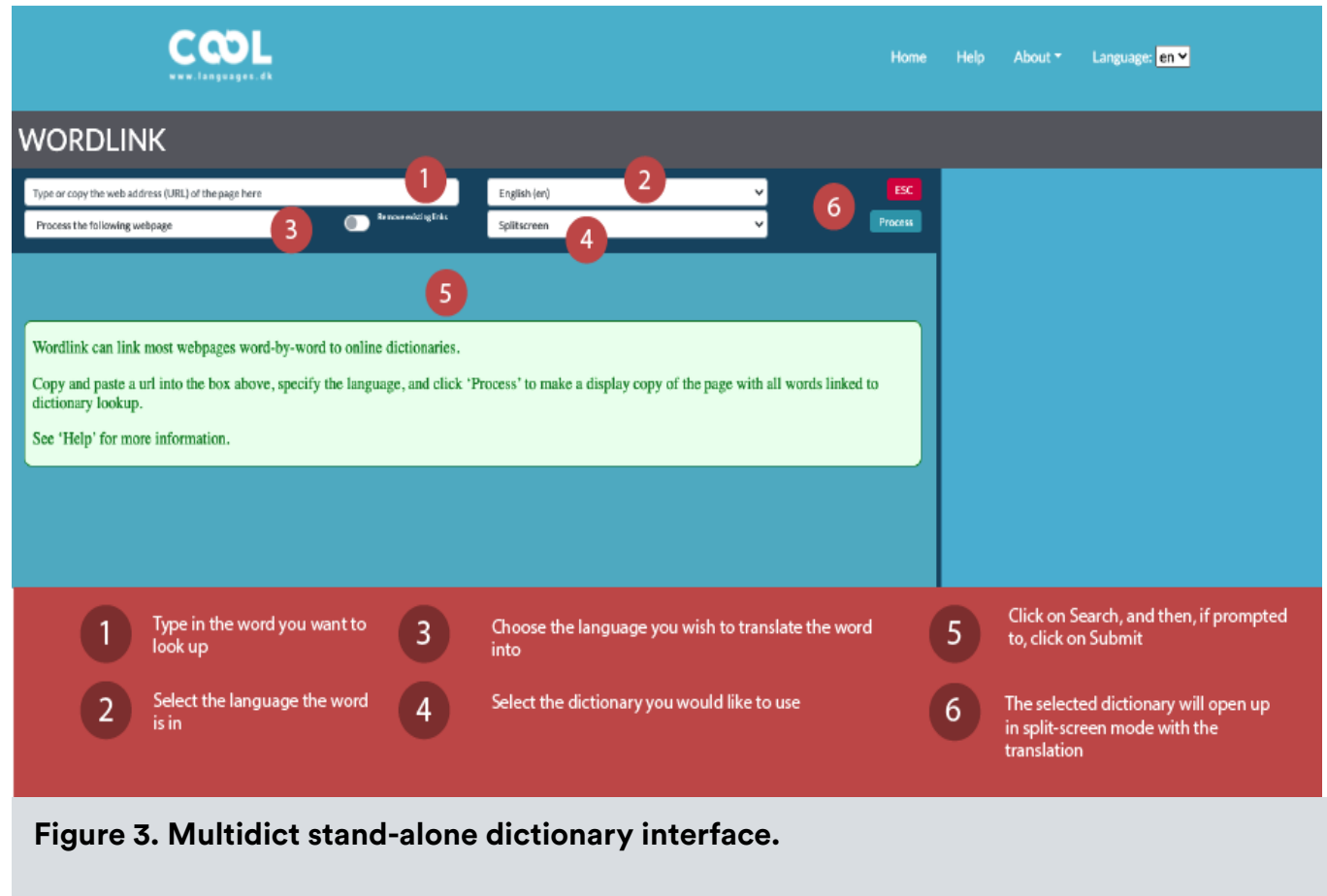
Multidict can also facilitate bilingual consultation between pairs of languages for which no print dictionary exists. It can also

be used to search for words in monolingual dictionaries.

To start using Multidict, go to clilstore.eu and choose Multidict to try out the dictionary interface. Follow these simple steps:



1. Type in the word you want to look up (1 – the Word Entry Field)
2. Select the language the word is in (2 – the Source Language)
3. Choose the language you wish to translate the word into (3 – the Target Language)
4. Select the dictionary you would like to use (4 – the Drop-down menu listing the Dictionaries)
5. Click on Search, and then, if prompted to, click on Submit
6. The selected dictionary will open up in split-screen mode with the translation (5)



Each dictionary has its own strengths and weaknesses. It is important to select the dictionary which best suits the particular translation needed. If a dictionary does not have the word being searched for, a different dictionary can immediately be

selected from the drop-down menu.

2.3. Understanding the benefits of the Multidict function

To understand the benefits of the integrated Multidict tool, it is useful here to think of the usual steps learners take when reading an online article and consulting a dictionary.

They would be reading on one webpage when they realise they do not know the meaning of a word. So, they would have to open a new tab (page), then search for a dictionary, type or paste in the word they need to look up in that online dictionary, and then possibly find that the dictionary cannot find the word they are looking for, or that they do not understand the meaning well from that particular dictionary.



Figure 4. School children using the Multidict function in a Clilstore unit.

Back to square one! They end up having to start again from scratch. They spend time searching the web for another free online dictionary and will then have

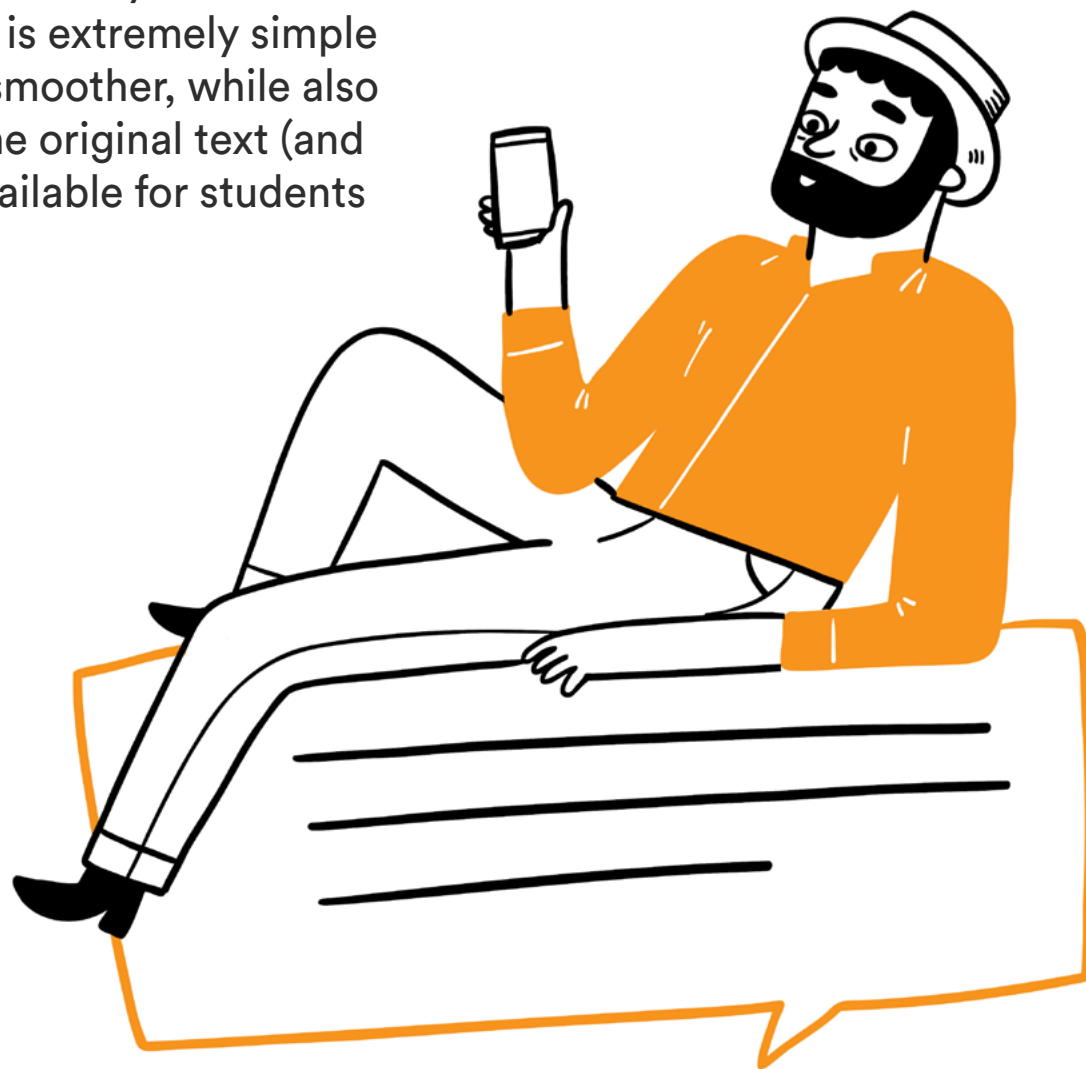
to type in the word again. All this takes time. Finally, when they find the translation they need, it is quite probable that they will have forgotten the context the

word was used in. To continue, they will very likely have to start re-reading the text from the beginning in order to 'get back into' the text.

The Multidict function bypasses all these steps. As soon as they enter a word, students can now quickly and easily access the several online dictionaries which the Multidict search engine can link to. Moreover, if the first dictionary does not provide a satisfactory definition, then all learners will have to do is simply click on a new dictionary from the drop-down list.

When Multidict is used within a Clilstore unit, the Multidict interface is already automatically 'wordlinked' to the text the learner is reading. There is no need to type in the word they are looking up. Learners simply

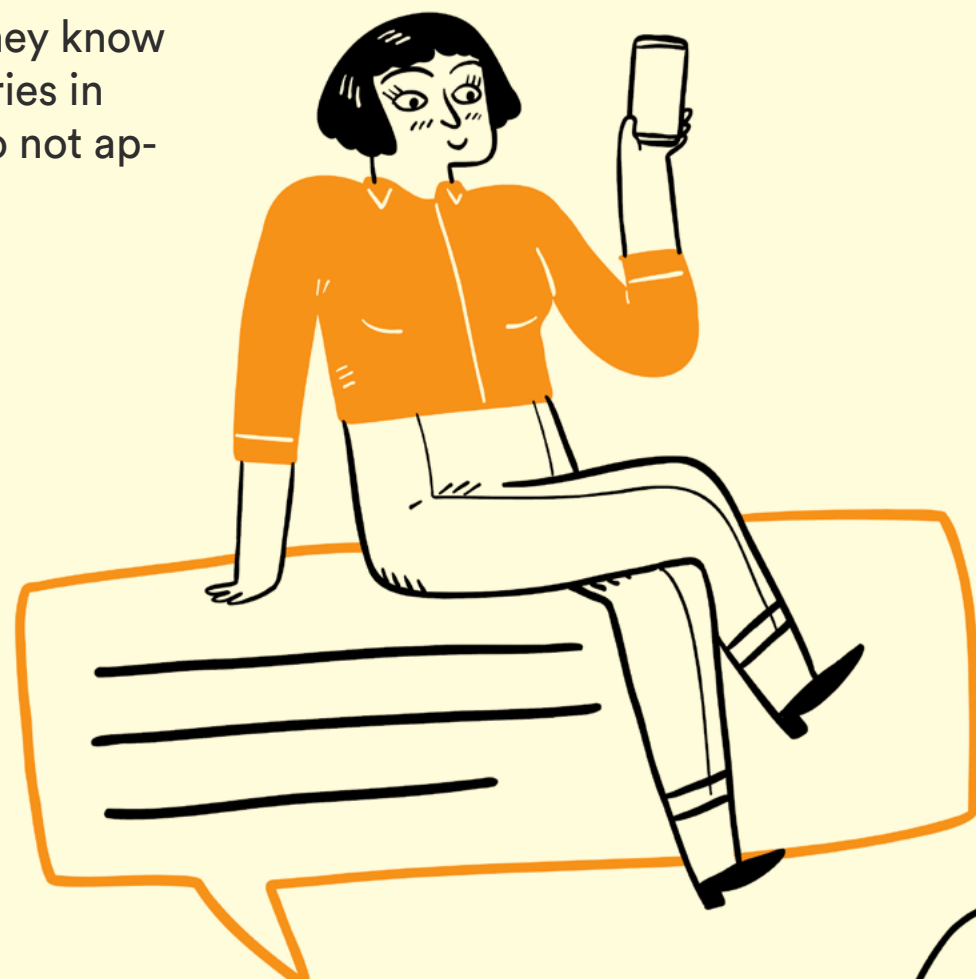
click on the word and the translation appears in the Multidict interface on the right-hand side of the screen. This dictionary function alongside the text they are reading ensures that the reading /dictionary consultation experience is extremely simple and much smoother, while also retaining the original text (and context) available for students to view.



A Note about Dictionaries

There are many dictionaries to choose from available in Multidict. 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 or if one is looking for technical words or terms within most vocational subjects. Another example is the *Langtolangdictionary*, which provides a large range of pronunciation audio files for most words. These days, many online dictionaries present an audio file for the pronunciation of words, very often in both British English and American English. This is particularly helpful for the user who is unsure of the pronunciation.

There is quite a large selection of dictionaries to choose from in Multidict. However, it varies from language-to-language which dictionaries are available in those languages. Users should familiarise themselves with the various dictionaries available in Multidict in the languages they will be looking up. Users can always contact the Project on cool@languages.dk if they know of good online dictionaries in their language which do not appear in Multidict.



2.4. Wordlink

Wordlink is the other tool which forms an integral part of how Clilstore works. It is the software which allows the automatic linking of every word in texts within Clilstore learning units to Multidict.

It can also link most webpages word-by-word to the multiple online dictionaries that Multidict offers. Therefore it can also be used as a stand-alone tool accessible at clilstore.eu or directly from <https://clilstore.eu/word-link/> for learners who wish to easily consult online dictionaries as they read through webpages, e.g. a student who wishes to read a news website online but needs dictionary scaffolding to facilitate reading.

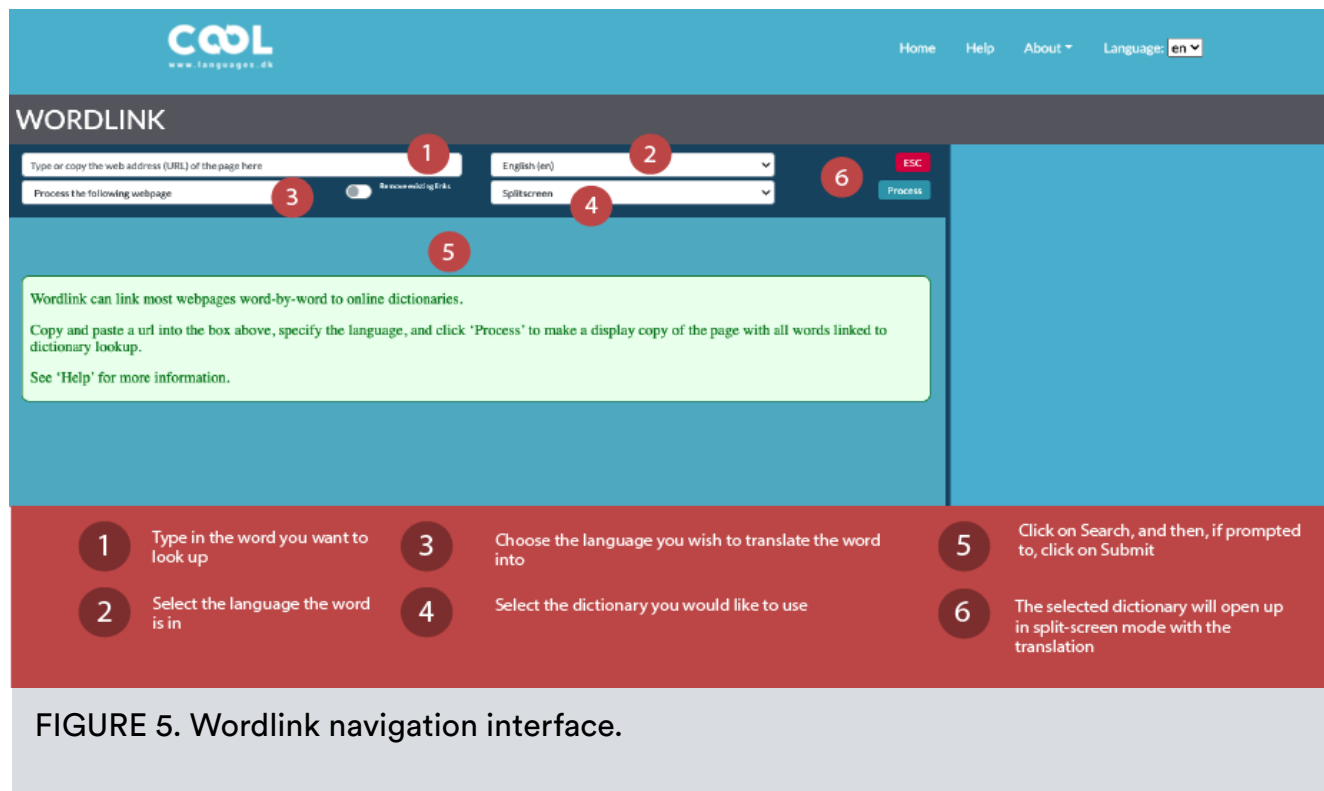


FIGURE 5. Wordlink navigation interface.

Follow these steps to use Wordlink as a stand-alone tool:

1. First paste the URL of the webpage you wish to link into the URL field (1)
2. Select the language of the page from the drop-down menu (2)
3. In field 3, leave as 'Process the

- following webpage'
4. In field 4, leave as 'Splitscreen'
5. Field 5 gives you a toggle switch with the option to remove all links to external sites in the webpage you are linking. If this is not toggled on, then Wordlink will not be able to link a hyperlinked word to Multidict

6. Click on 'Process' (6)
7. Now click on any word in the text to look it up in Multidict.

The screen in Figure 6 appears:

Notice that when a word is clicked on, the screen is split into two frames, i.e., the source webpage (on the left-hand side and the Multidict dictionary interface on the right).

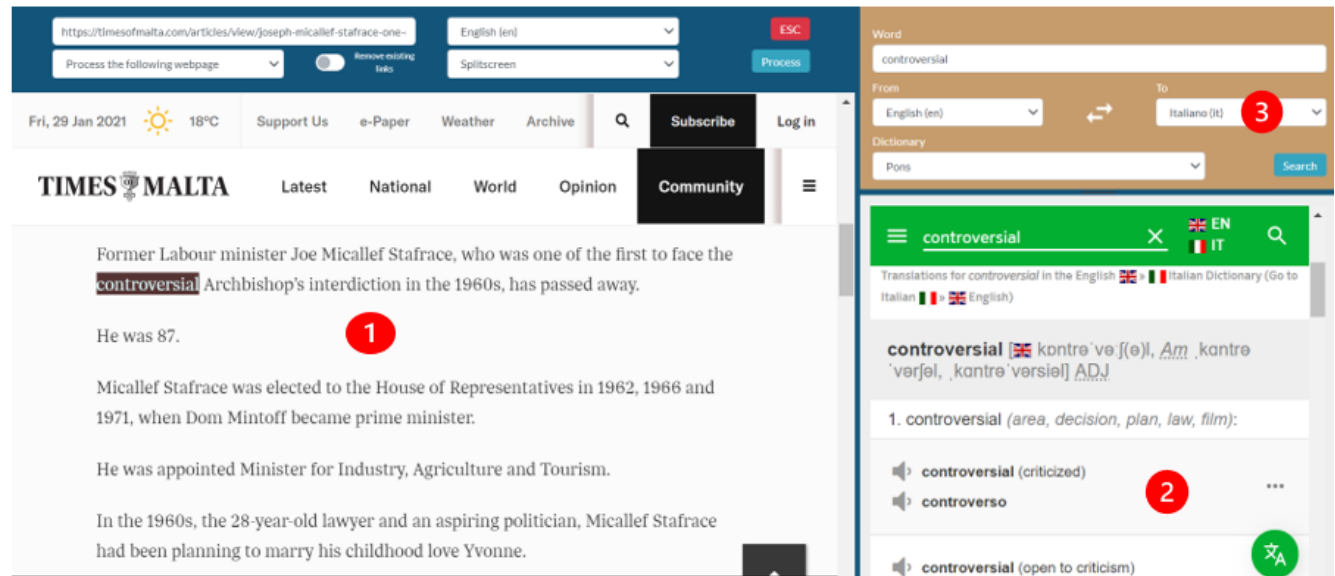


Figure 6. Sample page from the Times of Malta, wordlinked to Multidict.

In Figure 6, we can see that the word controversial was clicked on and is now highlighted with a dark background. If a learner is not satisfied with the dictionary definition, they can swap to a different dictionary using the drop-down menu.

For learners whose L1 is not the language used in their class or learning context, as is often the case with migrant students, us-

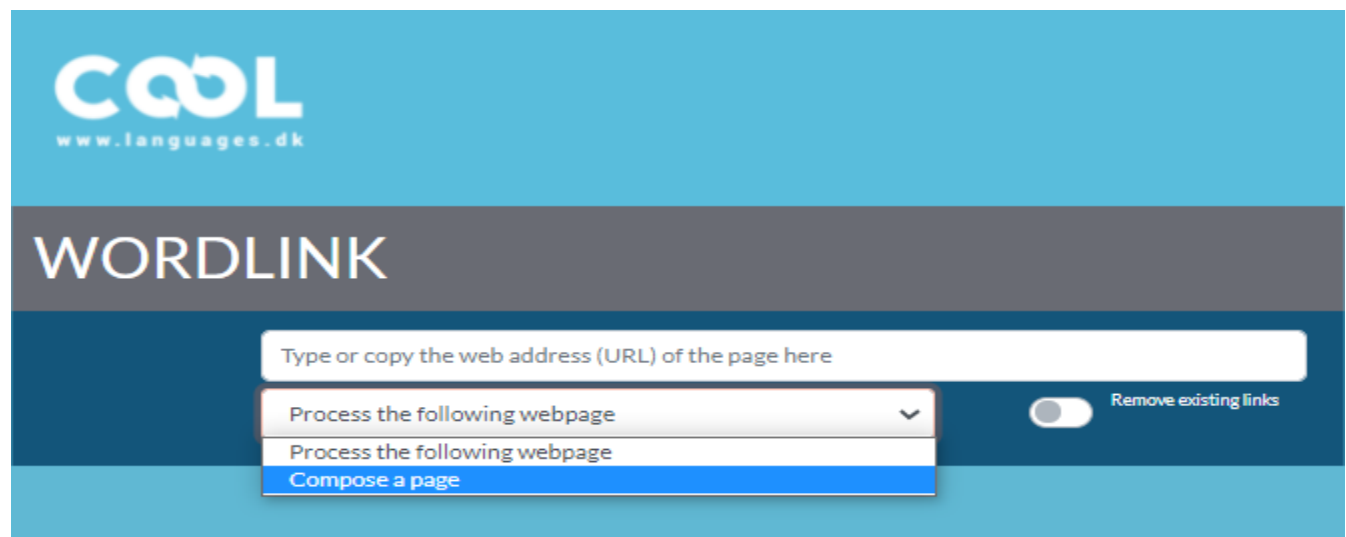


Figure 7. Compose a page in Wordlink.

ing Multidict to change from one language or dictionary to another is invaluable and should facilitate learning and reading. Learners can easily switch between languages and dictionaries (field 3, **Fig. 6**) in the Multidict frame with a simple click.

You can access [a video on YouTube showing how to use Wordlink](#) here.

Another useful function of Wordlink is to enter text which is not placed online into the Text field. In this case, choose 'Compose a Page' from the drop-down menu (**Fig. 7**).

Paste any text you wish to wordlink (e.g., text from an email, or any text which is not hosted online). Once you do that, scroll down the page and click on Compose located at the bottom

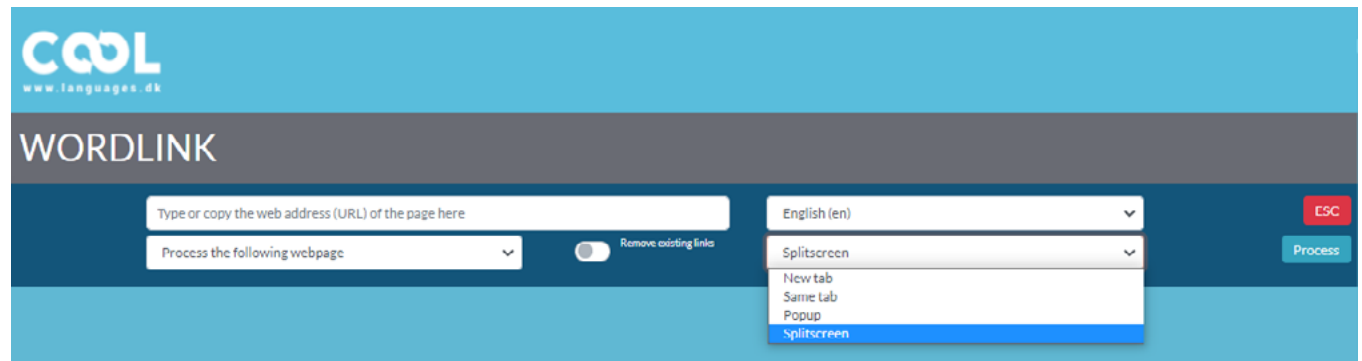


Figure 8. Choosing how the Multidict dictionaries will be displayed.

on the left-hand side. The text is now wordlinked and words can be clicked on.

TIPS:
Changing the size of the screens: The dividing line between the text screen (item 1, **Fig. 6**) and the Multidict screen (item 2, **Fig. 6**) can be dragged to the left or right to make the Multidict screen larger or smaller.

Multi-word units: Only one word can be clicked on at any one time. This might cause a prob-

lem with some expressions in certain languages, such as phrasal verbs in English, or idioms. The solution is to type in the rest of the verb or expression in the Word field (**Fig. 6**).

Automatic recall of last dictionary used: Multidict remembers 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. This can save time when looking up words.

Links to Multidict and existing links on webpages: Previously, we mentioned the toggle switch to remove existing links (labelled 5 in **Fig. 5**) to enable words to be looked up in Multidict. If this is not activated, pre-existing links on the webpage we are viewing will lead to external sites and pages. If so, then the new page the link leads us to will also be converted by Wordlink. In case we wish to look up a word which is hyperlinked in the original source text, then we need to select 'Remove existing links' (item 5, **Fig. 5**) and click "Process" (item 6, **Fig. 5**).



2.5. The Clilstore student interface

2.5.1. Using the student interface

In this section we shall see how learners can access the Clilstore database and view a Clilstore unit with its integrated Wordlink and Multidict functions.

Go to clilstore.eu and follow the instructions below.

Enter the student interface by clicking on 'For students'. You will then encounter the screen below. The numbered fields above allow students to fine-tune their search for units. They can:

1. search for units through key words
2. choose the target language of the units

The screenshot shows the Clilstore student interface. At the top, there are navigation links for Home, Help, About, and Language (set to en), along with a user profile for pharris. Below this, there are two main buttons: 'For students' (with a checkmark) and 'For teachers'. A search bar is labeled 'Search for teaching units'. Below the search bar are filters for Language (set to English), Level (set to ALL), and Owner. There are also media filters and a 'Clear filter' button. A table displays a list of units with columns for Unit, Owner, Language, Level, Media, Title, and Likes. A legend at the bottom explains the numbered callouts: 1. Search for units through key words; 2. Choose the target language of the units; 3. Select a target language level on the cefrl (common european framework of reference for languages) scale; 4. Select an owner/author (e.g., a teacher); 5. See what type of media is included in a unit, e.g., audio, video or attachments; 6. Control how many units can be viewed at any one time and use additional filters to help refine the search.

Unit	Owner	Language	Level	Media	Title	Likes
9629	GuthanNanEilean	Gàidhlig	C2		Curstaidh NicDhòmhnaill	0
9622	agiwka	English	B1		Five days in New England.	2
9613	BeataS	English	B1		Voronoi diagrams	0
9612	zminka	English	B1		Job interview	0

Figure 10. Student interface.

3. select a target language level on the CEFRL (Common European Framework of Reference for Languages) scale
4. select an owner/author (e.g., a teacher)
5. see what type of media is included in a unit, e.g., audio, video or attachments
6. control how many units can be viewed at any one time and use additional filters to help refine the search

In this example (**Fig. 10**), the student has chosen English as a language, and etimalta as ‘Owner’. No particular level has been chosen – instead, ALL has been selected.

In the general search field (item 1, **Fig. 10**), the learner can enter key words into the “Search for teaching units” field in order to find specific units. However,

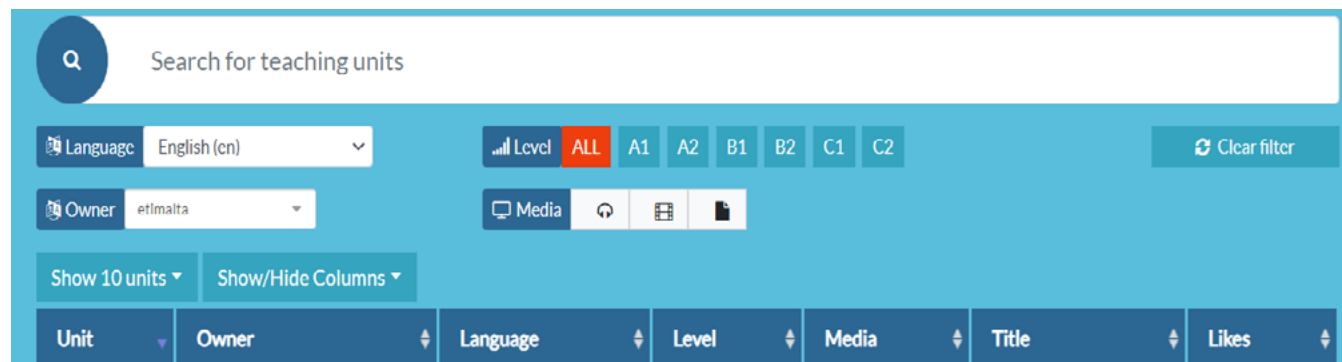


Figure 11. The filter fields and columns.

only words which are in the Title or Summary of a Clilstore unit can be searched. Words in the main text cannot be searched. This makes it very important for teachers who are designing units to use descriptive titles or include key words in the Summary, so that their units can be retrieved easily.

The following columns appear by default (**Fig. 11**), but additional columns can be added, or other columns removed from the filters.

The default sections are:

- Unit number (unique unit identification number)
- Owner (the author of the unit)
- Language (the target language selected)
- Level (the language level selected)
- Media embedded in the unit (video, audio, etc.)
- The title of the unit
- The number of “Likes” awarded to the unit

If you click on Show/Hide Columns, the whole list of filters

which can be called up in additional columns appears. Those in the current selection are highlighted in dark blue (Fig. 12). You can choose to add more filters by ticking the ones you want to enable. If you have selected certain filters, such as ‘Language Level’, you can restore everything back to the default by clicking on ‘Clear Filter’ on the top right-hand side.

2.5.2. The Clilstore unit

A Clilstore unit typically comprises multimedia, and consists of text, often accompanied by a video or audio file. The unit can link to external sites, or uploaded files. With several online interactive tools on the internet being made available to teachers these days, online interactive exercises can also be linked or embedded within the unit.

global warming

Language English (en) Level ALL A1 A2 B1 B2 C1 C2 Clear filter

Owner Media

Show 10 units Show/Hide Columns

Unit	Language	Level	Media	Title	Likes
7687	English	A2		Global Warming	0
7686	English	A2		Global warming	0
7683	English	A2		Global warming	0
5715	English	B1		STUDY OF THE CLIMATE CHANGE	0
5603	English	C1		Climate Change Explained	0

Showing 1 to 5 of 5 entries (from 2,697 total entries) Previous 1 Next

2697 units found

by the European Commission

Disclaimer: The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Figure 12. Selection of columns to enable filtering units according to a particular interest.

Figure 13 illustrates what the learner sees once they have selected a particular Clilstore unit. The word the learner clicks on appears in the Word Field (1) in the Multidict frame.

The source language of the unit is always indicated by the author of the unit and this automatically appears in the source language field (2).

In (3), the learner can select the language they wish the search term to be translated into. They can also select, for example, English to English, to perform a monolingual consultation.

The user can quickly switch between dictionaries by using the drop-down menu of available dictionary resources. They do not need to re-enter the search term in order to switch between

1 The word the learner clicks on appears in the Word Field in the Multidict frame.

2 The source language of the unit is always indicated by the author of the unit and this automatically appears in the source language field

3 The learner can select the language they wish the search term to be translated into. They can also select, for example, English to English, to perform a monolingual consultation.

4 The user can quickly switch between dictionaries by using the drop-down menu of available dictionary resources. They do not need to re-enter the search term in order to switch between dictionaries, resulting in less time needed to look up words in different dictionaries, or languages.

Figure 13. The unit interface when a word is clicked on.

dictionaries (4), resulting in less time needed to look up words in different dictionaries, or languages.

Figure 14 shows the view as you scroll further down the page in the same Clilstore unit.

As you can see, the author has also inserted a video (5) and has added 3 green buttons (6) which link to other activities and further reading for students.

In addition, in Figure 15, we can see an additional interactive on-line exercise (7) which the author has embedded directly into the Clilstore unit main page.

The design of the unit and use of external websites, which can provide supplementary exercises, will be addressed later in this Guidebook.

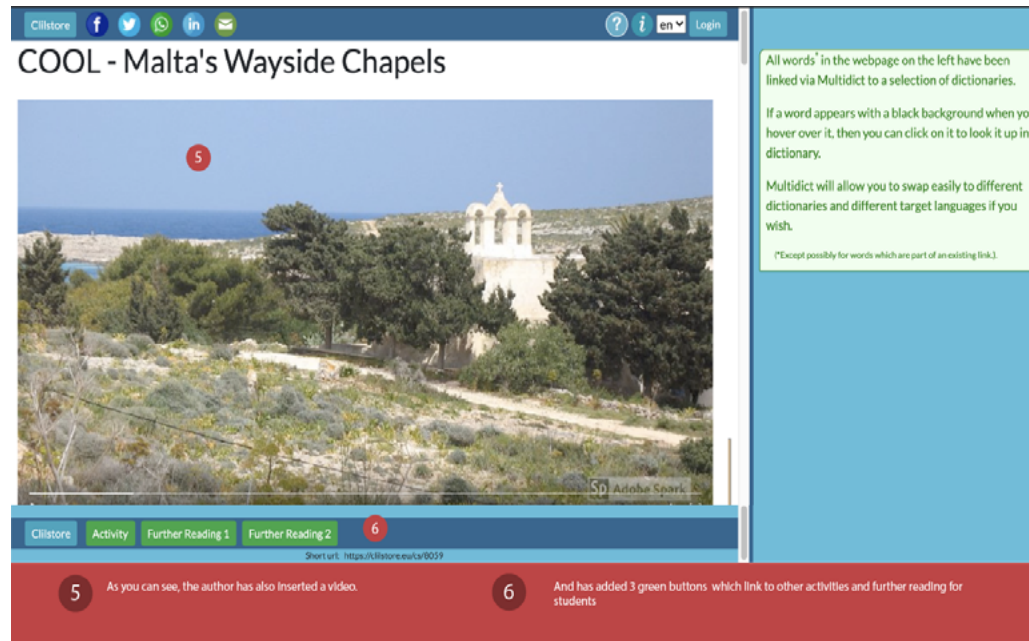


Figure 14. Video embedded into the Clilstore unit.

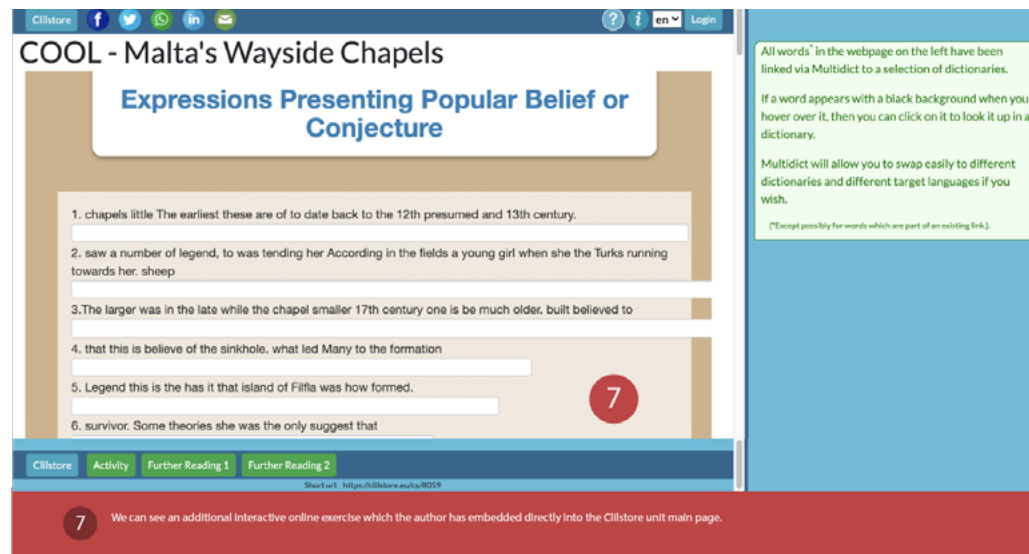


Figure 15. An interactive online exercise from an external site embedded with Clilstore.

2.6. Clilstore and language acquisition

The types of users who benefit most from using Clilstore are most often users who have some basic knowledge of the target language. Complete beginners would likely need to start with short and basic texts/videos.

One of the advantages of Multidict, and Clilstore alike, is that the reader can be exposed to material at a higher level of difficulty than their current level. When reading a higher-level text in Clilstore (with the use of Multidict), these tools make it easier for learners to develop linguistic competence by scaffolding reading, understanding and learning. Learners will also be able to read the text in a considerably shorter amount of time compared to reading the text without Multidict.

It is interesting to see how the use of Clilstore and its Multidict function aids Language Acquisition as per Krashen's Input hypothesis (Krashen, 1982). Clilstore can contribute to setting up situations where a learner can access a text at a higher level currently beyond their linguistic competence (Input + 1), and the Multidict function makes the text more accessible as 'Comprehensible Input'. This pushed input with the added support of Multidict aids the reader in the successful completion of the task.

The tools also assist learners when venturing into their Zone of Proximal Development (ZPD) (Vygotsky, 1978) with support and help, until the learner has acquired the target language.

Another feature of Clilstore we will be discussing in Section 2.8.1

is the Vocabulary builder function, which assists learners in recycling vocabulary until it becomes part of their internalised language.

2.7. Creating a Clilstore unit

2.7.1. Registration

Anyone can browse through the Clilstore database and access units, however, if you want to start creating your own units, you will first need to register. Go to clilstore.eu, click on the Clilstore “Enter” button and then click on “register”. Select a username, provide your full name (first name and family name), and e-mail address, and password.

> Tip: Choose a username which your students or colleagues will recognise if they want to search for your units.

You will only need to register once. On subsequent visits to Clilstore, you only need to click on ‘For Teachers’ and then log in.

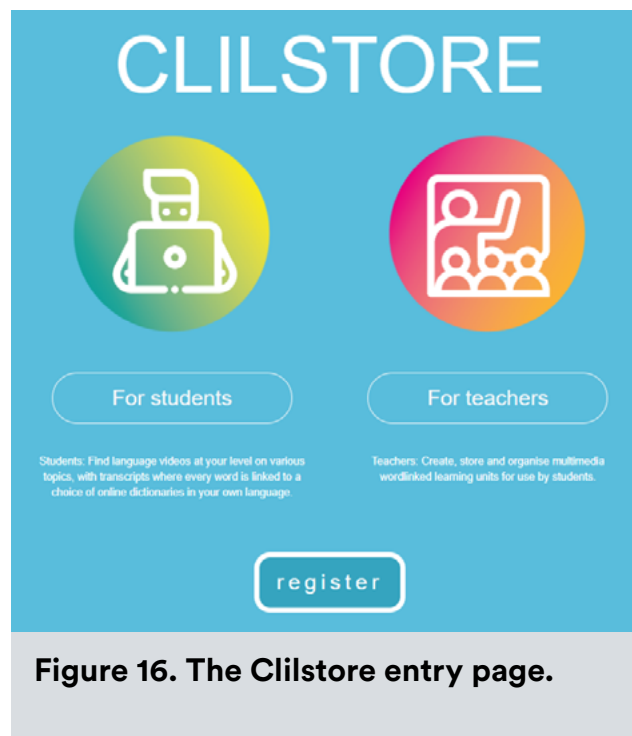


Figure 16. The Clilstore entry page.

2.7.2. User dashboard

After you have logged in, your Username appears at the top right-hand corner. If you hover over your Username, a drop-down menu appears. This is your ‘dashboard’ (Fig. 18), where you can manage your account.

Figure 17. The Clilstore registration

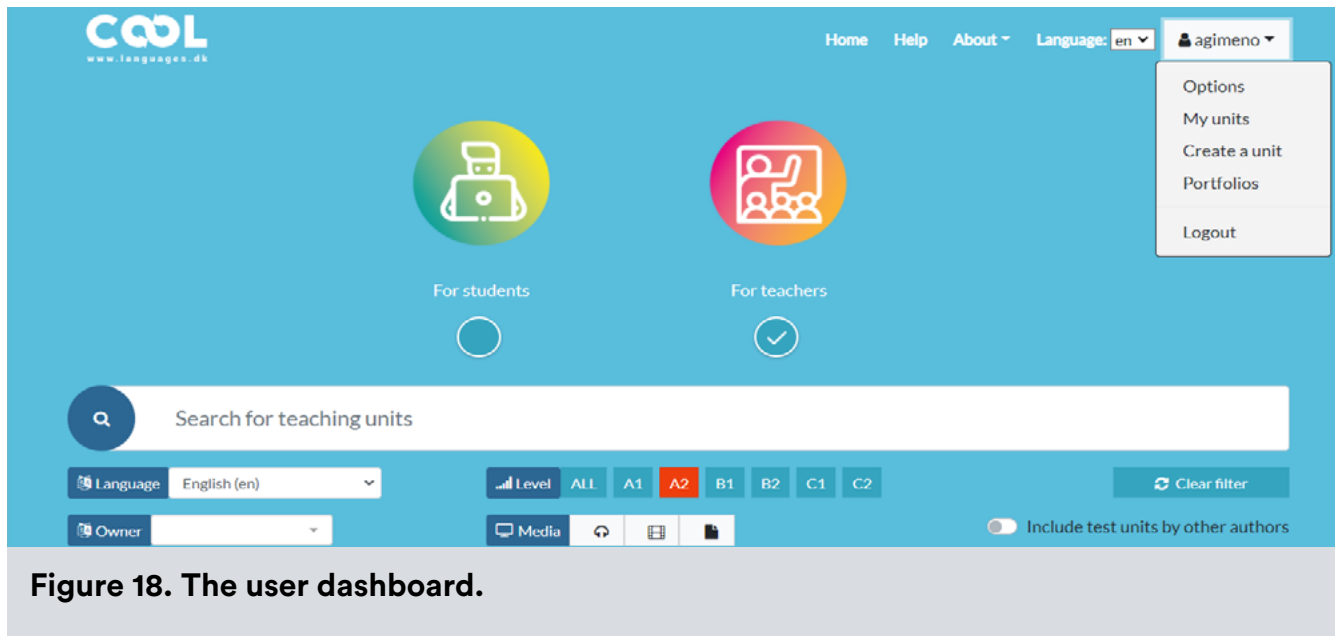


Figure 18. The user dashboard.

Here you can click on My Units, which will take you directly to a list of all your created units. When you go to My Units, you can edit your units from there, or even delete them. You can also see how many ‘Likes’ each unit has gained. You can also choose to Create a unit, or to see any Portfolios your students have invited you to, or you can even Log out from this drop-down menu. You can also choose Options

- (**Fig. 19**), where you can:
1. Change your password.
 2. Choose the default language for the units you create.
 3. Choose whether to add any words you click on to your vocabulary list.
 4. Change your name.
 5. Change your email address.

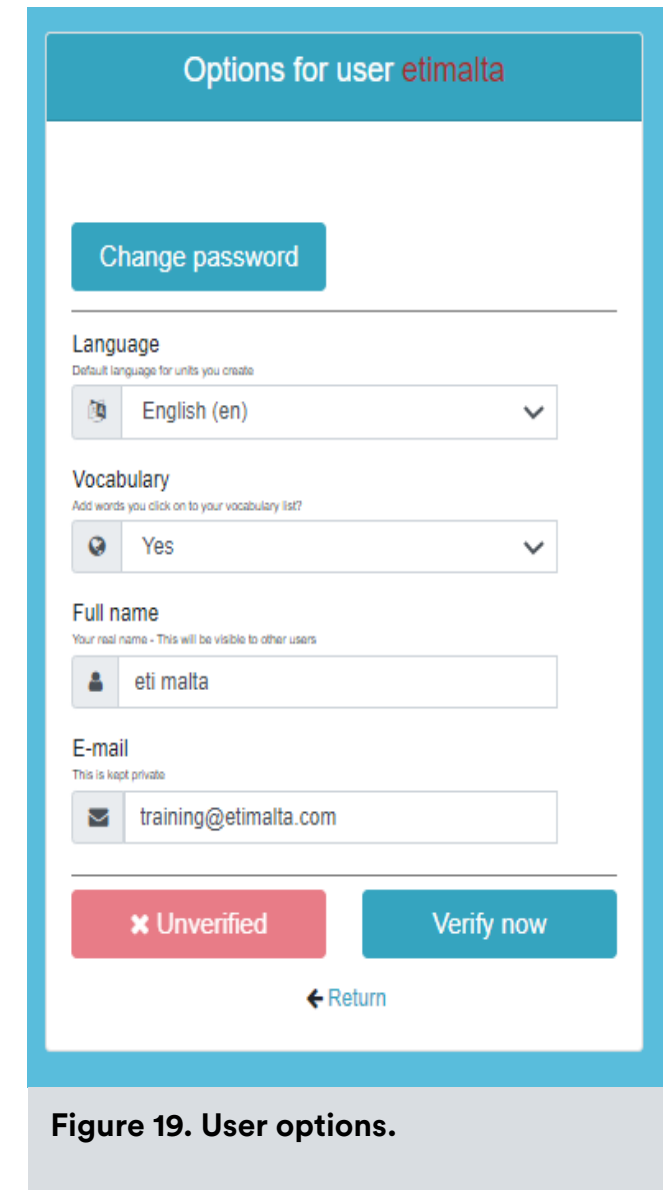


Figure 19. User options.

2.7.3. Creating a unit

Click on ‘Create a unit’ from the user dashboard to get started. The following page opens up:

The “Create a unit” page has a number of fields and options. Here are the first 5 fields:

1. Title: Here you should compose a meaningful title for the new unit. Choose key words in your title that will make your unit more discoverable.

2. Scroll the text: If you select this option, any video or audio you place in the embed field in (3) will stay visible at the top of the page when a user scrolls the text.

3. Embed Code: Here you can embed a video, audio file or even a photo or graphic which will stay at the top of your unit. You will learn how to embed a video

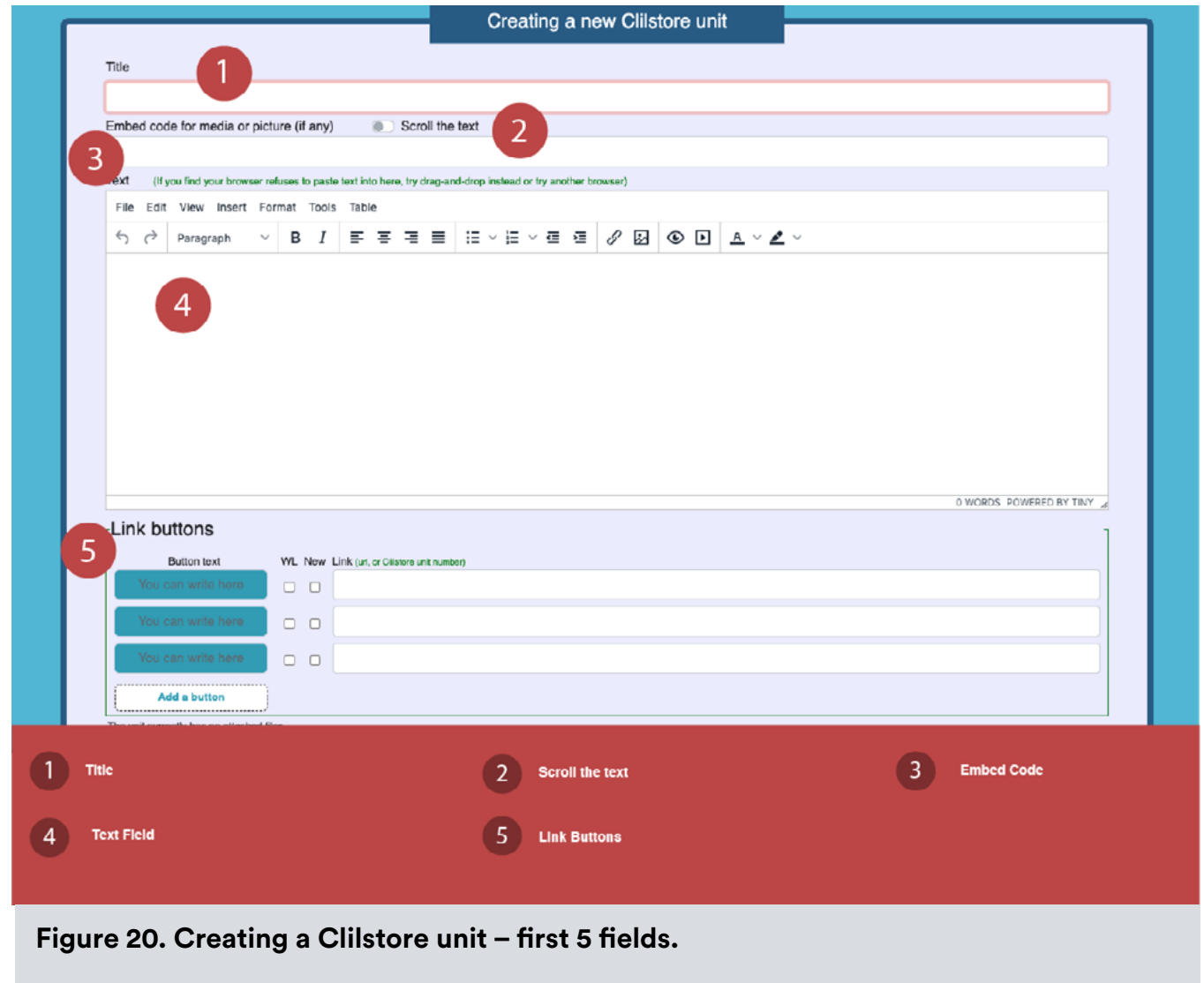


Figure 20. Creating a Clilstore unit – first 5 fields.

later in this section.

4. Text Field: This section is where you can write or paste

text, insert photos, videos, images or interactive exercises. You can format the content of this field using the extensive editing

tools (Fig. 21).

> **Tip:** Pressing ‘Enter’ on your keyboard moves the cursor down to a new paragraph (i.e. the text skips a line). However, if you want to start a new line without creating a new paragraph (i.e., no line space), just press Shift+Enter. The new line starts on the next line down, with no space from the line above.

5. Link Buttons: Here you can insert links to external sites, such as webpages, online interactive exercises, or even another Clilstore page. Give the button a title, e.g., the name of the exercise it is linking to, or Further Reading, etc. This button name will appear at the bottom of your finalised Clilstore unit. Then paste the web address of the site you are linking to into the Link field on the right.

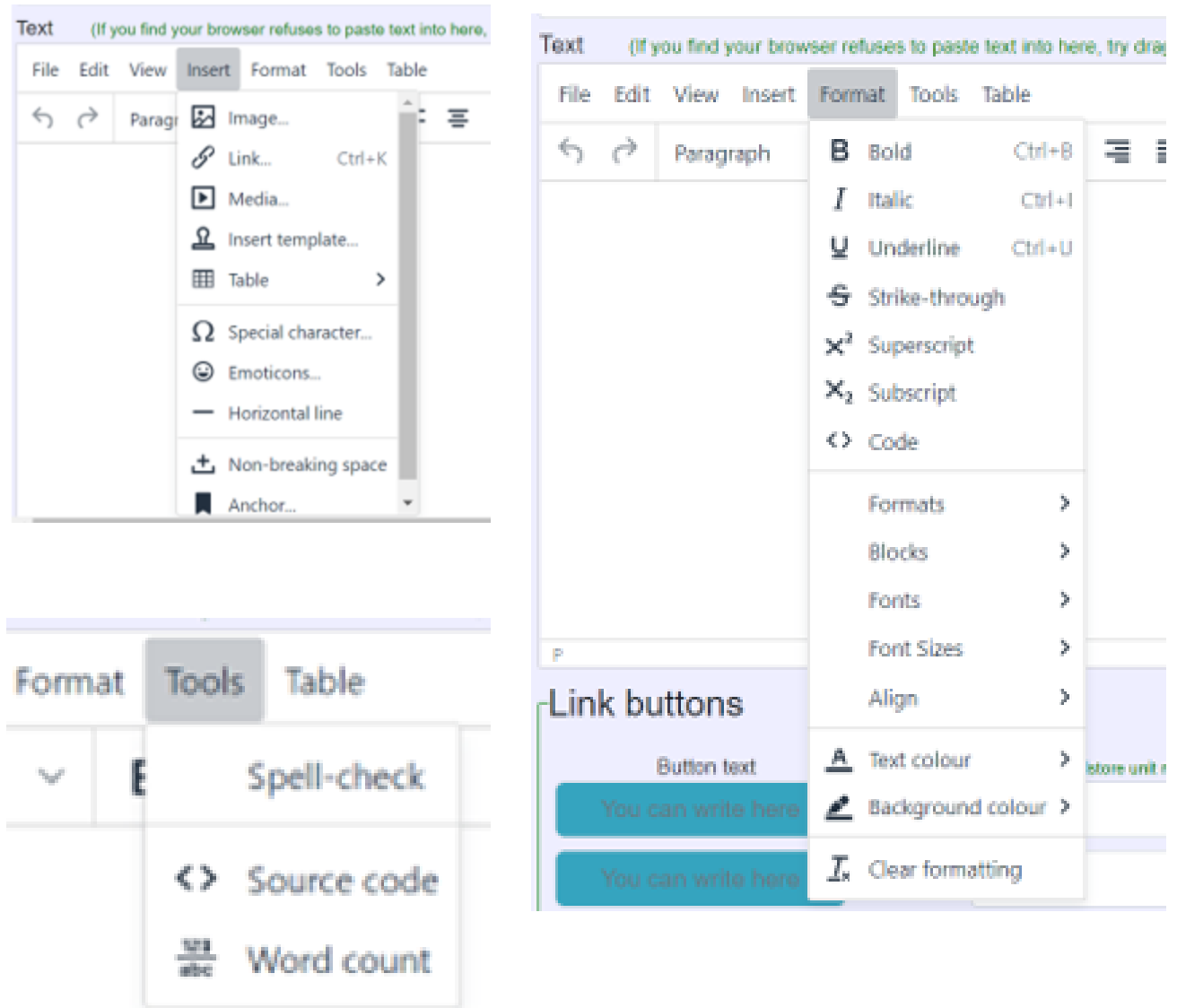


Figure 21. Editor functions and tools.

You can also check the tick-box here (WL) if you want the linked site also to be wordlinked to online dictionaries. If you tick 'New', the page you are linking too will open up in a new tab. If you do not tick 'New', the linked-page will open up in the existing tab in place of the Clilstore unit. To return to the Clilstore unit, readers will need to click on the back button in their browser.

You can add more buttons by clicking on 'Add a button'. You can also remove a link button by clearing the fields you had previously filled in.

Below the Link Button section, there is the facility to upload a file. The maximum size for any one file is 1 Mb. This allows you to link to documents that are not hosted online, e.g., a Word document, a PowerPoint presenta-

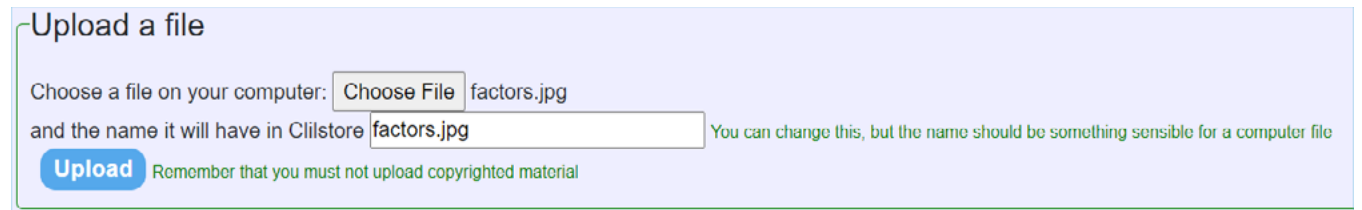


Figure 22. The upload facility.

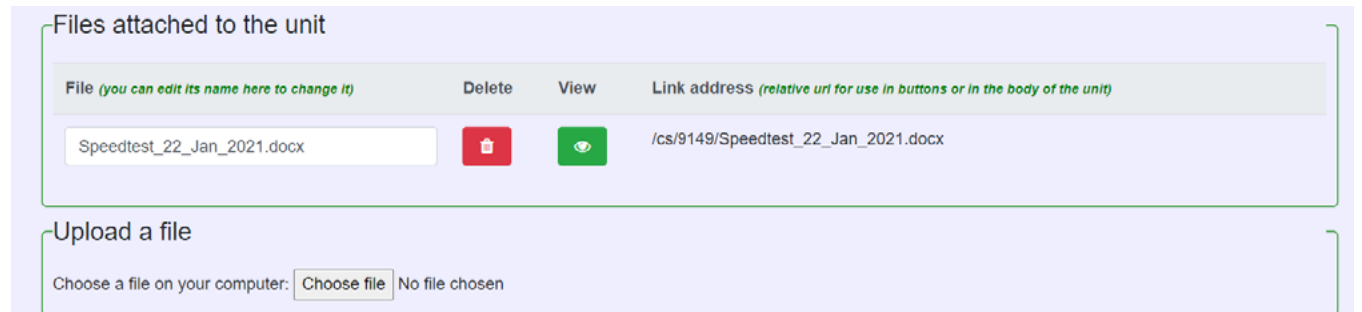


Figure 23. The uploaded file and its new online link in Clilstore.

tion or a PDF file you would like your students to read.

Occasionally, Clilstore will suggest a name change for the file, especially when there are symbols or long titles. Click OK. The file name will appear in the file name box, where you can still change the name if you wish. Then click on Upload. You can

now use the link address (Fig. 23) and add it to one of the green link buttons.

As you continue to scroll down the ‘Creating a new Clilstore page’, you will see the fields highlighted in Figure 24.

6. Language: Here you should choose the main language featured in the unit’s text or video from the dropdown menu. This is an important step, as most users filter by language of text.

7. Learner level: In this section, you should indicate the estimated level needed by a learner 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).

The level is another important filter when learners (or teachers) are searching for units to

The screenshot shows the 'Create Unit' form in Clilstore. It includes a file upload section, a language dropdown (6), a learner level selector (7) with a progress bar, media type radio buttons (8), a summary text area (9), a language notes text area (10), a checkbox for 'test unit' (11), an owner field (12), a Creative Commons license selector (13) with a tooltip for Attribution-ShareAlike, and a 'Save unit' button (14).

6	Language	7	Learner level	8	Media type
9	Summary	10	Language Notes	11	Activate if this is still just a test unit
12	Owner	13	Creative Commons licence	14	Save unit

Figure 24. Creating a unit in Clilstore with video and text.

use. If you do not specify the level, your unit will be marked as a test unit.

8. Media type: This shows users whether the unit has video, audio or neither. If you tick video or sound, a new field opens up where you can add the duration of the media file using the format minutes : seconds, e.g. 18:29.

9. Summary: In this section, you should add a short description of the content. Make sure you enter a few key words which users might use to search for texts on a particular topic. The Clilstore database can only search for words which are placed in the Title or Summary, so make sure you add words that make the unit discoverable.

The screenshot shows the 'Subir archivo' form in Clilstore. It includes fields for language (Español (es)), learning level (No especificado), media type (ninguno), a summary field, and a field for learning instructions. There are also checkboxes for 'Activa esta opción si sigue siendo una unidad de prueba' and 'Soy el autor de este texto y material'. The form includes Creative Commons license options (BY-SA, BY, BY-ND, BY-NC-SA, BY-NC, BY-NC-ND) and a 'Guardar unidad' button. A legend at the bottom identifies the numbered callouts: 6 (Idioma), 7 (Nivel de aprendizaje), 8 (Tipo de archivo multimedia), 9 (Resumen de la unidad), 10 (Indicaciones para el aprendizaje de la lengua extranjera), 11 (Activa si todavía es una unidad de prueba), 12 (Autor/a), 13 (Licencia Creative Commons), and 14 (Guardar unidad).

FIGURA 24. Crear una unidad en Clilstore con video y texto.

This text will also be discoverable by search engines such as Google. Videos from TED.com have a ready-to-copy summary, which you can just copy and paste 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, grammar focus, accent/dialect, speed of speaker, clarity of speech, linguistic register, etc.).

11. Activate if this is still just a test unit: Please only activate this option 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: Slide the button to the right if you have the right/permission to use the texts and

The screenshot shows the 'Upload a file' form in Cillstore. Key elements include:

- 6**: Language dropdown menu set to 'Español (es)'.
- 7**: Learner level selection with 'Unspecified' chosen and a progress indicator.
- 8**: Media type selection with 'neither' selected.
- 9**: Summary text input field.
- 10**: Language notes text input field.
- 11**: Toggle switch for 'Activate this option if this is still just a test unit, not a production unit ready for use by students'.
- 12**: Toggle switch for 'I am the author of the text and material, or I have permission to use the text and material.'
- 13**: Creative Commons license selection, with 'BY-SA' highlighted.
- 14**: 'Save unit' button.

6	Language	7	Learner level	8	Media type
9	Summary	10	Language Notes	11	Activate if this is still just a test unit
12	Owner	13	Creative Commons licence	14	. Save unit

Figure 24. Creating a unit in Cillstore with video and text.

video, etc. This will automatically activate the Clilstore copyleft policy, where you need to indicate which Creative Commons licence the unit has.

13. Creative Commons licence: Here you should indicate the type of Creative Commons licence that you grant others to use your unit. As soon as you tick one of the six licences, the explanation of that particular licence appears on the right-hand side.

Copyright is a very important issue. Text which is copied and pasted from the internet should indicate at the bottom of the text the source website and/or author of the original text. Regarding media such as videos, these are usually embedded and not uploaded into Clilstore. This means that you are linking to an online

The screenshot shows the 'Upload a file' form in Clilstore. It includes the following elements:

- 6** Language: Español (es)
- 7** Learner level (CEFR): Unspecified
- 8** Media type: neither
- 9** Summary: (1000 character maximum)
- 10** Language notes: (1000 character maximum)
- 11** Activate this option if this is still just a test unit, not a production unit ready for use by students
- 12** Owner: pharris
- 13** Creative Commons licence: Attribution-ShareAlike (BY-SA)
- 14** Save unit

A legend at the bottom of the form maps the callout numbers to the form elements:

6	Language	7	Learner level	8	Media type
9	Summary	10	Language Notes	11	Activate if this is still just a test unit
12	Owner	13	Creative Commons licence	14	Save unit

Figure 24. Creating a unit in Clilstore with video and text.

site which is hosting existing media which is already freely available on the internet, so you are not infringing copyright laws. You can read more about the different types of Creative Commons license options by visiting their website at <https://creativecommons.org/about/ccllicenses/>.

14. Save unit: Clicking on this saves your unit and gives it a Clilstore unit number, e.g., 1234, and a web address, e.g. <https://clilstore.eu/cs/1234>, which you might want to share with your students. If you have indicated that the unit is still a test, no one else will be able to see it unless you yourself give them the web address. It will not show up in the Clilstore database yet. You can go back to the unit and edit it until you are satisfied it is complete. Then just ‘De-activate’ the Slide button (11) so that it is now marked as not just a test.

The screenshot shows the 'Upload a file' form in Clilstore. The form is divided into several sections:

- Upload a file:** A button labeled 'Seleccionar archivo' and a text input field 'Ning...onado'.
- Language:** A dropdown menu set to 'Español (es)'.
- Learner level (CEFR):** Radio buttons for 'Unspecified', 'A1', 'A2', 'B1', 'B2', 'C1', and 'C2'. A progress indicator shows the level is currently 'Unspecified'.
- Media type:** Radio buttons for 'video', 'sound only', and 'neither'.
- Summary:** A text area for a summary, limited to 1000 characters.
- Language notes:** A text area for language notes, limited to 1000 characters.
- Options:** A toggle switch to 'Activate this option if this is still just a test unit, not a production unit ready for use by students'.
- Owner:** The name 'pharris' is displayed. A toggle switch indicates 'I am the author of the text and material, or I have permission to use the text and material.'.
- License:** A section for selecting a Creative Commons license. The 'BY-SA' license is selected and highlighted in yellow. Other options include BY, BY-ND, BY-NC-SA, BY-NC, and BY-NC-ND.
- Save unit:** A blue button to save the unit.

Numbered callouts (6-14) point to the following elements:

- 6: Language dropdown
- 7: Learner level radio buttons
- 8: Media type radio buttons
- 9: Summary text area
- 10: Language notes text area
- 11: 'Activate this option if this is still just a test unit...' toggle
- 12: 'I am the author of the text and material...' toggle
- 13: Creative Commons license selection area
- 14: 'Save unit' button

Figure 24. Creating a unit in Clilstore with video and text.

2.7.4. Editing a unit

After a unit has been created it is possible to edit the unit and, for example, add videos, photos, graphics, as well as 'Link Buttons' to other web pages or supplementary units, etc. To edit a unit just click on the pencil icon from the Clilstore menu or at the top right-hand corner of a unit to start editing (Fig. 25).

The screenshot shows the Clilstore editor interface for editing unit 1512. The title is "Arthur Benjamin: The magic of Fibonacci numbers". The editor includes a rich text editor with a menu (File, Edit, View, Insert, Format, Tools, Table) and various formatting options. The main text area contains the following content:

So why do we learn mathematics? Essentially, for three reasons: calculation, application, and last, and unfortunately least in terms of the time we give it, inspiration.

Mathematics is the science of patterns, and we study it to learn how to think logically, critically and creatively, but too much of the mathematics that we learn in school is not effectively motivated, and when our students ask, "Why are we learning this?" then they often hear that they'll need it in an upcoming math class or on a future test. But wouldn't it be great if every once in a while we did mathematics simply because it was fun or beautiful or because it excited the mind? Now, I know many people have not had the opportunity to see how this can happen, so let me give you a quick example with my favorite collection of numbers, the Fibonacci numbers.

Yeah! I already have Fibonacci fans here. That's great.

Now these numbers can be appreciated in many different ways. From the standpoint of calculation, they're as easy to understand as one plus one, which is two. Then one plus two is three, two plus three is five, three plus five is eight, and so on. Indeed, the person we call Fibonacci was actually named Leonardo of Pisa, and these numbers appear in his book "Liber Abaci," which taught the Western world the methods of arithmetic that we use today. In terms of applications, Fibonacci numbers appear in nature surprisingly often. The number of petals on a flower is typically a Fibonacci number, or the number of spirals on a sunflower or a pineapple tends to be a Fibonacci number as well.

In fact, there are many more applications of Fibonacci numbers, but what I find most inspirational about them are the beautiful number patterns they display. Let me show

935 WORDS POWERED BY TINY

The editor also features a "Link buttons" section with the following table:

Button text	WL	New	Link (url, or Clilstore unit number)
Wikipedia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	http://en.wikipedia.org/wiki/Fibonacci
Fibonacci puzzles	<input type="checkbox"/>	<input checked="" type="checkbox"/>	http://www.maths.surrey.ac.uk/hosted-sites/R.Knott/Fibonacci/fibpuzzles.html
You can write here	<input type="checkbox"/>	<input type="checkbox"/>	
You can write here	<input type="checkbox"/>	<input type="checkbox"/>	

Below the link buttons, there is a section for uploading files:

The unit currently has no attached files
You can upload files which will be attached to this unit. Make sure that you name them with the correct filename extension: .html or .docx or .pdf or whatever, as appropriate to their file type.

Upload a file
Choose a file on your computer: No file chosen

Figure 25. Editing and modifying a unit using the editor.

2.7.5. Useful editor tools in Clilstore

In this section, we shall have a look at some of the useful editor tools in Clilstore:

> Inserting a link within the text

To insert a link within the text, simply highlight the word (or words) to click on to access the link and click on the link icon in the editor (icon 1, **Fig. 26**). Alternatively, you can use the ‘Insert’ option from the toolbar: When you click on the ‘link’ icon, the following pop-up window appears (**Fig. 28**):

Simply copy the URL of the site you wish to link to, paste it in the URL field, give it a title if you wish to, and then decide whether the link should open in the

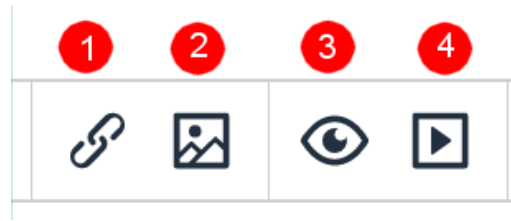


Figure 26. Useful Insert tools in the Clilstore editor.

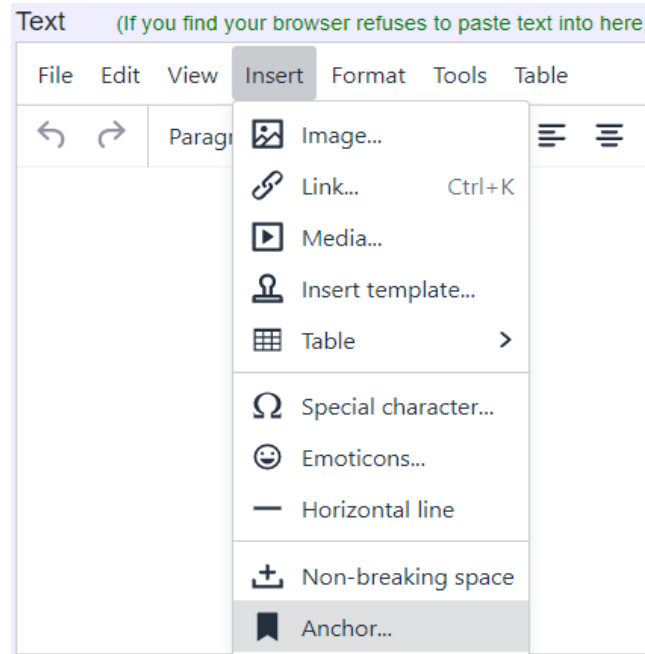


Figure 27. The insert option in the toolbar.

current window or in a new window. You can select this from the drop-down menu where it says ‘Current window’.

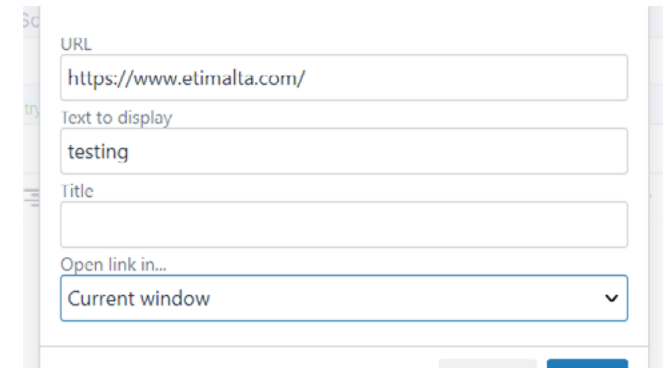


Figure 28. Inserting a link.

> **Tip:** If you leave it as ‘Current Window’, then the reader of your unit will move away from Clilstore to the linked website. This can cause some frustration for readers when they close this tab, and find that they are no longer in Clilstore, and have to log in again. If you choose ‘New window’, the link opens up another tab, so when readers have finished with the linked website and close it, the Clilstore page is still open. They have not moved away from it.

To remove a link, open up the

link pop-up again, and delete the URL.

> Inserting a photo or graphic

To insert a photo or graphic (e.g., a mind-map, poster or infographic), you will need to have it online first.

Certain sites allow you to create mind-maps or posters, etc, which are already hosted online. If the graphic you would like to display is not already online, you can upload it directly into Clilstore (Fig. 22).

> **Tip:** If the image is too large, you might not be able to upload it into Clilstore. The maximum upload size limit is 1MB. If so, upload it into Google Drive or a similar online storage space. Once this is uploaded into Google Drive or similar, get the URL

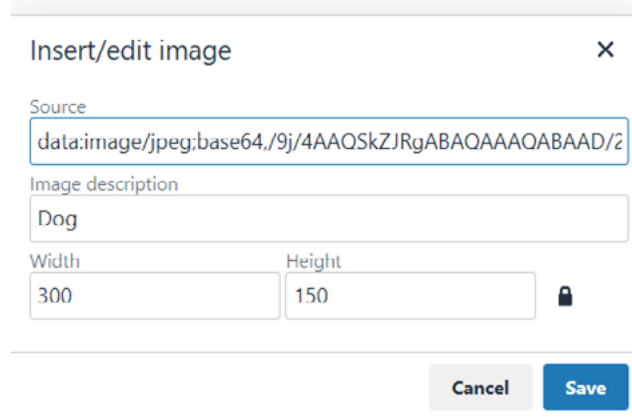


Figure 29. Inserting an image.

(the web address) by clicking on Share. Copy the URL, and go to the Clilstore unit you want to insert it in.

In 'Edit' mode, or in 'Creating a Unit' mode, just above the text field, click on the icon for photos (icon 2, Fig.26). The pop-up shown in Figure 29 appears. Paste the URL of the photo/graphic into the Source field. You can add a description of the image. The Width and Height appear automatically when you

paste the URL. You can also change the dimensions of the image to fit better within your text.

> **Tip:** Next to the image is a padlock sign. This 'locks' the image ratio so that the same proportions are kept. Therefore, if you change the width of the image, the height changes proportionally and automatically.

If you click on the padlock to unlock it, you might end up with a slightly distorted image, as you will need to supply the width and height yourself, and the original ratio of height to width will not be retained.

> The preview facility

Icon 3 in Figure 26 is the preview facility. If you are not sure how your text and image are going to appear in the finished unit, click on Preview and a pop-up window appears showing you how the text area will look when finished.

> Embedding a video

Notice that here we mention the word ‘embedding’. In the section on ‘Inserting an image’, we used the word ‘insert’.

When you upload an image file into Clilstore, you are placing it online within Clilstore, and then inserting it into the unit, where it appears. When you use the

source code of an image from an external site, e.g. Google Drive, you are simply linking the image into the unit, or ‘embedding’ it so the viewer can see the image inside the unit.

For videos, we use the same principle – we embed the video so that the viewer can see it inside the unit while the host is still YouTube, TED Talks, Vimeo or whichever video-hosting site the link has been copied from.

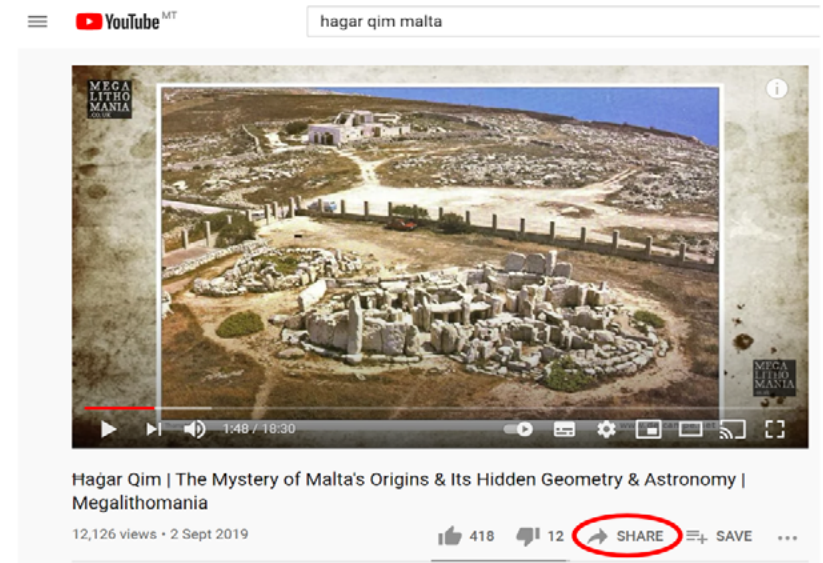


Figure 30. Finding the embed code through ‘Share’.

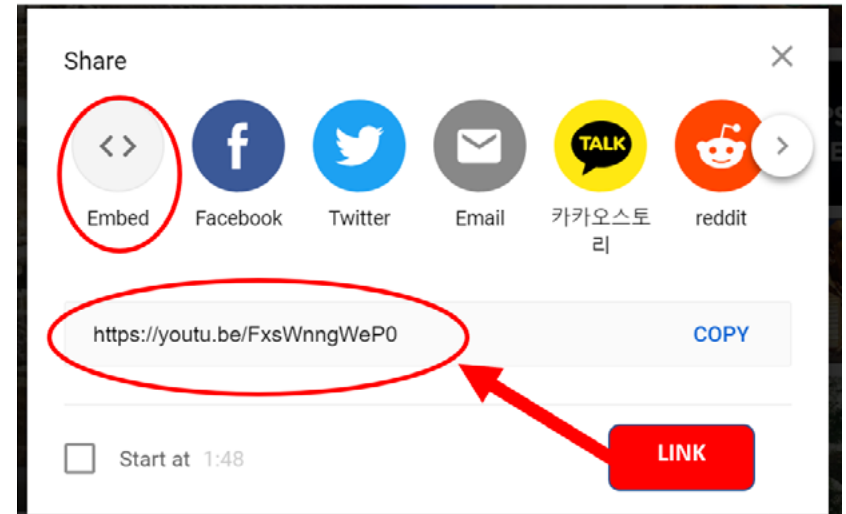


Figure 31. The embed button as opposed to the link.

> Getting the embed code.

YouTube.

Let's start with YouTube.

The 'Share' function appears below all videos.

When you click on 'Share', a pop-up window opens. Look for 'embed'.

There is also a link provided, in case someone does not wish to embed the video, but link it, e.g., in a green Link Button.

Click on 'Embed'. A window such as the one in **Fig. 32** opens up, with the video on the left-hand side, the embed code on the right, and a 'Copy' facility. Before you copy the code, scroll down on the side of the embed code. Just underneath the embed code is a 'Start at' option (**Fig. 33**).



Figure 32. Copying the embed code of a video in YouTube.

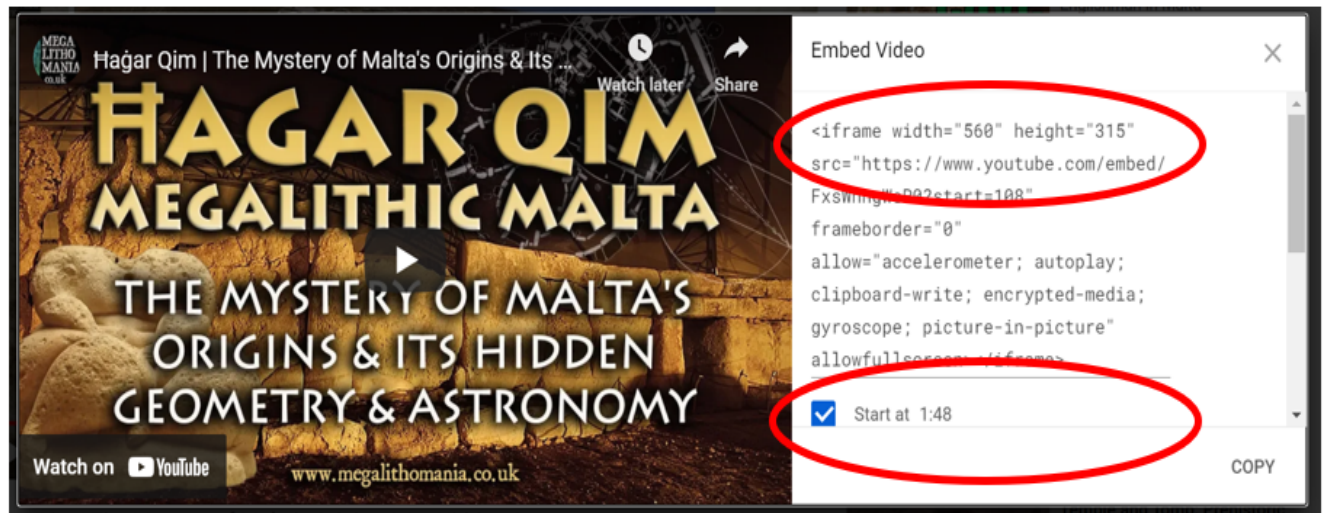


Figure 33. The frame dimensions and where to start the video from in playback.

This is extremely useful, as certain videos might be too long. You might want to skip the introduction and just show a portion of it to your students. If so, check the timer for when the portion you wish students to see starts. Tick 'Start at' and insert that as the start time. There is no option to insert the end time but you might then want to instruct your students to "Watch until 2:45". If you want the whole video to play, leave this option as 0:00.

Another thing to note here is the iframe width and height, indicated in **Fig. 33**.

The iframe is the border which will surround your video in Clilstore – the 'player frame', so to speak. When you copy the embed code, you can change the size of your video in Clilstore

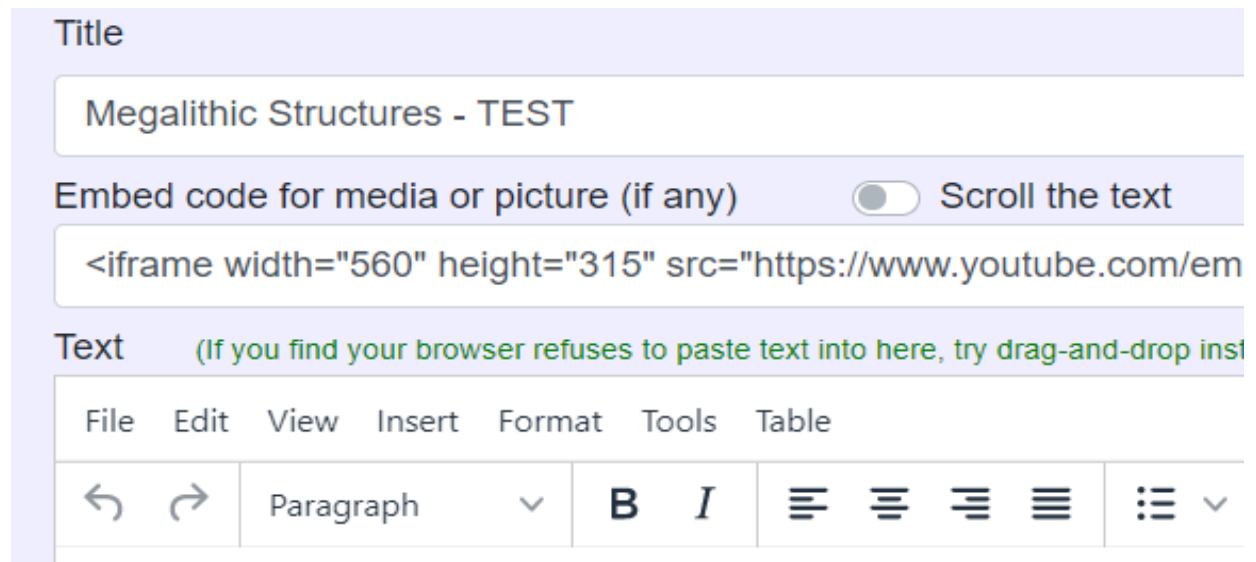


Figure 34. Embedding a video which will scroll down with your text.

by changing these 2 numbers. Remember, keep the ratio if you change the size, as otherwise the video might become too high or too wide, and look distorted.

Click on COPY and the embed code is copied into your browser.

Now go to Clilstore and open the unit you wish to embed the video in.

If you want the video to be at the top of your unit, just paste the embed code into the Embed Code field underneath the title. If you want the video to also scroll upwards with the text, as the viewer reads the text, leave 'Scroll the text' as is (**Fig. 34**).

Do not move it to the right. If you want the video to be at the top of your unit and want it

to stay there as readers scroll down, then slide the toggle slider 'Scroll the text' to the right (Fig. 35). This will only allow the text to scroll, not the video.

You can change the numbers showing the width and height of the video in the embed code but keep the same ratio!

If you want the video to be in the main text, click on the media button (icon 4, Fig. 26).

When you click on the Insert/edit media button, the pop-up window in Figure 36 appears. Paste the embed code you copied from YouTube and paste it in Source (Fig. 36). The width and height automatically appear. You can change the size of the video from here. As long as the padlock icon is closed, the ratio of the width to height is maintained automatically.

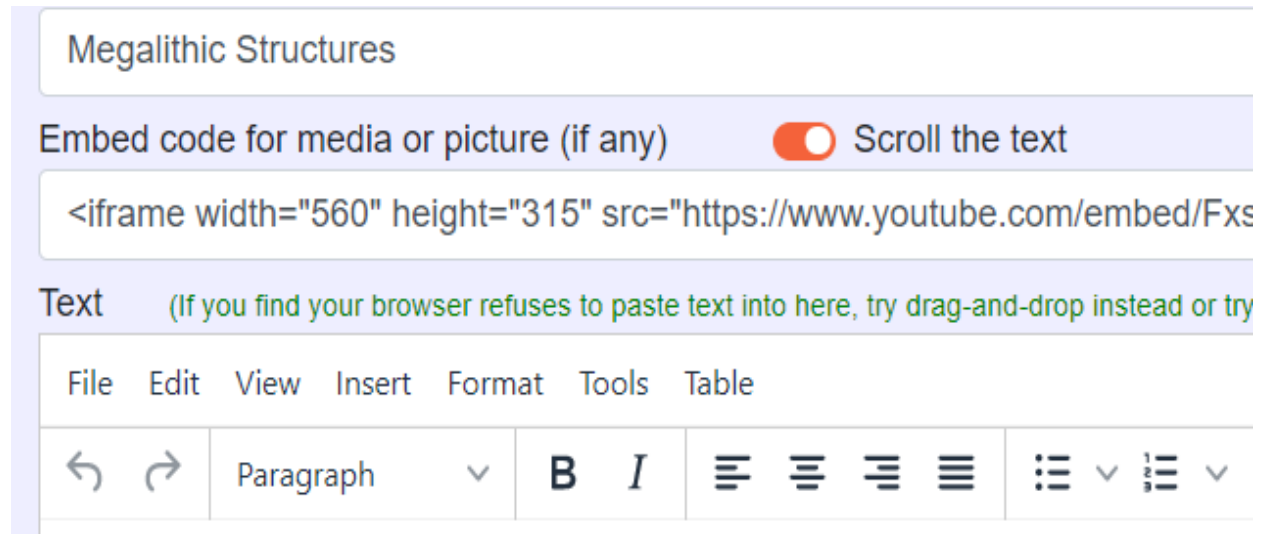


Figure 35. Embedding a video which will stay at the top of your text.

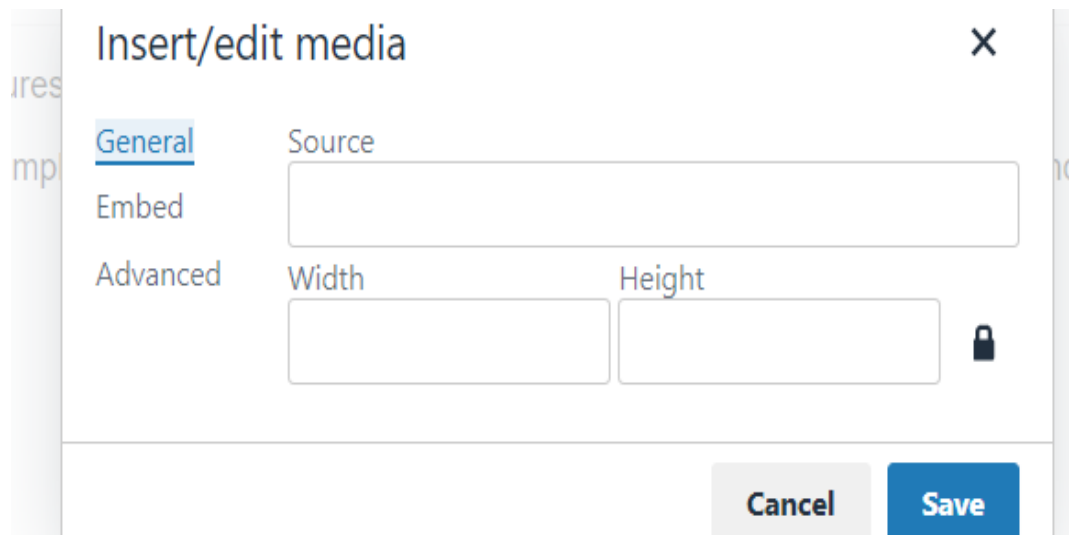


Figure 36. Embedding a video in Clilstore.

Notice that by default, the chosen area is 'General'. This will accept most embed codes for popular video sites. However, if the video does not appear when you save the unit, then click on 'edit' once again. Click on 'Insert/edit media', and then click on 'Embed', which is just below 'General' in the 'Insert/edit media' pop-up window. Now paste the embed code in the field that comes up (**Fig. 37**).

> Tip: If you realise when you save the unit that the video is too small or large, click on edit again. Then click on the video, which you will see in the main body of the text. Then click on the 'Insert/edit media' icon (icon 4, **Fig. 26**). The pop-up window with the source code appears again and is editable (**Fig. 38**).

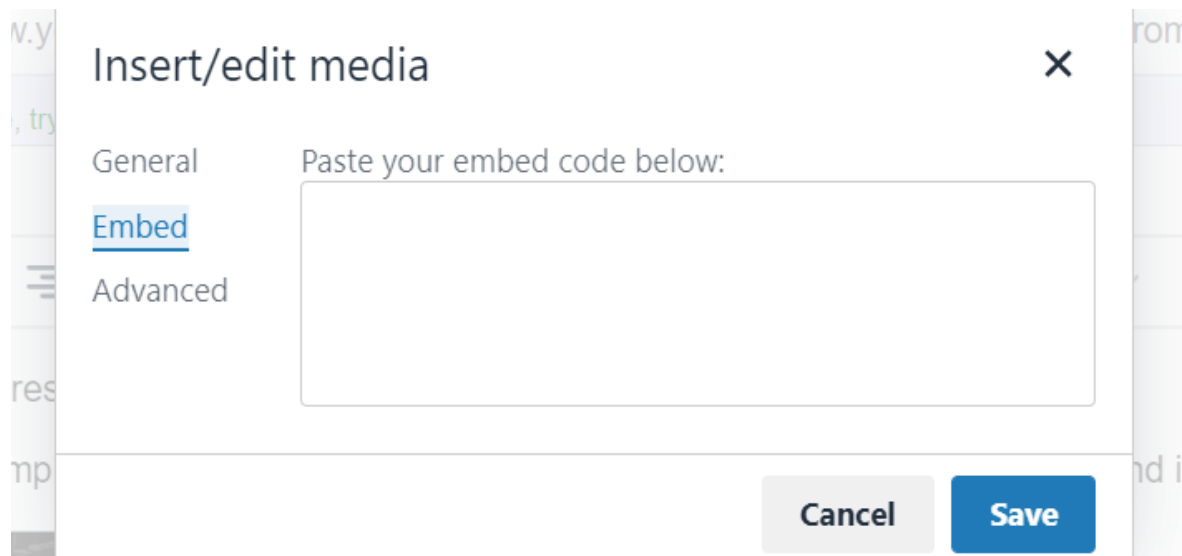


Figure 37. Embedding a video in Clilstore using the Embed field.

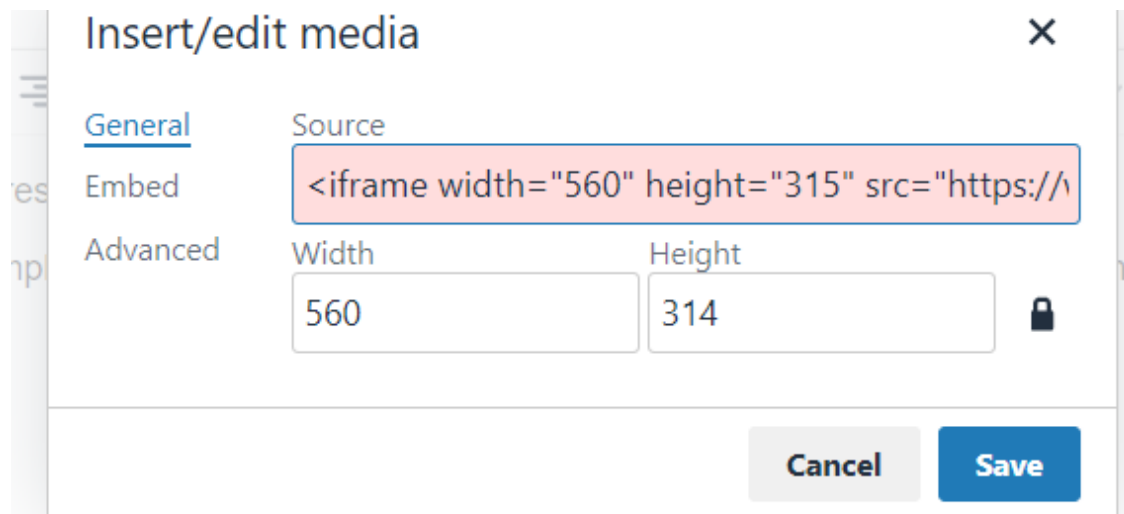


Figure 38. Editing the media size or source code.

The YouTube video player which plays within the unit has an important tool. Students can turn captions or subtitles on or off as they watch (**Fig. 39**).

Just click on the highlighted button (**Fig. 39**) and the captions will appear/disappear. It is important to realise that these captions are auto-generated, so it is a bit like Google Translate – very useful, but not always accurate. Occasionally, the auto-generator will insert what it ‘hears’, but this might not be the right word.

Despite this happening at times, having captions is a very useful function for learners. One suggestion to maximise the potential of this tool and combine language learning would be to devise a ‘game/exercise’ where students can spot the mistakes the auto-generator makes, and to get

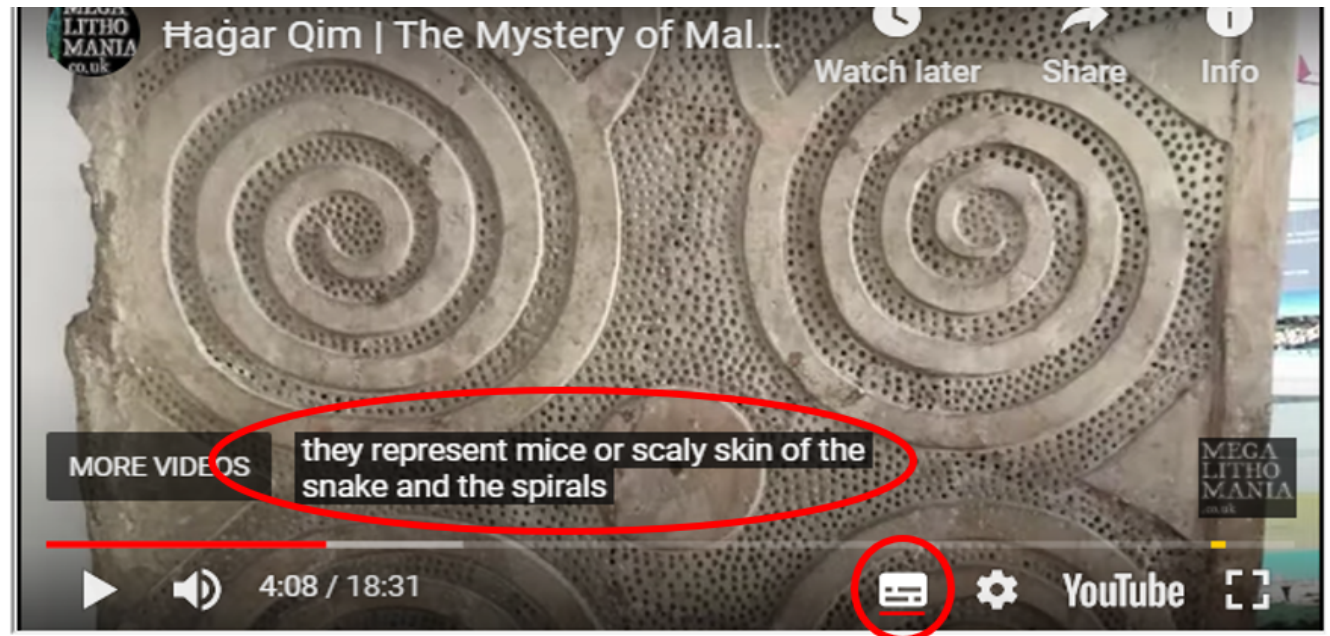


Figure 39. Turning on captions in YouTube.

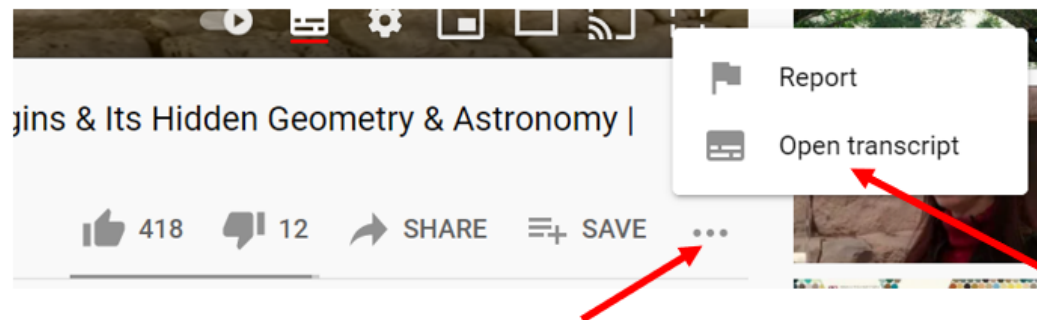


Figure 40. Opening the transcript of a YouTube

them to find a replacement word which better fits the context. On the YouTube site, you can also

open the transcript of a YouTube video by clicking on the 3 dots (...) next to SAVE (**Fig. 40**).

This opens up the auto-generated transcript of the video, split up by timings, which you might want to paste into the Clilstore unit (**Fig. 41**). (Remember, there could be mistakes due to the auto-generation, but you could also amend these in Clilstore.)

Copy the transcript and paste it into the Clilstore text editor.

> Tip: When you try and paste the text using the right-click and paste, Clilstore might not allow you to. If not, use 'Control' and 'v' in Windows to paste the text into the text editor. On an Apple computer, use 'Command' and 'v'.

TED Talks

TED Talks is another excellent site where videos are streamed. There is a wide variety of talks which you might want to use within Clilstore. Remember, the first thing to look for is SHARE.

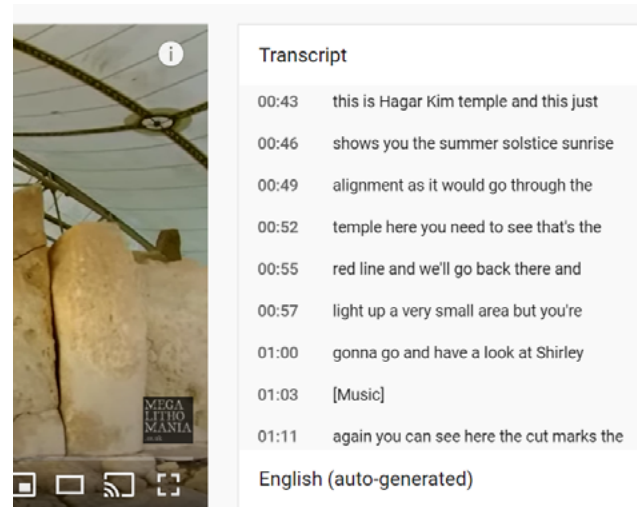


Figure 41. Transcript of a YouTube video.

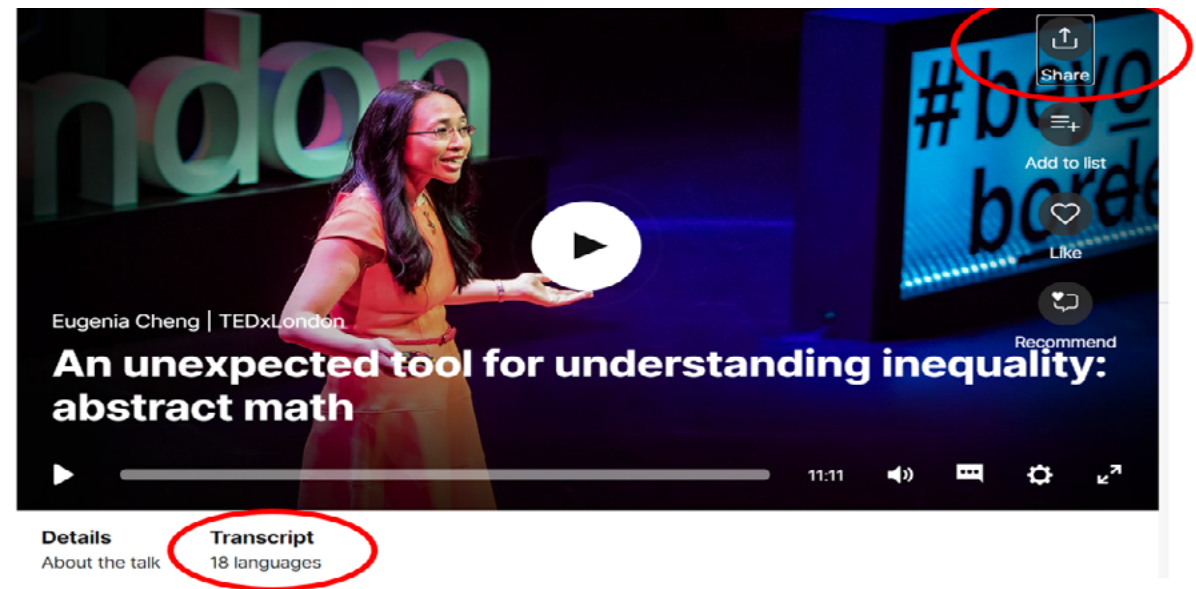


Figure 42. Getting the embed code and transcript from Ted Talks.

When you click on Share, you are provided with a link. This is not the embed code. This is a link which you might want to use in Clilstore as a link, or in one of the green Link Buttons. We need the Embed code in the first instance.

As in YouTube, a number of sharing options to different sites appears. Choose 'Embed'. This will provide you with the embed code (Fig. 43). Clicking on 'Copy embed code' copies the whole embed code (Fig. 44).

Now return to the Clilstore unit you want to embed the video in, and in edit mode, decide whether you want the video at the top of your page, or in the body of the text. Follow the 'Insert/Edit media' steps as we did for YouTube, and paste the code in.

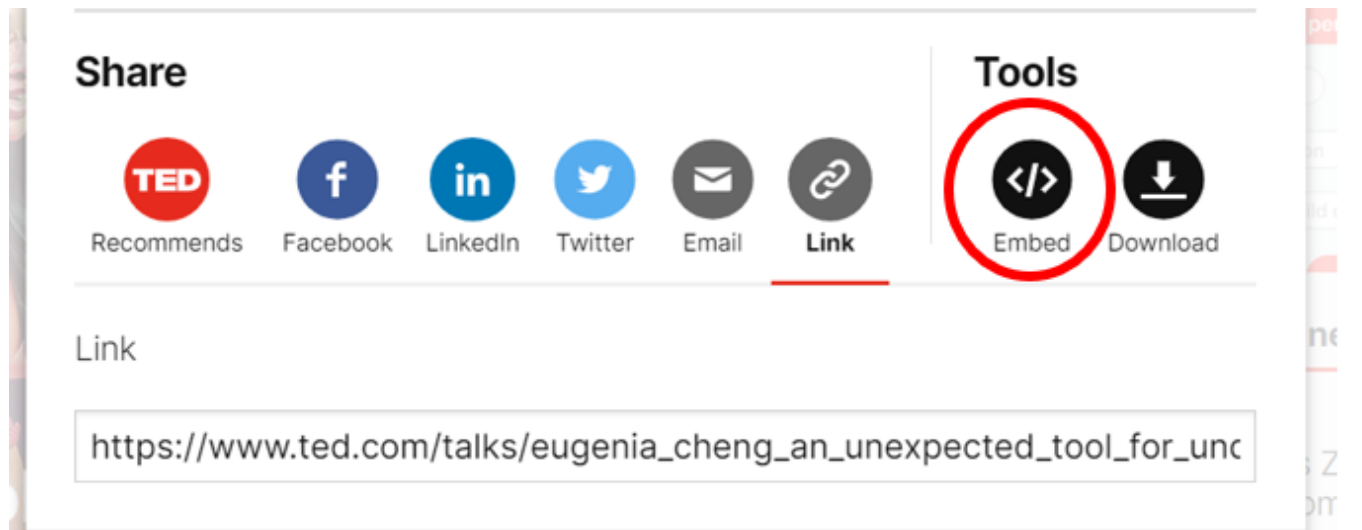


Figure 43. TED Talks embed code.

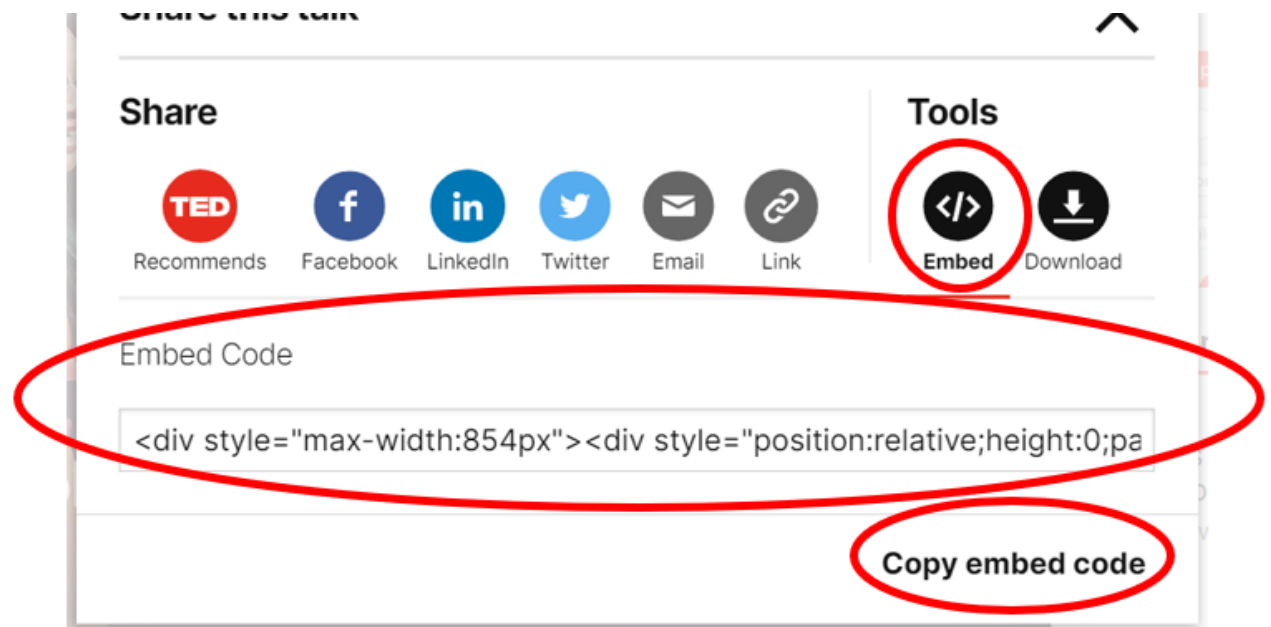


Figure 44. TED Talks 'Copy embed code'.

Once again, you can change the size of your video by changing the width and height dimensions in the iframe source code. You can obtain the subtitles or captions by clicking on the caption button. Note that not all TED Talks come with a transcript or captions (**Fig. 45**).

You can also obtain the transcript, usually with a choice of languages, by clicking on the Transcript button (**Fig. 46**). One other thing to remember is that this transcript is linked to parts of the video where the words appear. If you click on the parts of the transcript on the TED Talks site, the video will jump to that position. Therefore, if you are intending to place the transcript in Clilstore, the words are already hyperlinked. These hyperlinks need to be removed when you paste it into the editor text window.

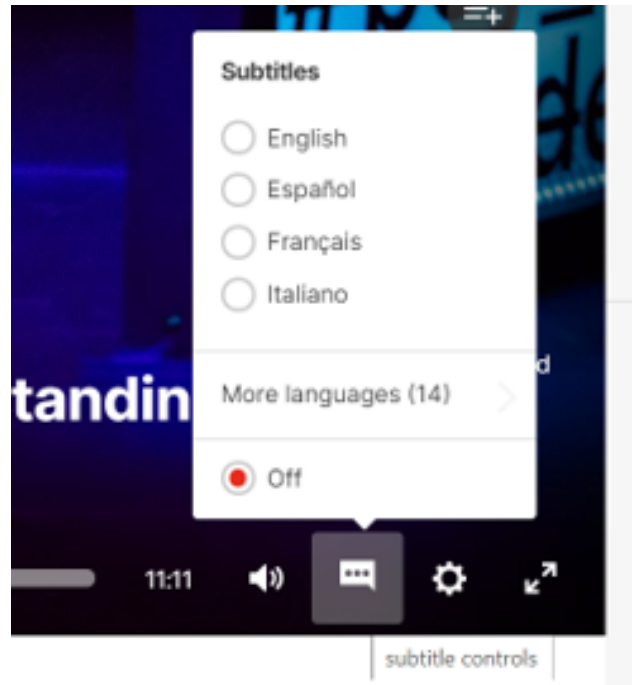


Figure 45. The caption button in Ted Talks.

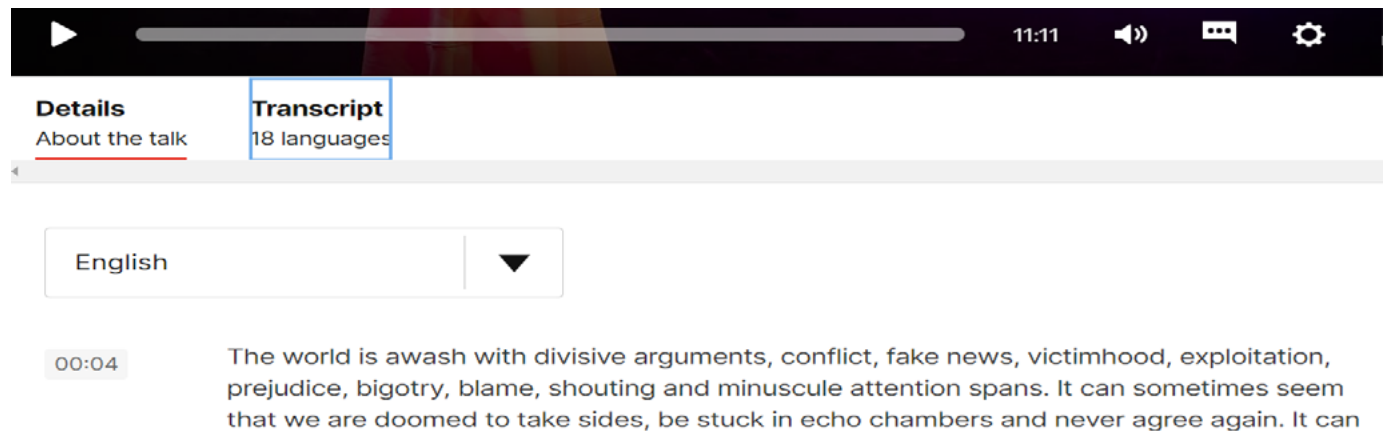


Figure 46. The transcript in TED Talks and choice of language.

> **Tip 1:** Paste the transcript into the Summary field. Select the text again and cut it out. Now paste it back into the Text field. This 'cleans' the text to remove pre-existing hyperlinks.

> **Tip 2:** Another way to remove hyperlinks is to use the Notepad application. If you paste a text into Notepad, all the formatting (including links) disappears.



Another very useful video-sharing site is Vimeo. Go to <https://vimeo.com/watch> to search for videos. When you have found one you like, using the search function, click on it. The share button looks like a paper aeroplane (Fig. 47).

The embed code appears at the bottom of the pop-up window (Fig. 48). There is no button to 'copy' the code. Just click inside the embed code field with your mouse to open up the box. This will also select the text (Fig. 49). Then copy the code using the right-click mouse function. Then paste it in Clil-store as we did for the YouTube and TED Talks videos.

> **Tip:** If you go to a site and you are not sure where the Share button is, hover over the screen with your mouse. In this case, an unusual icon was used (the paper aeroplane) and share only appeared when the cursor hovered over it.



Figure 47. The Vimeo share button.

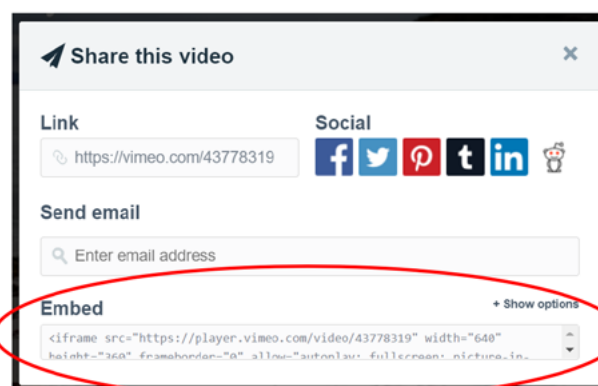


Figure 48. The embed code in Vimeo.

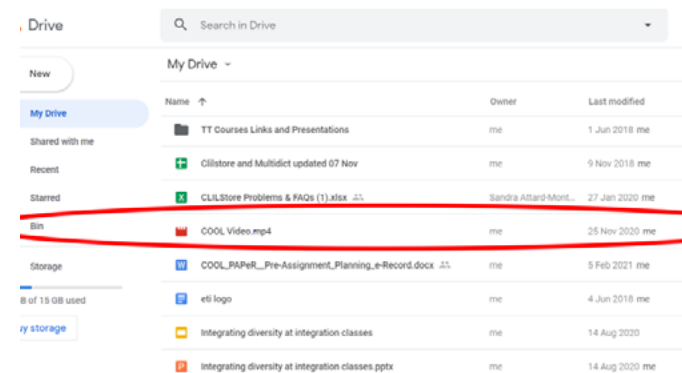


Figure 49. Expanding the embed code in Vimeo.

> Streaming video and audio files from Google Drive

Sometimes you might want to use a video which you have made yourself. If you do not want to upload it into YouTube or a similar video-hosting site, you can upload it into Google Drive, and get the embed code from there. First, select the file you want to embed and open it (**Fig. 50**). Next, click on Options (the 3 dots at the top right-hand corner), as shown in Figure 51.

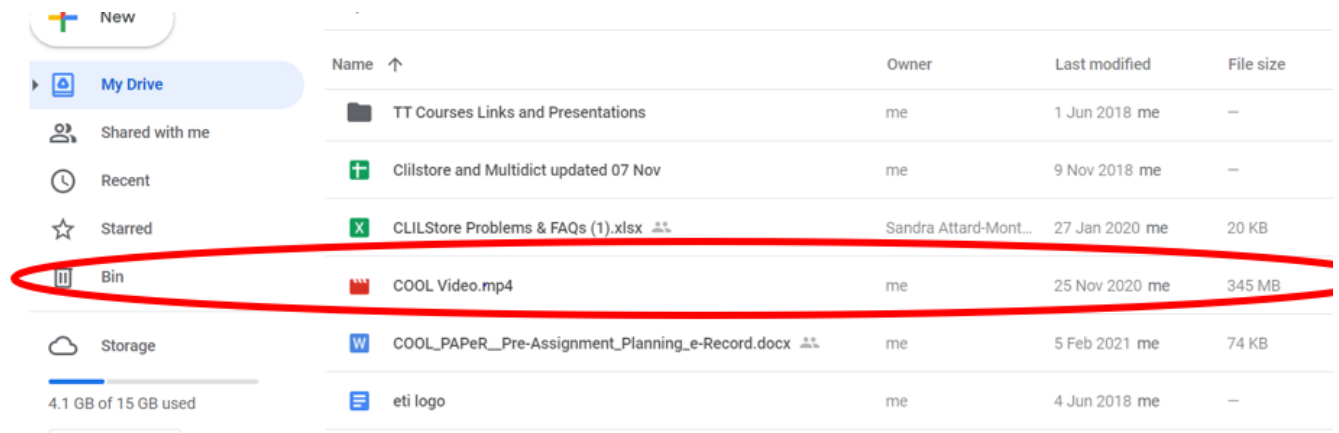


Figure 50. Selecting the file to open.

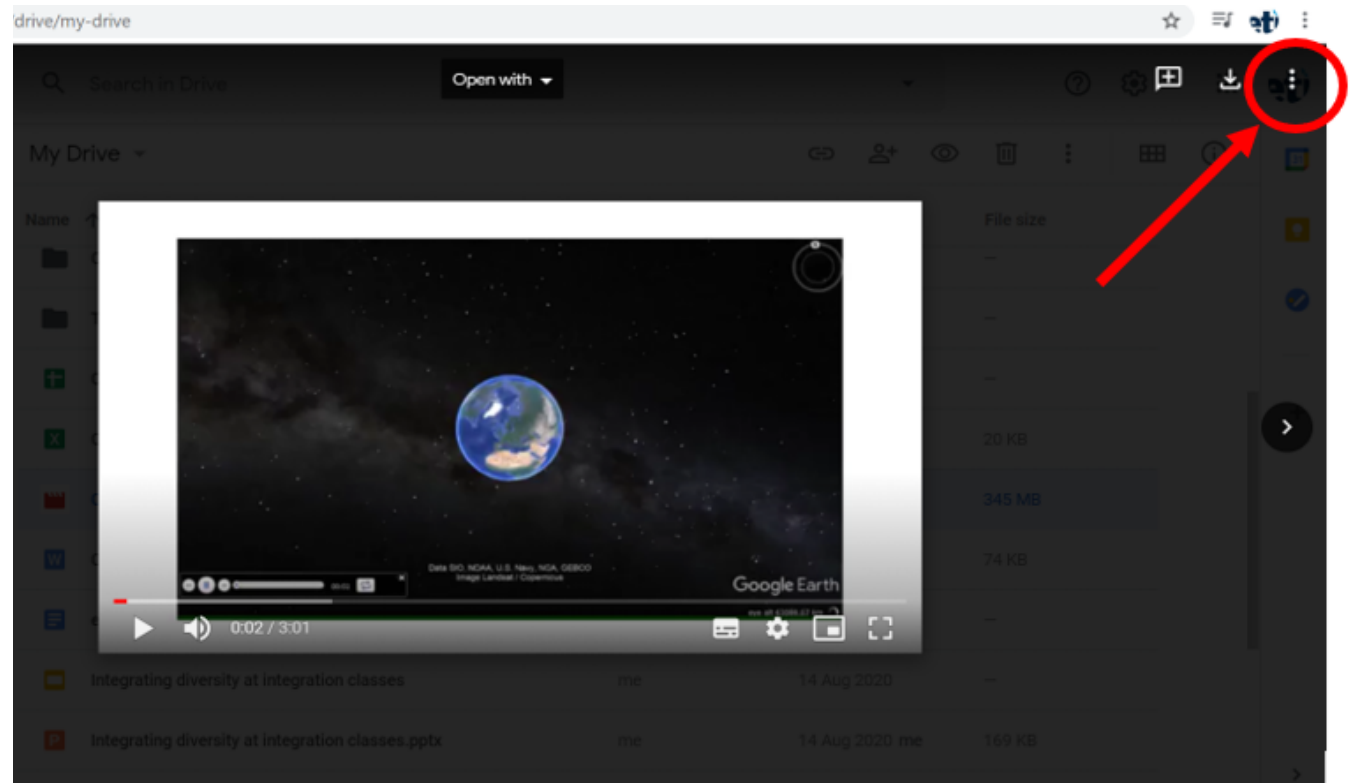


Figure 51. Options in Google Drive

Now select and click on SHARE (Fig. 52). Now click on 'Change to anyone with the link' (Fig. 53). The 'Share' options should change as below, but do not copy this link! Instead, click on 'Done'. The pop-up window should disappear. When the pop-up disappears, click on Options again (Fig. 51), and select 'Open in new window', as shown in Figure 55.

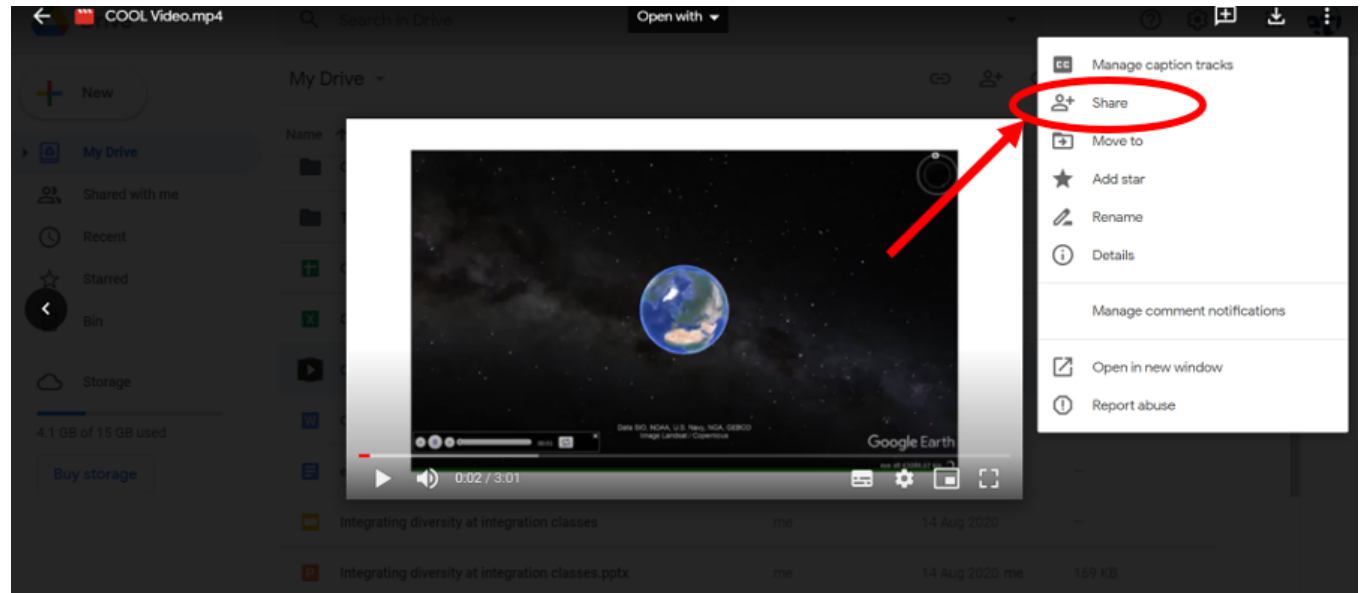


Figure 52. The Share button in Google Drive.

When the video opens up in a new window, click on Options again (Fig. 51). The options menu changes to offer other tools, including the 'embed item' function (Fig. 56). Select this. Now, you can copy this embed code as we did for the videos before, and paste this into the Clilstore unit, using the 'insert media' function.

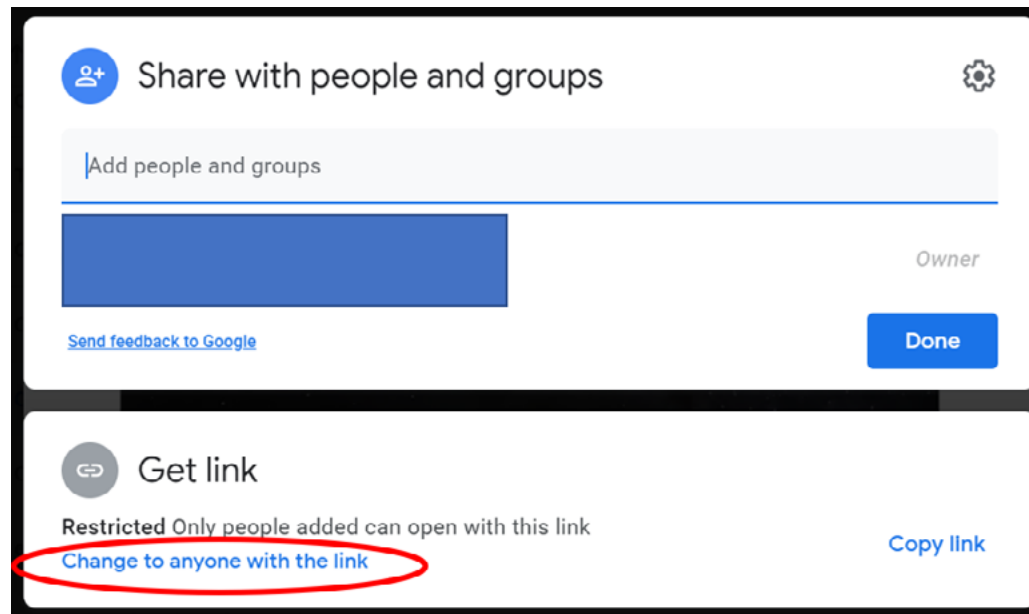


Figure 53. allowing access to anyone with the link.

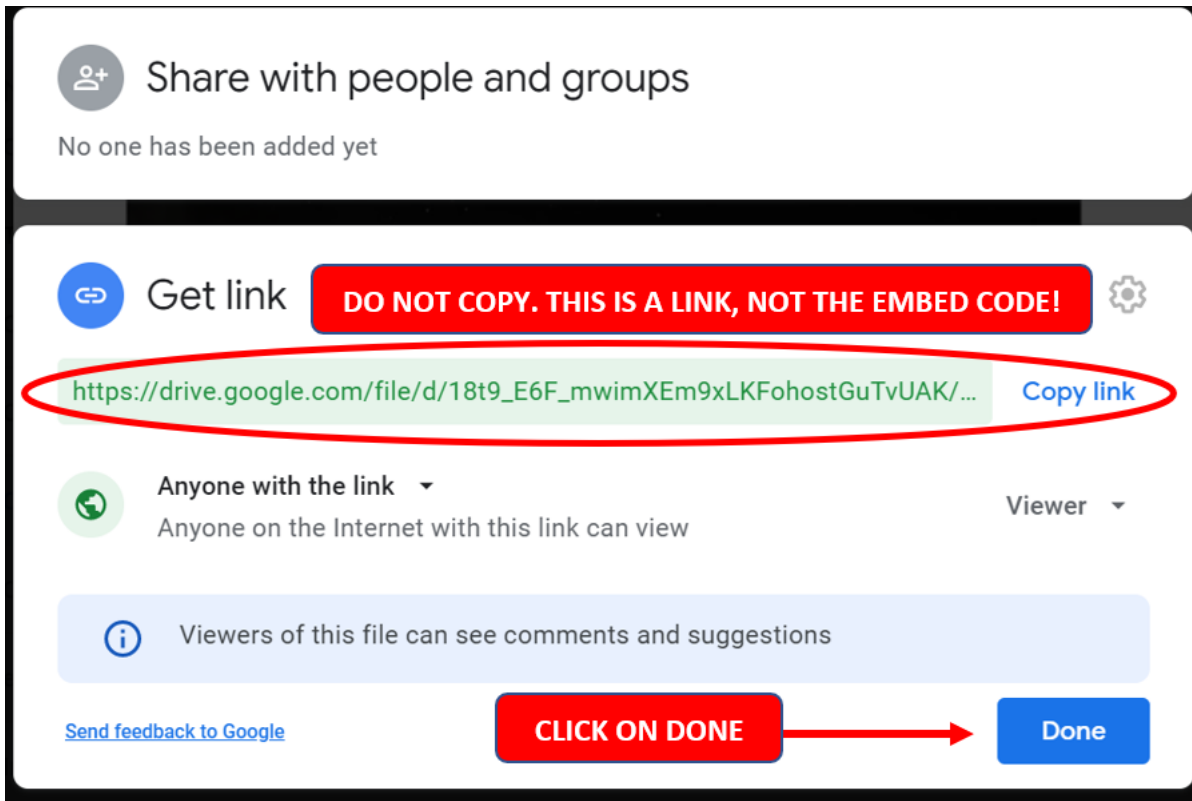


Figure 54. The Get Link option, which you should NOT copy.

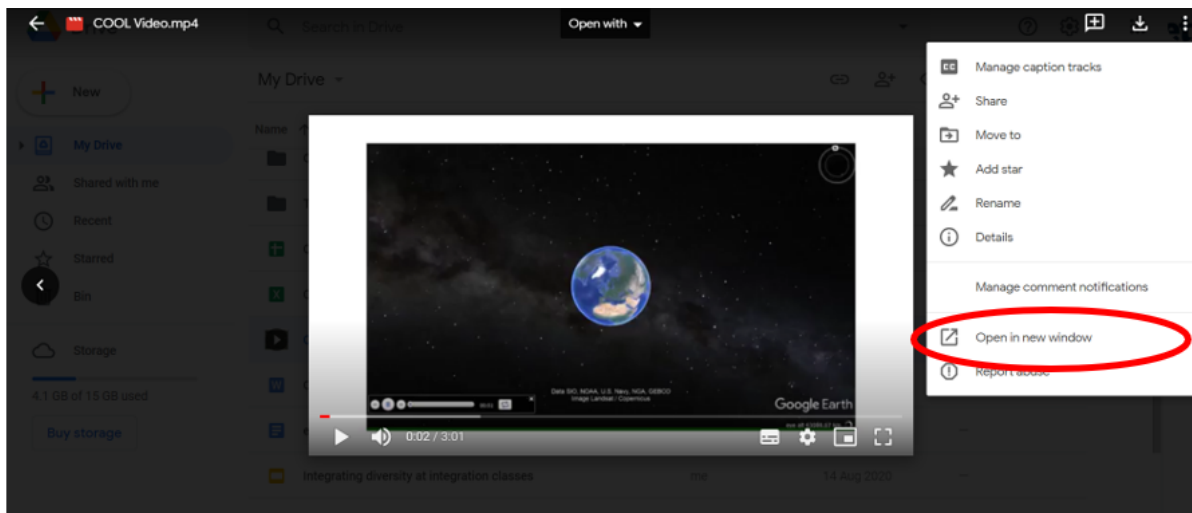


Figure 55. Opening the video in a new window.

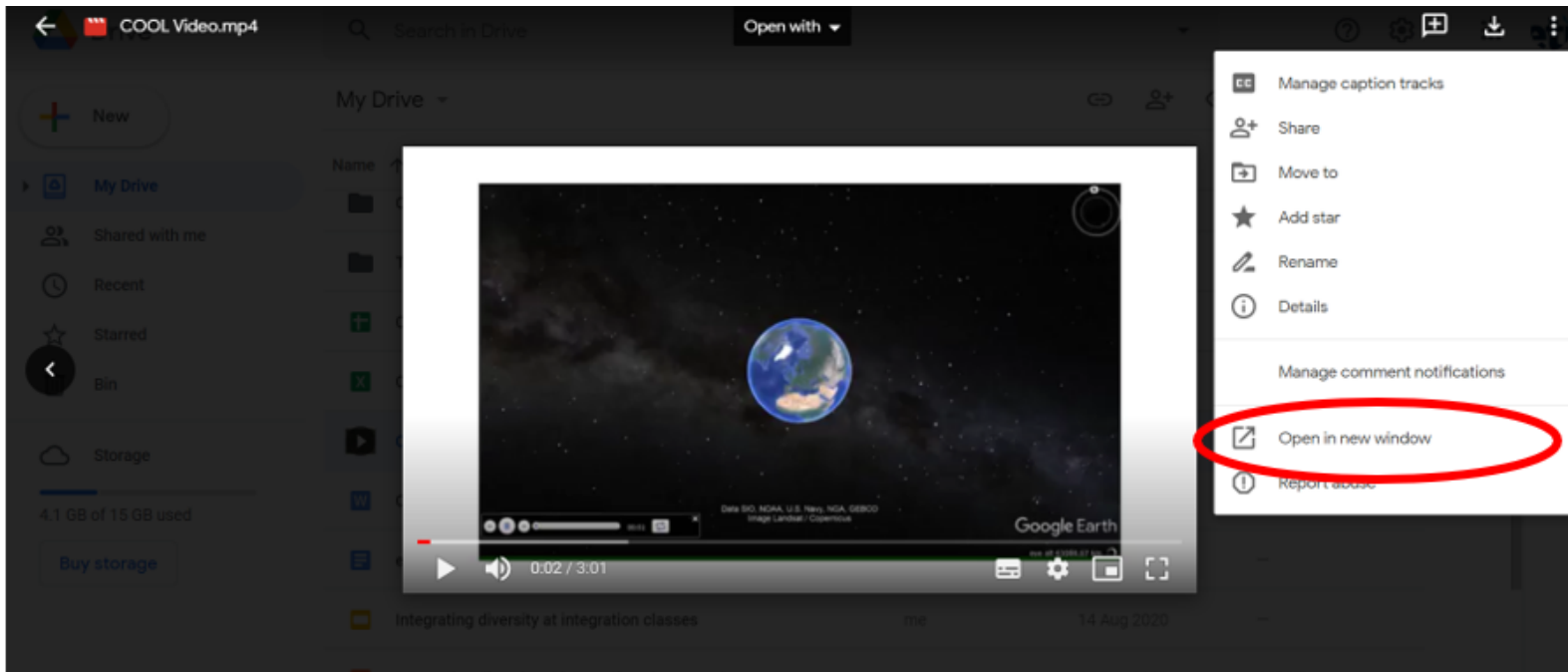


Figure 56. The new options window in the new window tab.

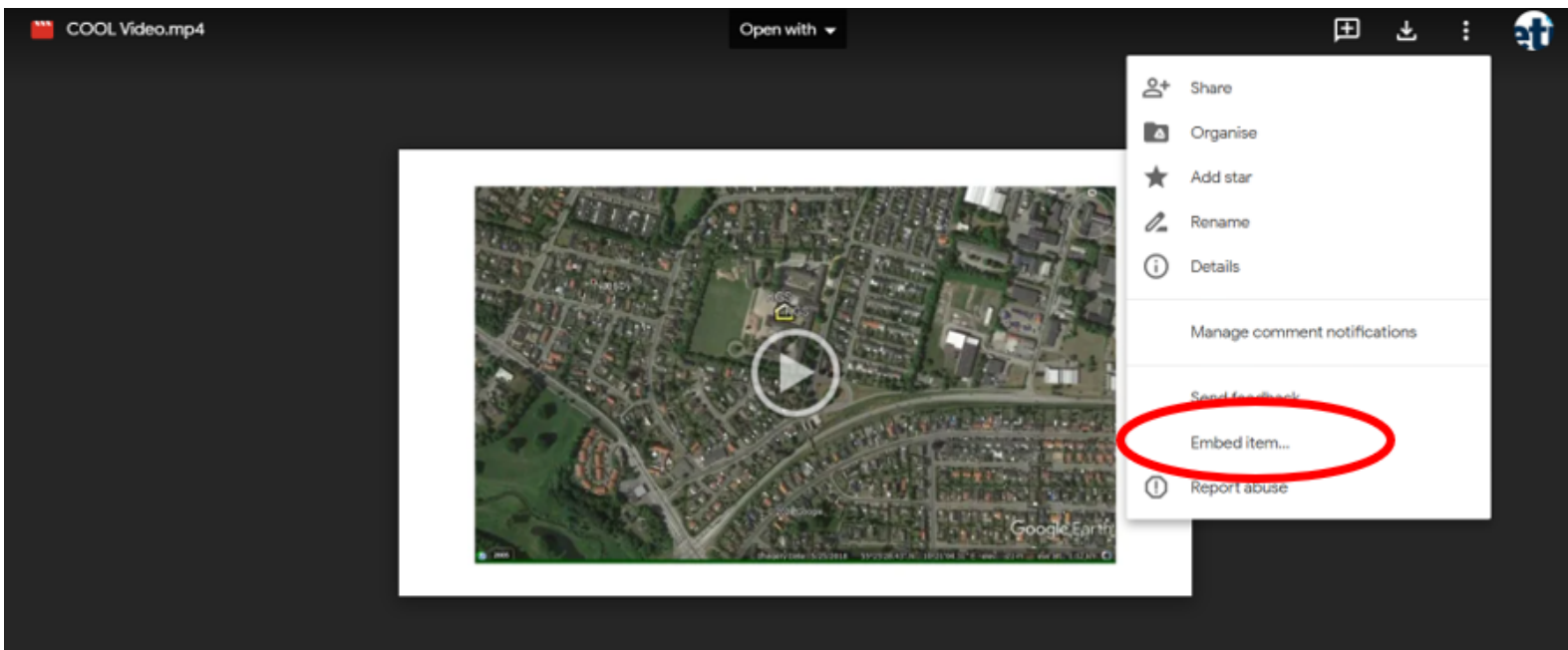


Figure 57. The embed code for a video hosted in Google Drive.

2.7.6. The source code in Clilstore

In the past few years, web tools and apps have made their user interface much easier to understand and use. The user need not know any coding. Built-in editing tools make it easy for a user to develop materials without delving into the ‘code’ running at the back of the programme, behind the scenes. Likewise, Clilstore’s incorporated editor makes it straightforward for a user to create materials.

However, as some people like to know more about what is going on in the background, this section is for them as we shall refer to the programming language used in creating Clilstore units, which is based on HTML coding.

When a unit has been created, it

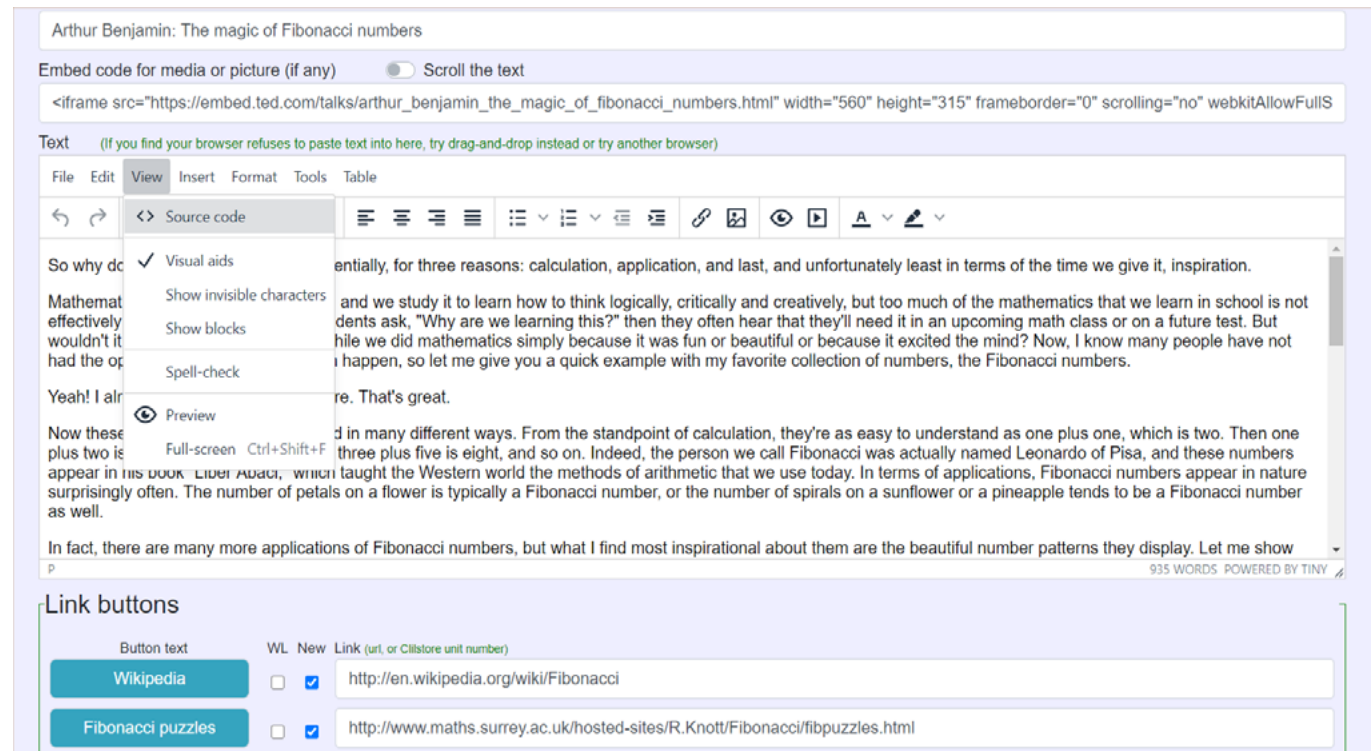


Figure 58. Editing a Clilstore text using the HTML source code.

is also possible to edit the body of the text as HTML code. To do so, click on View in the editor and then select Source code (Fig. 58).

Please note that the text in the “Text” window is now formatted as HTML. Each paragraph starts

with `<p>` and ends with `</p>`. If you want to edit/change words, then just avoid deleting what might be important code, 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 (<https://www.flickr.com/photos/flickr/>) between two paragraphs, then from a photo in Flickr, click Share Photo and then on Embed. The embed code is automatically selected.

You are also given a choice of sizes. First select the size you want your photo to be. The embed code will change to include your selection. Then copy the embed code (**Fig. 59**).

The copied code (i.e., the photo) can now be pasted into the 'Text' field as long as it is placed between two paragraph symbols "<p>" and "</p>".

This is the embed code for the sample photo in Figure 59:
<a data-flickr-embed="true" href="https://www.flickr.com/photos/153161148@N08/33362281282/" title="Tiponi Point Visitors"><script async src="//embedr.flickr.com/assets/client-code.js" charset="utf-8"></script>
```

After copying and pasting the embed code from Flickr into the embed code field in Clilstore (or

into the text window using the HTML editor, you'll see the relevant coding at the end:

**<script>...</script>**

This bit (and all the text in between the two 'scripts') has to be cut out.

The same procedure can be used for embedding another video or an audio file between text paragraphs.

## 2.8. Recording vocabulary

### 2.8.1. The personalised learner's vocabulary builder

In section 2.3 above, we briefly explained how Multidict and Clilstore can scaffold reading texts by enabling understanding through easier access to the online dictionaries in Multidict. To this end, Clilstore includes a 'Record Vocabulary' function which enables

learners to track the words they are consulting in dictionaries and work with them further. When the learner clicks on a word, it is recorded in the student's personal Vocabulary list, which they can access any time through their personal dashboard.

The following steps illustrate how to use the 'Record Vocabulary' function.

It is important to realise that if a student does not register for Clilstore, they will not be able to activate the 'Record' function. So, the first step for students if they wish to make use of this function is to sign up.

When logged in, there are two ways to set the Vocabulary Recorder to 'on'.

**Method 1:** If one wishes to re-

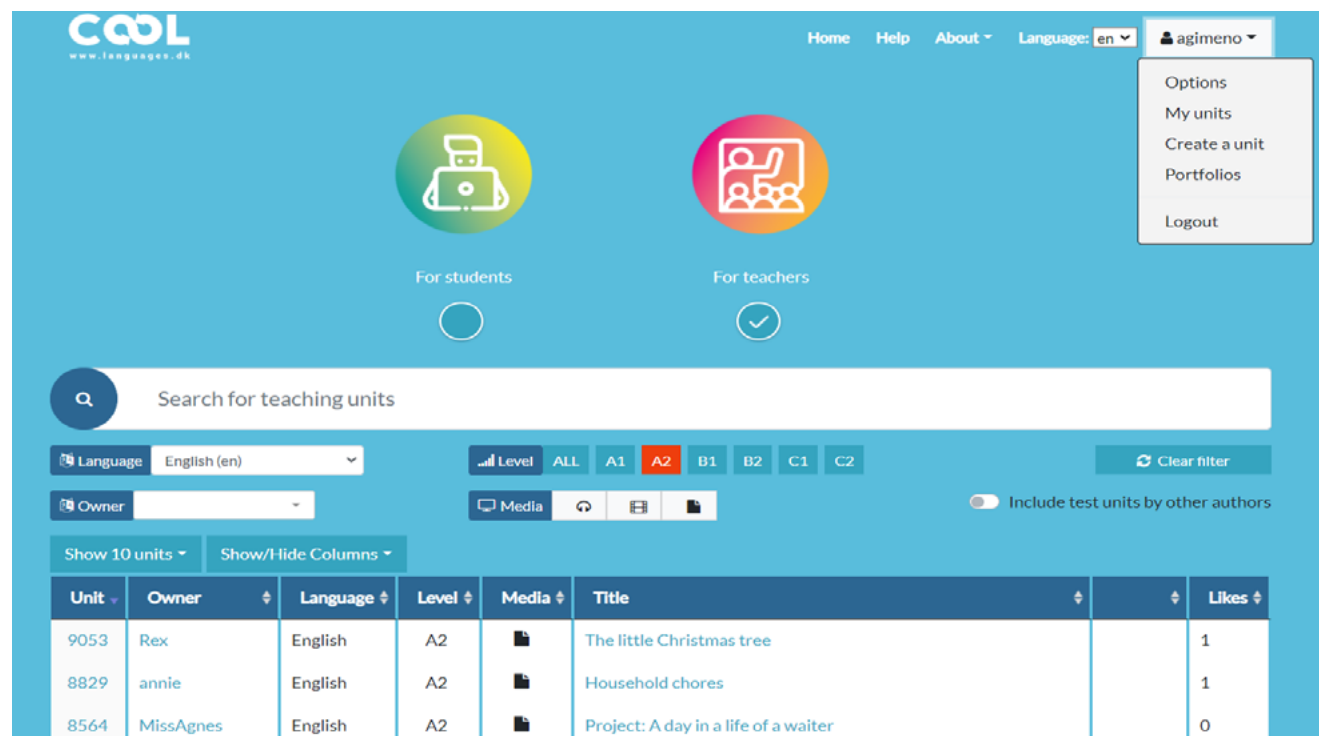


Figure 60. The user dashboard.

cord all the words clicked on, the user has to open the dashboard from the username and click on 'Options' (Fig. 60). 'Options' offers the choice to set the Vocabulary Recorder on. Click on the field next to Vocabulary and click on Yes in the drop-down menu (Fig. 61). Now

whenever you open a unit, every word you click on will be recorded in your Vocabulary list. Once you have done this, click on 'Return' at the bottom of the pop-up window to go back to the Clilstore home page. Now choose any of the units in Clilstore and open it. The Record

Vocabulary function is at the top right-hand corner of every unit (Fig. 62).

**Method 2:** Note that your Record Vocabulary is already on (it should be orange when set to record) because you set it to 'on' from 'Options'.

You can change this from 'on' to 'off' by clicking the highlighted button in Figure 63. If you do not wish to record vocabulary, you can either set the recording function to 'Off' from Options, or you can do so directly from each unit. Clicking on the icon changes it from orange (Record) to blue (Off).

Likewise, another method to set your Vocabulary Recording to 'on' is simply to enter a Clilstore unit and make sure the Vocabulary Recorder button is orange.

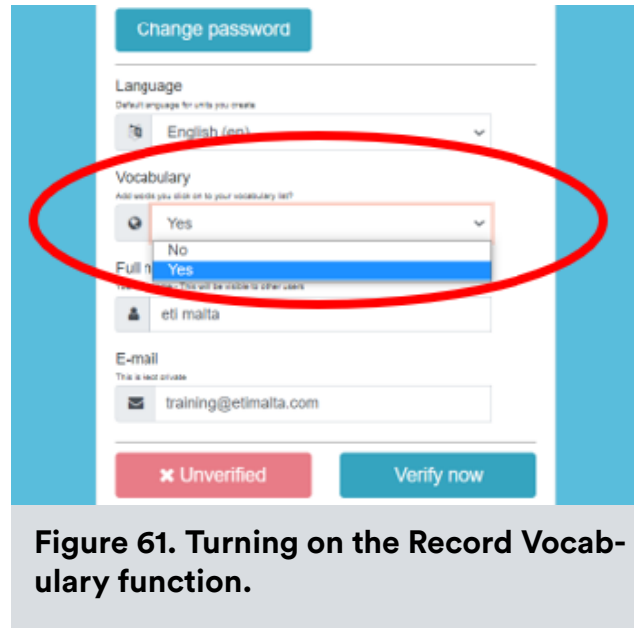


Figure 61. Turning on the Record Vocabulary function.

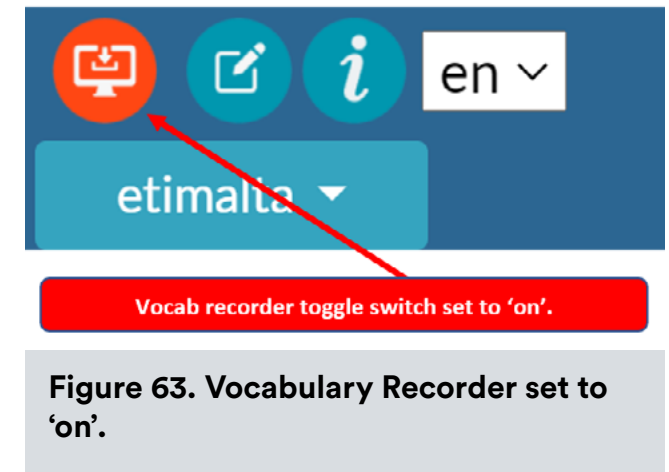


Figure 63. Vocabulary Recorder set to 'on'.

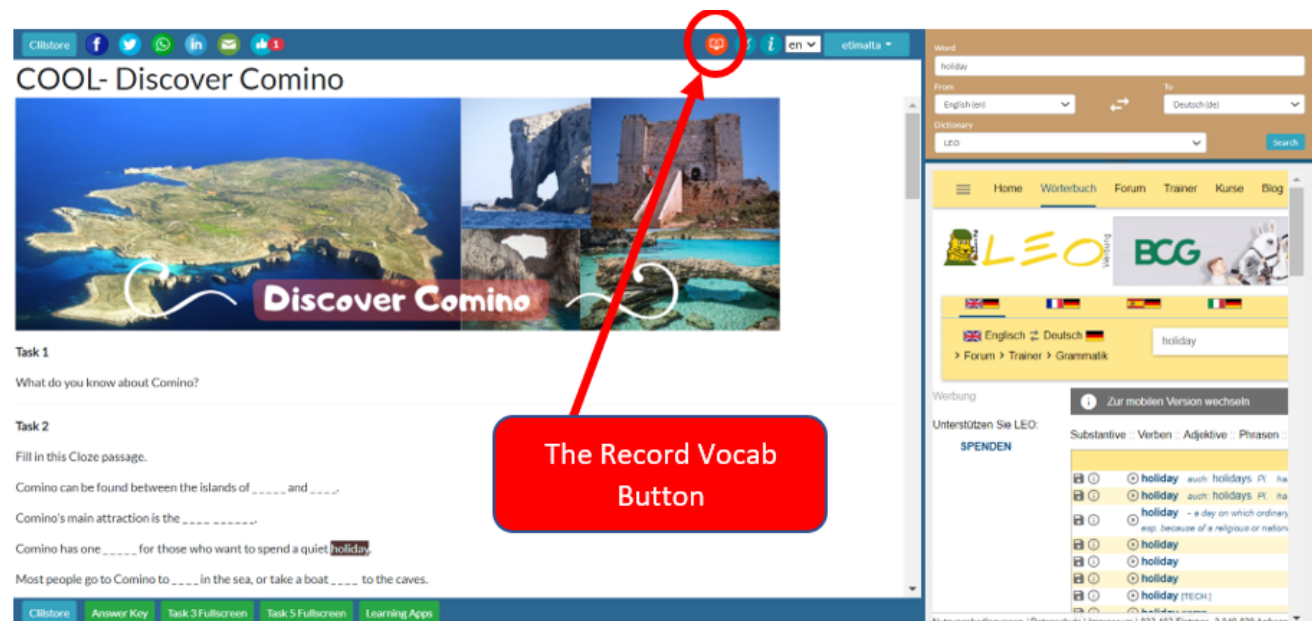


Figure 62. The Record Vocabulary button.

To access your recorded vocabulary, click on Options from the drop-down menu within the unit, and then click on 'Vocabulary' (Fig. 64). When you click on Vocabulary, you will see the window illustrated in Figure 65. The vocabulary database has the following columns and functions, as illustrated in Figure 65:

1. Here you can delete any word you have learnt or have clicked on by mistake.

2. This column lets you access the Multidict function again in case you want to look up the word again. It will take you to the original dictionary you were consulting, but you can change the dictionary from within Multidict.

3. This field is for you to write down the dictionary definition or

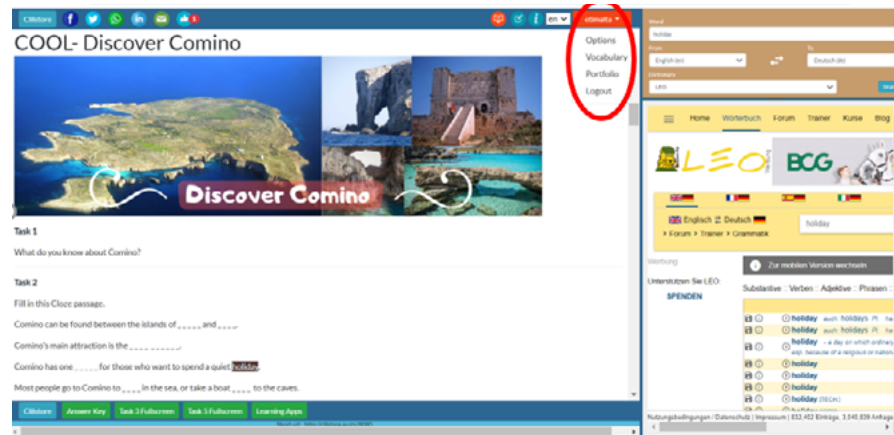


Figure 64. Accessing the Recorded Vocabulary

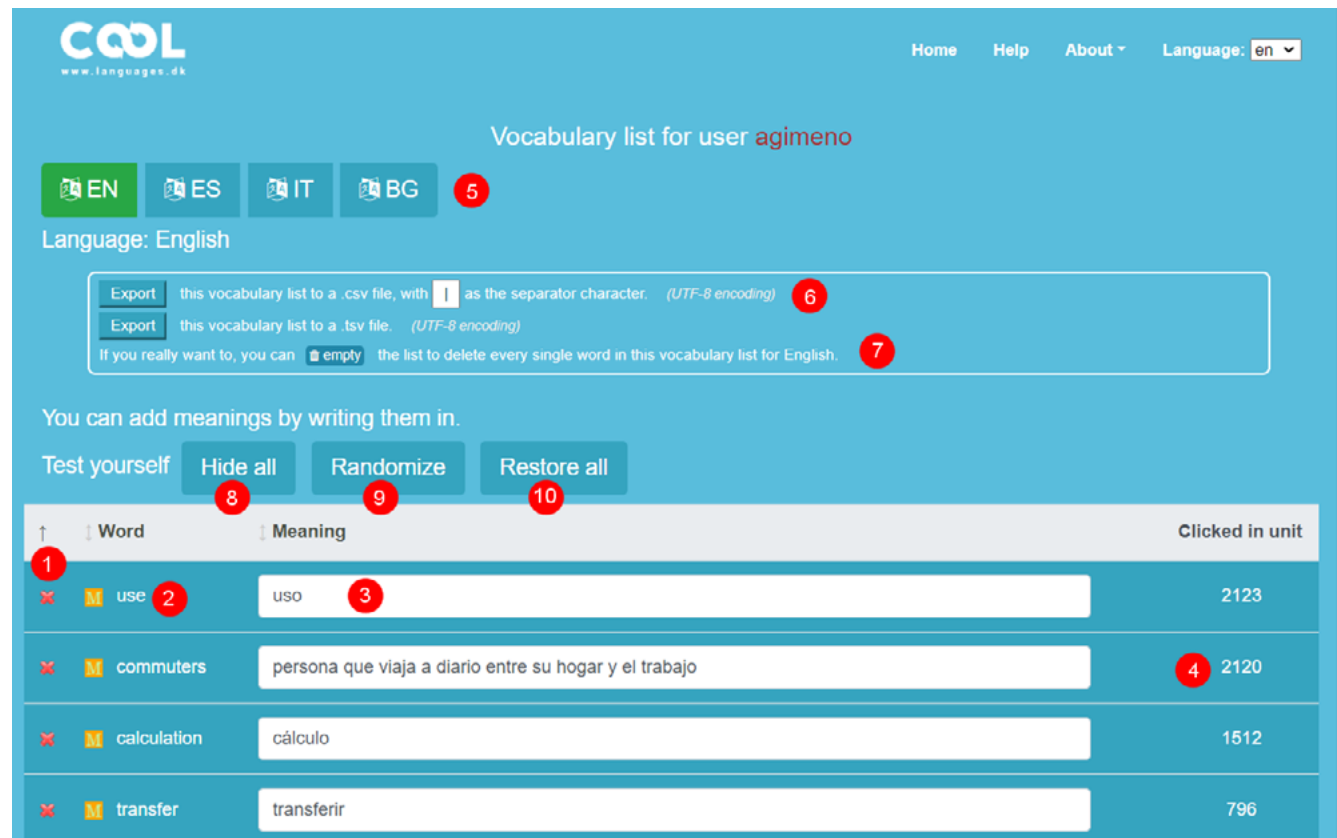


Figure 65. The recorded vocabulary database

translation of the word, or even a personal note that will help you understand and remember the word.

4. In this column, you can see which unit you were using. You can go back to that unit by clicking on the unit number.

5. Here you have a record of which languages you looked up. If you hover over the language with your mouse, you can see the number of words you looked up.

6. Here you can choose to 'export' the vocabulary list to your computer. There are two options to choose from: a .csv file or as a .tsv file (more about this further on).

7. Here you can delete words one by one to refine your list.

Vocabulary list for user **agimeno**

Language: English

Export this vocabulary list to a .csv file, with **1** as the separator character. (UTF-8 encoding) **6**

Export this vocabulary list to a .tsv file. (UTF-8 encoding)

If you really want to, you can **empty** the list to delete every single word in this vocabulary list for English. **7**

You can add meanings by writing them in.

Test yourself **8** Hide all **9** Randomize **9** Restore all **10**

| Word                           | Meaning                                                | Clicked in unit |
|--------------------------------|--------------------------------------------------------|-----------------|
| <b>1</b> <b>2</b> use <b>2</b> | uso <b>3</b>                                           | 2123            |
| <b>4</b> commuters             | persona que viaja a diario entre su hogar y el trabajo | <b>4</b> 2120   |
| calculation                    | cálculo                                                | 1512            |
| transfer                       | transferir                                             | 796             |

**Figure 65. The recorded vocabulary database**

The 'Test Yourself' tools:

8. 'Hide all' is the function to hide all the meanings in the vocabulary list you have added. This feature allows students to

hide meanings and then try and remember what they were. It provides an invaluable memory exercise tool to help recycle language, similar to flashcards.

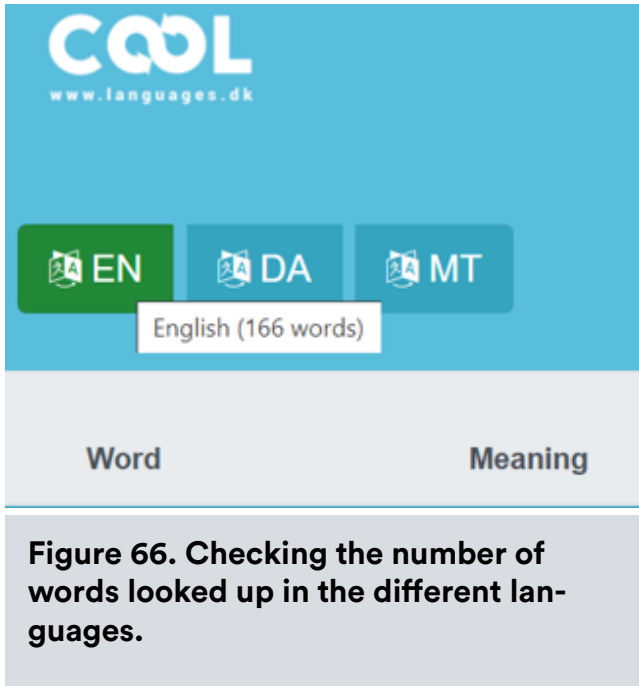


Figure 66. Checking the number of words looked up in the different languages.

9. Another different function is 'Randomise'. This will jumble the order of the meanings and create a 'drag-and-drop' exercise. Once the words are randomised, the student can drag the meanings to the word they think it matches. If the answer is correct, the meaning will stay next to the word. If it is not, the meaning will bounce back to its original randomised place.

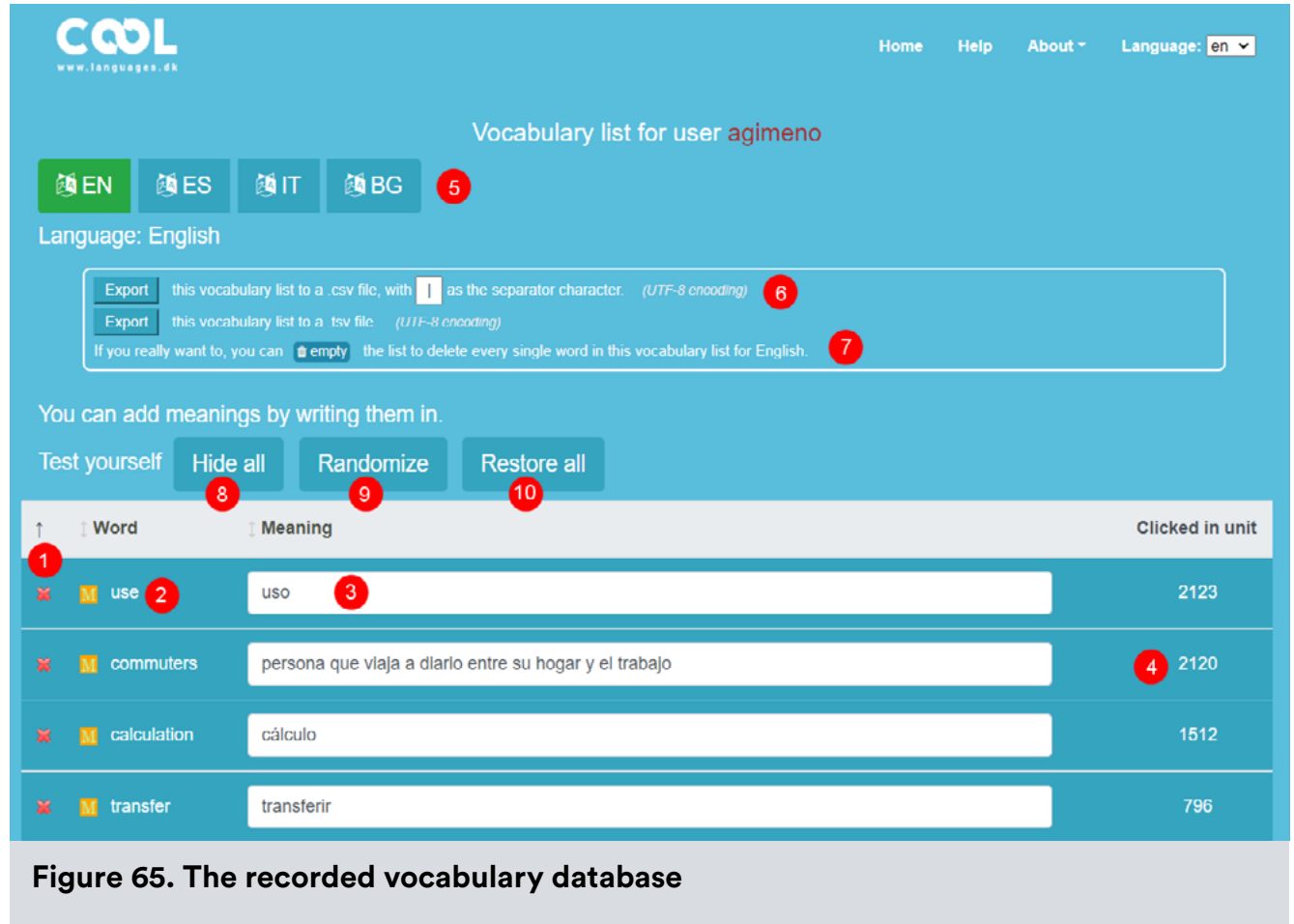


Figure 65. The recorded vocabulary database

'Reveal all' is the button to click on when you want to restore the meanings into field '3' to check the meanings in (8) above (the flashcard function). You can also choose to reveal words individually.

In order to make use of the Test Yourself interactive tools, learners should make an entry beside the words in their vocabulary list. Apart from that, writing down the meaning in field (3) is a very important step in vocab-

ulary acquisition. The student does not only look up the word, but processes it, and can make personalised notes about it. These notes can be very specific to what the learner wishes to remember, or what they think is important, for example:

‘This is a verb but can also be a noun.’

Or, for example, in the word “knight”, ‘The “k” isn’t pronounced.’

or ‘It uses this preposition (e.g., for) with it’.

These tools help learners become engaged in their own learning. Learners can also expand more on their notes when they revisit the site to recycle vocabulary, allowing deeper processing. Clicking on the dictionary in (2) will open up a Multidict page as in Figure 67. Here you

The screenshot shows the LEO dictionary interface for the word "access". At the top, there is a search bar with "access" entered. Below it, there are dropdown menus for "From" (English (en)) and "To" (Deutsch (de)). The main content area displays several entries for "access" with their German translations and grammatical information. A "Verben" section lists various verb forms and their German equivalents. On the right side, there is a "Wörterbuchnavigation" section with links to other dictionaries and forums.

Figure 67. Re-accessing the Multidict dictionary from the Recorded Vocabulary database.

can choose other dictionaries if you want to refine the meaning.



## 2.8.2. Exporting the vocabulary list

Some students might want to download and keep a copy of their vocabulary list. You can export the vocabulary list in 2 different ways as indicated in the diagram below. The first option is to export the list as a .csv file. This can then be opened in Excel. When you download the file, you might be asked what you want to open it with.

Click on 'More apps' and scroll down until you find Excel. You can also tick:

'Always use this app to open .csv files' (Fig. 68).

The file will now open in Excel. Note that every word is followed by a | symbol (Fig. 69).

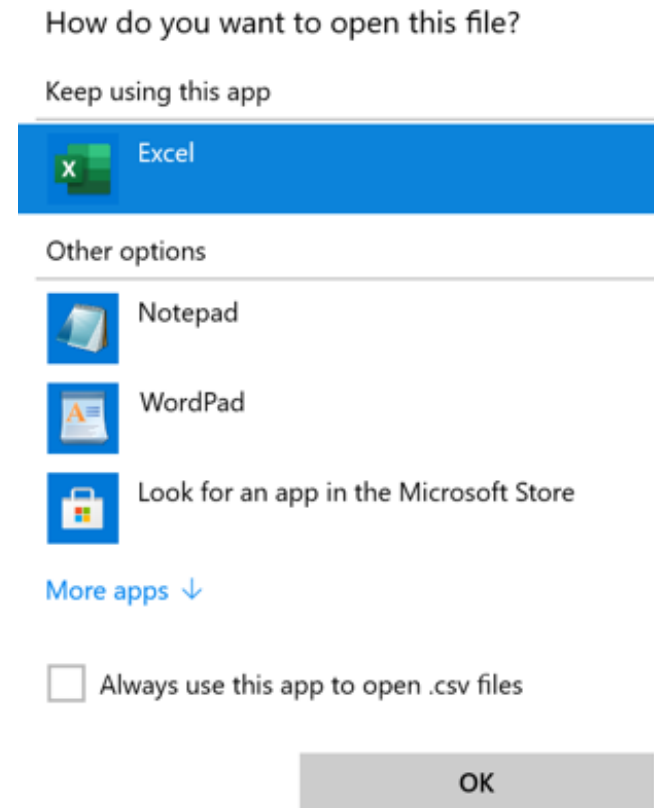


Figure 68. Choosing the application to open the .csv file with.

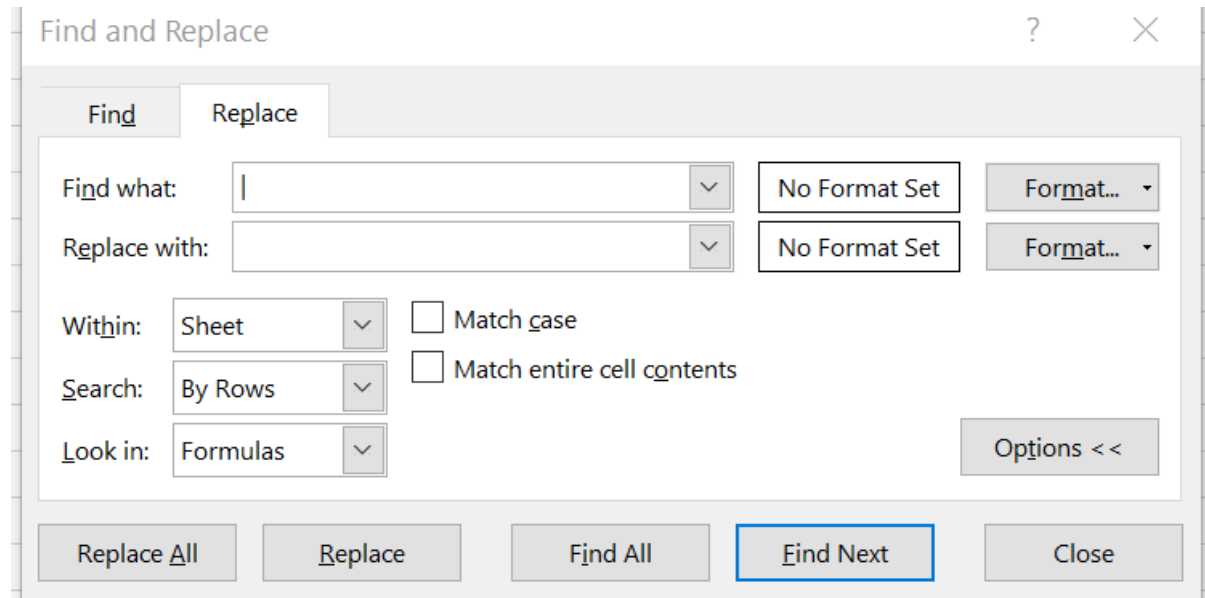
|   | A         |  |
|---|-----------|--|
| 1 | access    |  |
| 2 | Adapted   |  |
| 3 | Adorn     |  |
| 4 | advice    |  |
| 5 | affairs   |  |
| 6 | alignment |  |
| 7 | Altar     |  |

Figure 69. The vocabulary list exported as a .csv file.

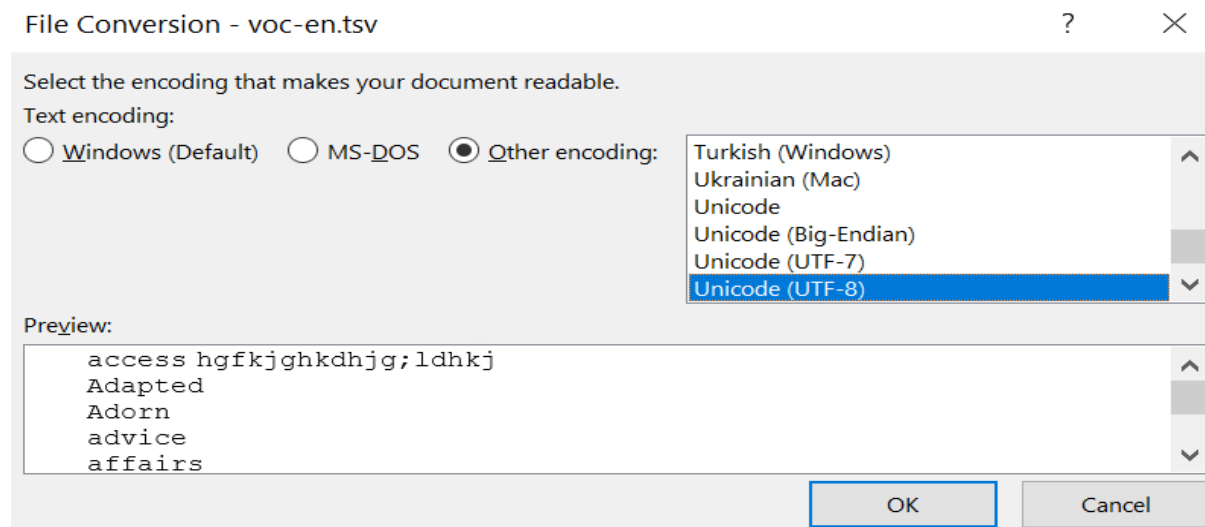
> **Tip:** To remove the slashes, on the Home tab in the sheet, go to Find and Replace (**Fig. 70**). Simply type in a | in the 'Find' field and leave the 'Replace' field empty. Click on Replace All and all the slashes will disappear.

The second option is to export the list as a .tsv file. This can then be opened in Word. Once again, you might be asked what file you want to open the .tsv file with. Click on 'More apps' and select Word.

If you are asked to select the encoding that makes your file readable (**Fig. 71**), choose Unicode (UTF-8). This will make the file open as a Word Document.



**Figure 70. Removing the | from the exported .csv file.**



**Figure 71. File conversion from .tsv to .xls (Excel).**

### 2.8.3. List of words clicked on – for teachers & authors of units

An author of a unit might want to check which words are being clicked on. For example, a teacher has written a unit for their students and wants to know which words are being clicked on by the students. This could be to check the text level with regard to their students, or even to create opportunities to recycle vocabulary which is still problematic or unknown.

CliiStore provides this information in the 'Information' section of the unit. The unit information button is found at the top right-hand corner of each unit.

Here the teacher can see which words have been clicked on, apart from other information about the unit (**Fig. 73**).

#### Details for unit 8090

Title: **COOL - Ma**

Owner: [etimalta](#)

Short url: <http://cliistore>.

Summary:

Language notes:

Language: [en](#)

CEFR level: [C1](#) (45)

Word count: 2473

Media: none

Created: 2020-01-03 14:03:01 UT

Changed: 2021-01-27 09:19:54 UT

Licence:  [Creative Commons BY-SA](#)

Views: 65

Clicks on words: 5 - [List of clicked words](#)

Likes: 1

[Raw unit \(unwordlinked\)](#) ⇒ [Google translated](#)

**Ownership transfer**

Offer to transfer ownership of this unit to user

**Offer**



Figure 72. The unit information button.

Figure 73. Unit information with list of clicked

Clicking on the link 'List of clicked words' opens up the list of words (Fig. 74).

The author also has the option to 'reset' the counter to track new words which are being clicked on. For example, if a teacher has a unit which was read by one class, they might have made a note of which words were clicked on. Before setting the task for another class, the teacher might reset the counter, to see which new words the second class have clicked on.

## 2.9. Portfolios

Clilstore allows students to create presentation portfolios based on their learning activity within the OER. These portfolios promote learner autonomy and allow students to build a

Clilstore Unit 8090

### Words clicked in Clilstore unit 8090

COOL - Malta The Lost Atlantis

Created: 2020-01-03

Total clicks on words: 5

| Clicks | New | Word    | Last time  |
|--------|-----|---------|------------|
| 2      | 2   | empire  | 2020-03-01 |
| 2      | 2   | lost    | 2021-01-27 |
| 1      | 1   | indeed  | 2020-03-01 |
| 5      | 5   | ·Total· | 2021-01-27 |

The 'New' column shows the number of clicks since the 'New' counter was last reset by the owner of the unit [Reset now](#)

Clilstore Unit 8090

Figure 74. List of clicked words in unit.

repository of their work and self-assess their learning progress.

The Clilstore Presentation Portfolio may be used in conjunction with an evaluation interview between the student and the teacher, where the student shows the teacher how much progress they have made during

a particular period or within a specific area. The student can write notes, ideas or complete tasks based on the learning units they have worked with and save them in the portfolio for the teacher to see. For example, they can link pictures, audio files, answers to assignments. It is up to the learner to choose areas of development and work

on them. Students can create a portfolio folder for each subject and give their teacher (or more than one teacher) access to that portfolio to share their work. The main benefit of using a portfolio is that students can gather all their work in one place, which makes it easier for the teacher to follow-up on progress and provide appropriate feedback in a subsequent face-to-face interview.

### 2.9.1. Using the portfolio

To start using the portfolio, choose a unit from the Clilstore database and open it. We will guide you through this section as a 'Student' who is about to start using portfolios. You should therefore ideally be in Student Mode, not Teacher Mode.

At the top right-hand corner of

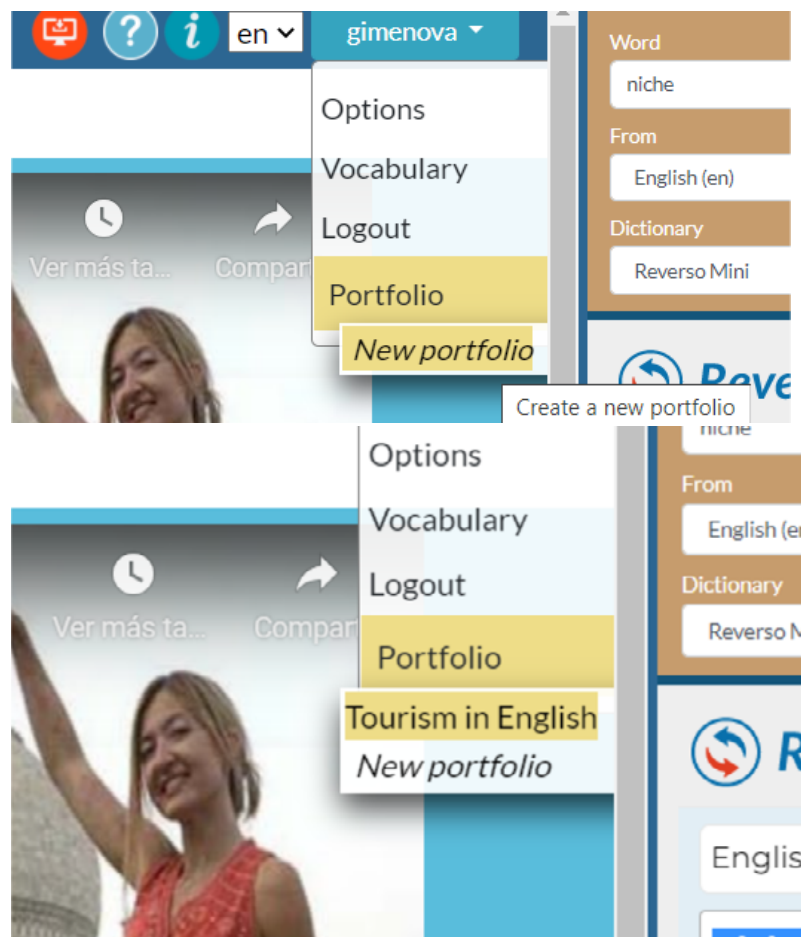


Figure 75. Creating a new portfolio.

Figure 76. Selecting an existing portfolio

every unit (near the record vocabulary function, the edit button, and the information button and language), click on the username. A drop-down menu appears. Select 'portfolio' and click on it (Fig. 75).

You will then be given the option to add a unit to an existing portfolio or to add it to a new portfolio (Fig. 76).

If you wish to open a new portfolio, click on 'New portfolio' and then on 'Create a new portfolio' (Fig. 77). You will be taken to a page where you can name the new portfolio and even invite a teacher to view it (Fig. 78).

You are accordingly taken to the existing portfolio you have selected or the new one you have just created. Since you have just added this particular unit to your portfolio, it appears in 'edit mode'. This allows you to start adding information to the unit in the portfolio, move it up in the list of units in that portfolio, or even delete it.

If you decide to move the unit to another portfolio, click on the icon under the unit number and select the portfolio you wish it to be in (Fig. 79).

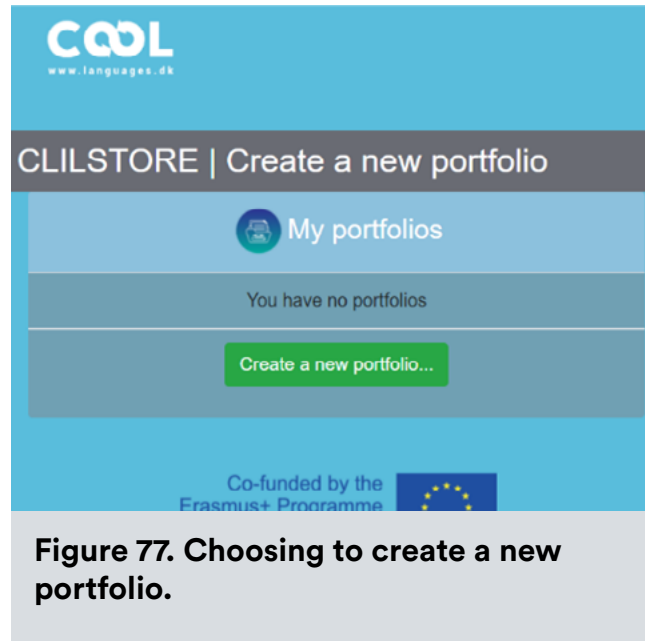


Figure 77. Choosing to create a new portfolio.

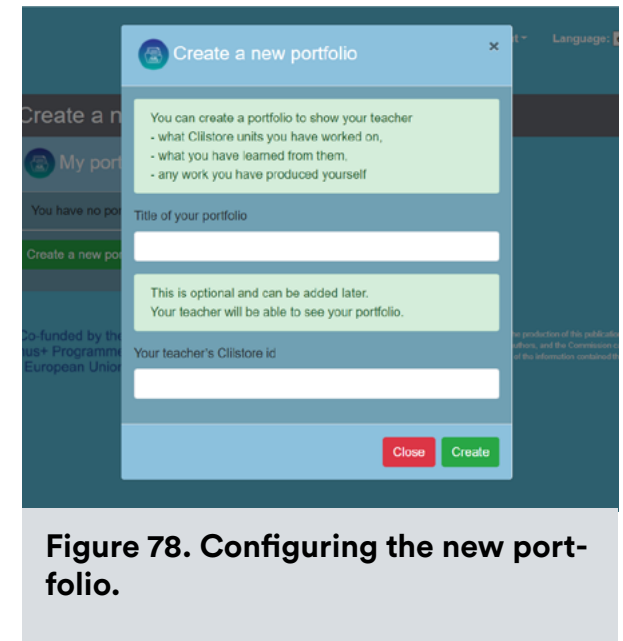


Figure 78. Configuring the new portfolio.

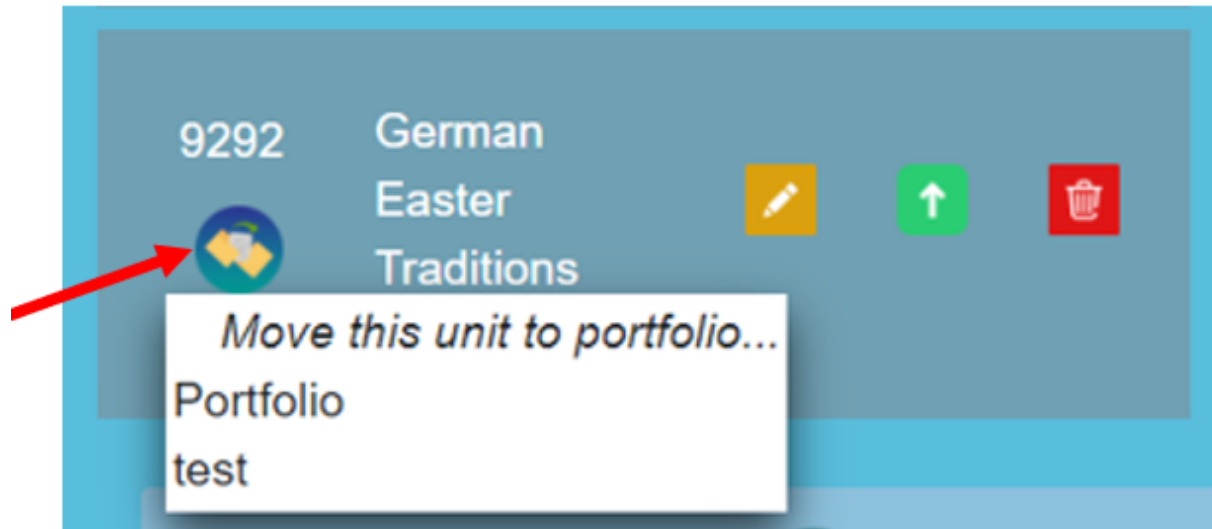


Figure 79. Moving a unit to another portfolio.

The numbered sections in Figure 80 provide the following useful information and functions:

**1. The unit number:** Clicking on this will take you directly to the original unit.

**2. The unit title:** The title is also a link to the Clilstore unit. If you click on it, you will go back to the unit.

**3. Editing Tools:** In order to start editing a unit's portfolio record in the 'What I have learned' and 'Links to My Work' sections, you first need to click on the edit icon near the Unit title. This opens up these two columns for editing.

These 3 tools give you basic control over the portfolio. The Edit button makes the portfolio 'editable', so that you can open

The screenshot shows the CLILSTORE interface for a portfolio owned by user 'agimeno'. The main title is 'El portafolios de Ana de español'. The interface is divided into several sections:

- Clilstore unit:** Contains the unit number '187' (1), the unit title '¿Cómo se hace la paella valenciana?' (2), and an edit icon (3).
- What I have learned:** Contains two items: 'He aprendido el imperativo.' (4) and 'He aprendido vocabulario relacionado con la alimentación.' (5). There is also an 'Add an item' button (5).
- Links to my work:** Contains a link 'La paella valenciana, paso a paso.' (6), a 'My work' input field (7), and a 'URL' input field (8).
- Sharing:** Shows a list of teachers who can view the portfolio, including 'crisnavarro (Cristina Navarro)'. There is an 'Add a teacher' field with 'userid' (9).
- My portfolios:** Shows a list of portfolios, including 'El portafolios de Ana de español' (active portfolio) and 'Ana's English portfolio'. There is a 'Promote' button (10) and a 'Create a new portfolio...' button (10).

Figure 80. The portfolio page and tools.

up the portfolio and add to or amend the other columns. The Delete button will delete the whole unit and any linked work

from the portfolio. This could be when you have finished with a unit and have no use for it anymore. The middle buttons (two

arrows pointing upward and downward) allow you to move your units and linked portfolio records up or down in your portfolio, according to when you are working on them.

**4. What I have learned:** Here you can write, in your own words, what you feel you have learnt from this unit. The maximum number of characters you can enter here is 250. Each time you finish a ‘Can Do’, another field (5) opens up, allowing you to add another item if you so wish.

The Edit, Move Down and Delete tools are also available here for you to edit a comment or delete it, or to move it down in your list of ‘Can Dos’.

When you click on the ‘edit’ button, it opens up for editing the

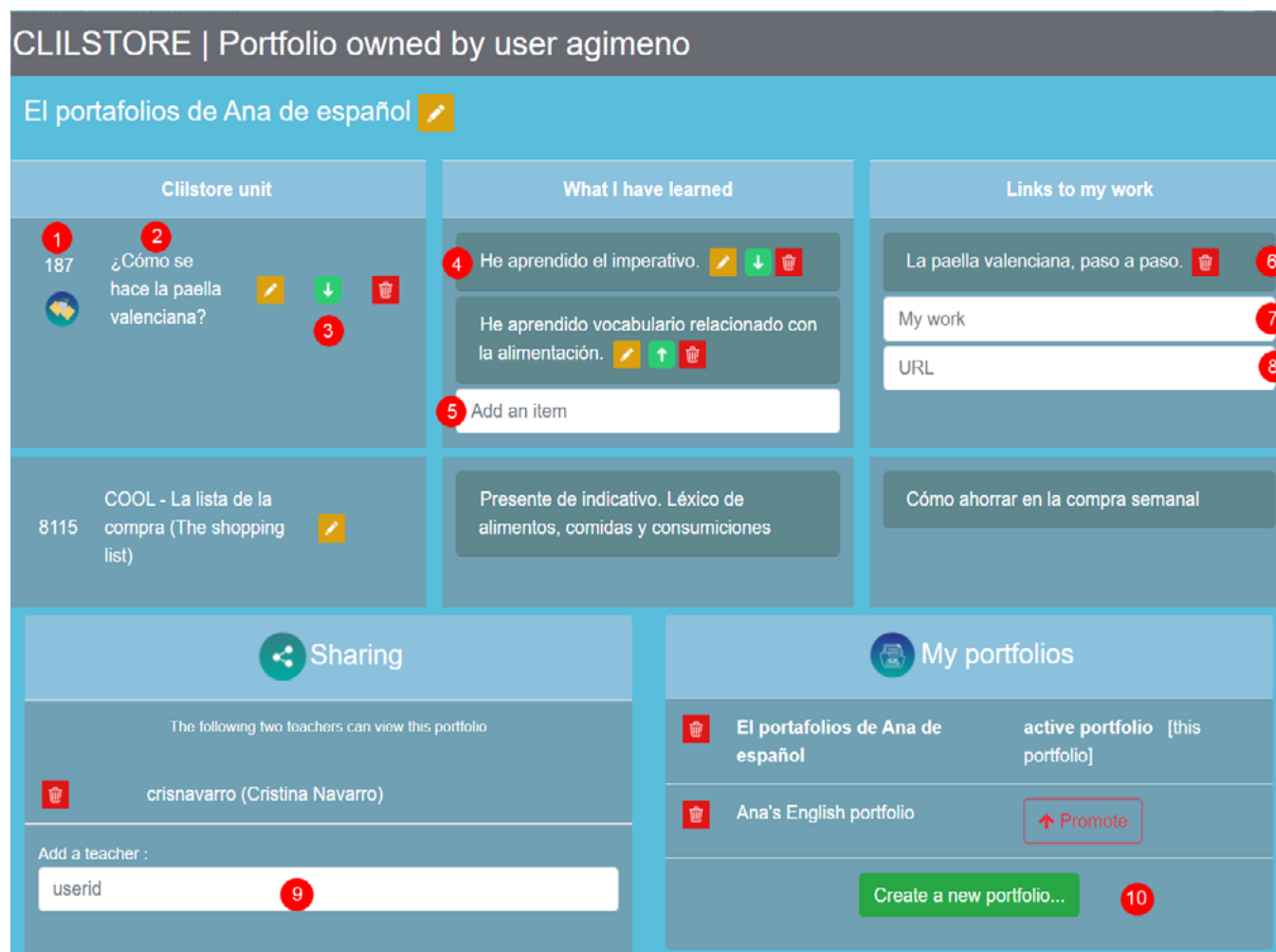


Figure 80. The portfolio page and tools.

comment you have clicked next to, as shown in Figure 81. When you have finished editing your comment, click on the

‘save’ icon, which replaced the ‘edit’ button when you clicked on it to start editing the text.

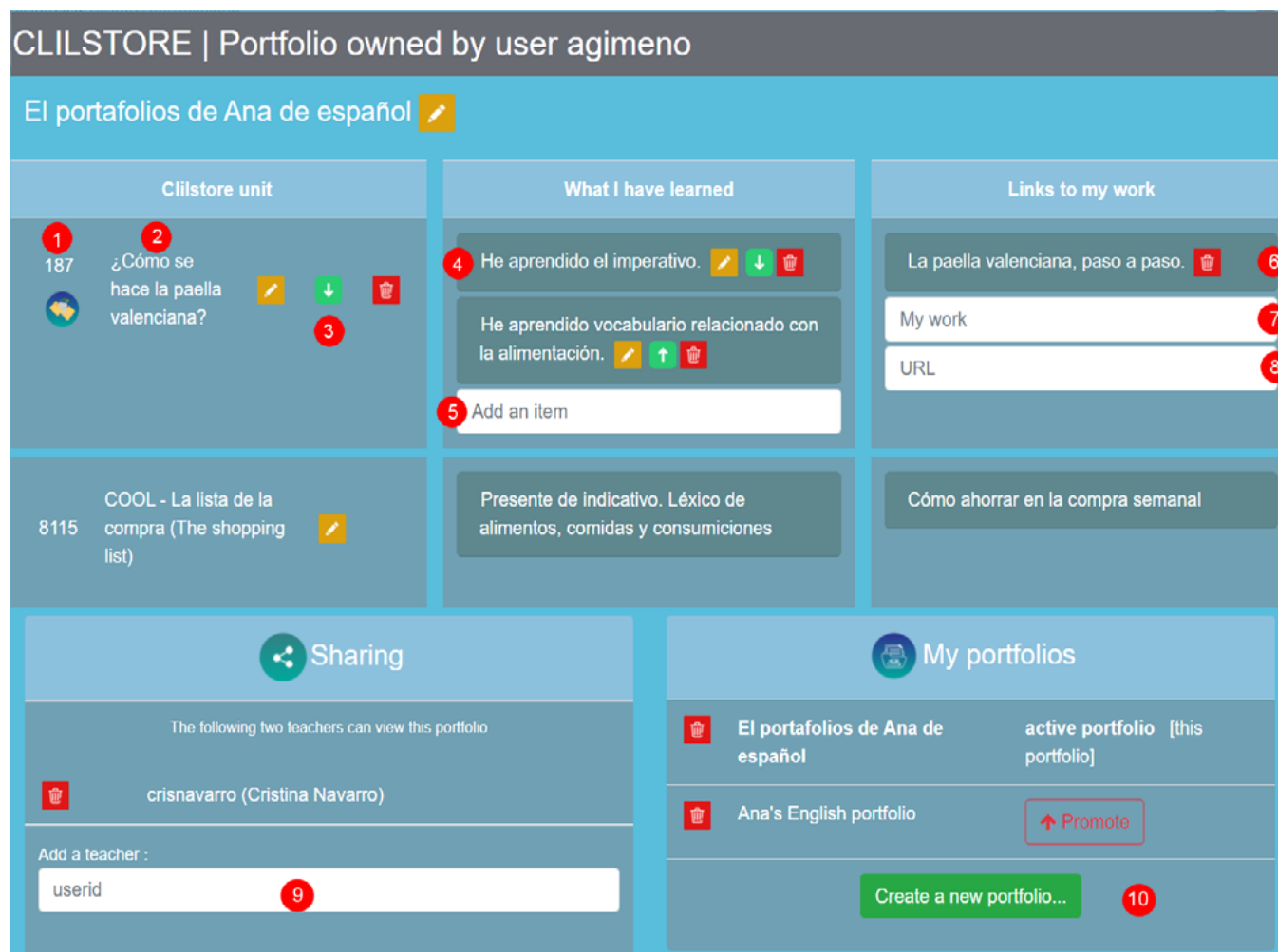


**5. Add an item:** You can add more items to ‘What I have learned’ from here. (Remember the 250-character limit!)

**6. Links to my work:** Here you can add links to any work which you feel shows your learning journey and progress linked to the unit.

**7. Adding a description of your work:** This is what you actually see when you are creating the link to your work (item 6, **Fig. 80**). Here, give a title or short description of what your work is about. Once again, the maximum number of characters you can insert is 250.

**8. Adding a link to your work:** In this field, where it says ‘URL’, paste the web address of the work you have uploaded online. Your work needs to be online,



**Figure 80. The portfolio page and tools.**

and not stored on your personal computer. When you have done this, click on ‘enter’ on your keyboard, and the description and

link appear as they do in item 6, Figure 80.

**9. Add a teacher:** Here you will need to know the Clilstore User ID of the teacher you would like to share your portfolio with. You can add more than one teacher to a portfolio.

### 10. Create a new portfolio:

This function is extremely useful if students have more than one teacher with whom they are using Clilstore and portfolios, e.g., the French teacher and the English teacher. You (the student) might have one Portfolio (A) for your work on English units. You can then also open up another Portfolio (B), within which you keep track of other portfolios you are working on in French.

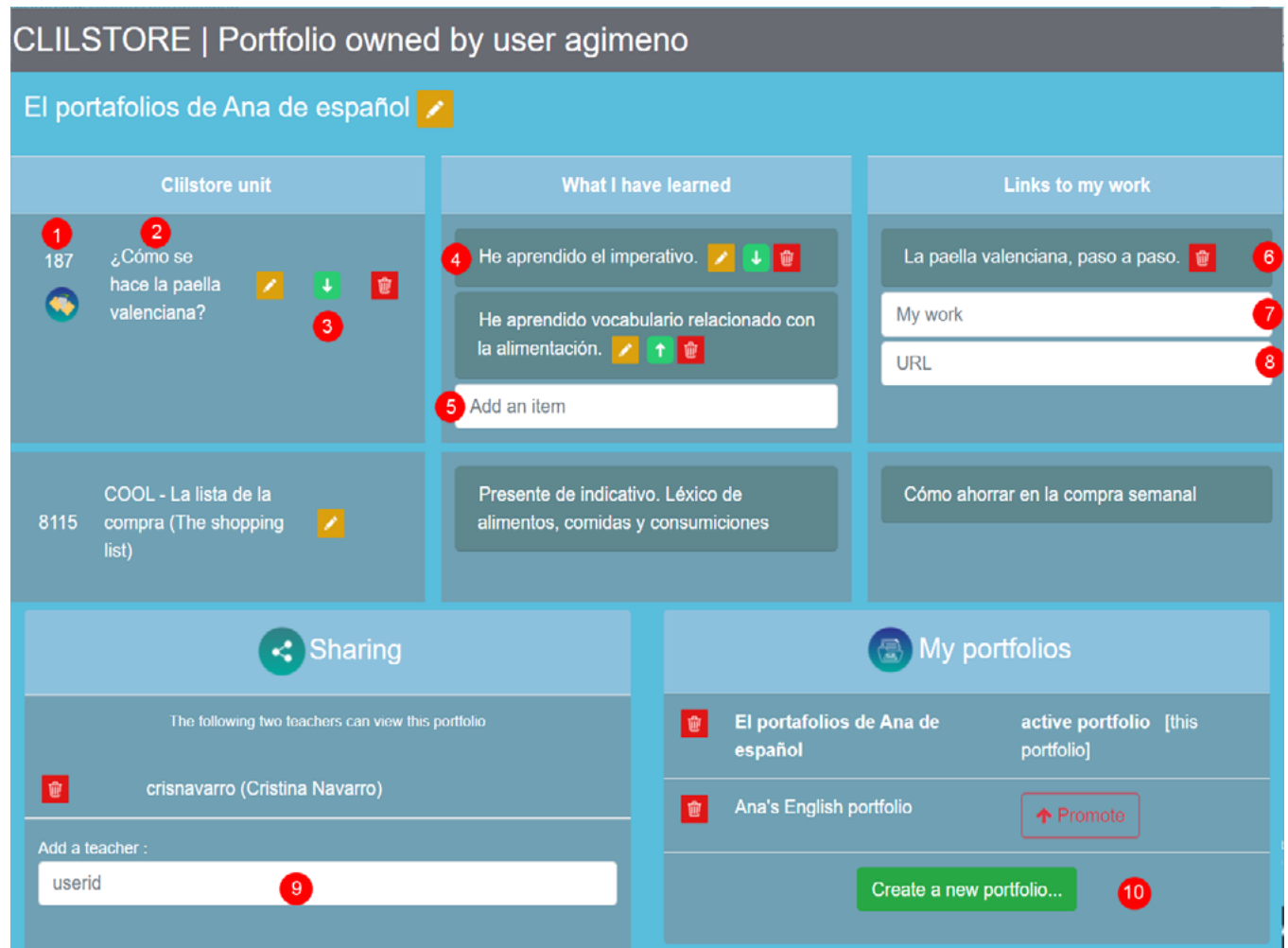


Figure 80. The portfolio page and tools.

When you click on 'Create a new portfolio' (10), a window opens up asking you to give it a title and also asking you whether you want to give the teacher's User

ID at this point (Fig. 82). You can, however, add the teacher's User ID later.

In Figure 83, you can see how you can manage different portfolios. Think of each portfolio as a filing cabinet, in which you are

going to place all the units and your progress for a certain class or teacher. In another portfolio, you would put the units for another class or teacher.

The main portfolios can be moved up or down by clicking 'Promote'. This makes the folder you promote the active folder, where you can see all the units you have placed in that portfolio. When a portfolio is active, you can add the user ID of any teacher you wish to share that portfolio with.

Every time you click on 'Create a new portfolio', a new portfolio is added to the list. You can have as many portfolios as you wish. You can exit the portfolio page by clicking on one of the links to the units in your portfolio, or by clicking on 'Home' at the top of the screen.

The screenshot displays the CLILSTORE interface for a portfolio titled 'El portafolios de Ana de español'. The interface is organized into several sections:

- Unidad Clilstore:** A list of units with their IDs and titles.
  - Unit 187: '¿Cómo se hace la paella valenciana?' (1)
  - Unit 8325: 'COOL - La lista de la compra [actividades]' (2)
  - Unit 8115: 'COOL - La lista de la compra (The shopping list)' (3)
  - Unit 8402: 'COOL - Las Médulas - Ruina Montium' (4)
- Lo que he aprendido:** A section for learning progress.
  - Item 4: 'He aprendido el imperativo.'
  - Item 5: 'He aprendido vocabulario relacionado con la alimentación.'
  - Item 6: 'Vocabulaio de las comidas y bebidas.'
  - Item 7: 'Presente de indicativo. Léxico de alimentos, comidas y consumiciones.'
  - Item 8: 'Añadir ítem' (input field)
- Enlaces a mi trabajo:** A section for work links.
  - Item 6: 'La paella valenciana, paso a paso.'
  - Item 7: 'Mi trabajo' (input field)
  - Item 8: 'URL' (input field)
  - Item 10: 'Cómo ahorrar en la compra semanal'
- Compartido con:** A section for sharing the portfolio with other users.
  - Header: 'Los/Las siguientes profesores/as pueden ver el portafolios'
  - User 1: 'aglmeno (Ana Gimeno)'
  - User 2: 'crisnavarro (Cristina Navarro)'
  - Input field: 'Añadir profesora/a: Nombre de usuario' (9)
- Mi/s portafolios:** A section for managing the user's own portfolios.
  - Item 1: 'El portafolios de Ana de español' (Portafolios activo [Este portafolios])
  - Item 2: 'Ana's English portfolio' (Activar button)
  - Item 10: 'Crear un nuevo portafolios...' (button)

FIGURA 80. El portafolios y sus herramientas.

You can also click on 'Clilstore' at the top of the page to go to the Clilstore main page (Fig. 84).

Whenever you want to view or access your portfolios, click on your dashboard (the drop-down menu under your username), and select 'Portfolios'.

You will then be taken to the Portfolio(s) page. Once a user has set up their portfolio(s), these will be visible on the Portfolio page. The Portfolio page is also accessible from within a unit.

If you have more than one portfolio, just click on 'Promote' in the Portfolio page to move it up to the active portfolio (Fig. 83), to access the units there.

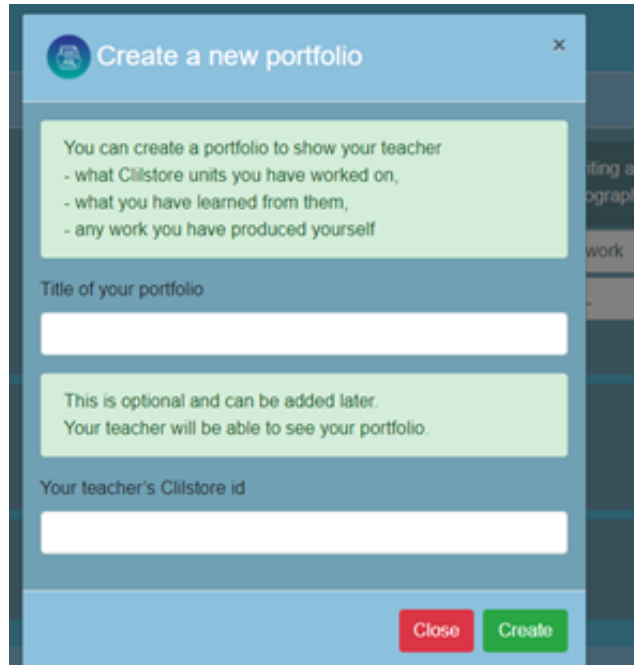


Figure 82. Setting up a new portfolio.



Figure 81. Editing and saving an item in 'What I have learned'.

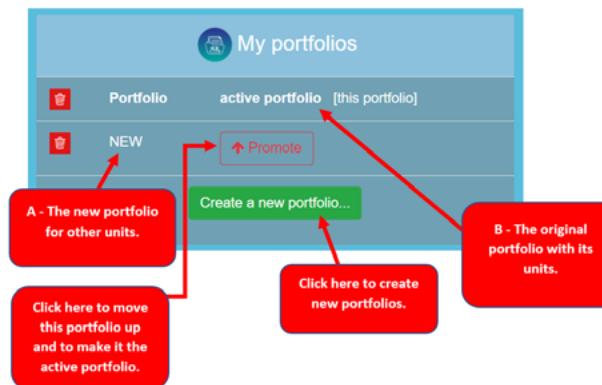


Figure 83. Creating multiple portfolios.

## 2.9.2. Teachers' access to portfolios

Teachers benefit from access to student portfolios as explained earlier in this section. Keeping portfolios promotes learner autonomy and encourages learning awareness, with teacher-student interaction afterwards as agreed upon by teacher and students. In Teacher Mode, a teacher can click on Portfolios in the entry page drop-down menu and there they can see all the portfolios their students have invited them to.

> Tip: If a teacher wants to see their students' portfolios, they have to log in as 'Teacher' and go to the Clilstore 'Home Page' (<https://Clilstore.eu/Clilstore/>), which opens up when you enter Clilstore.

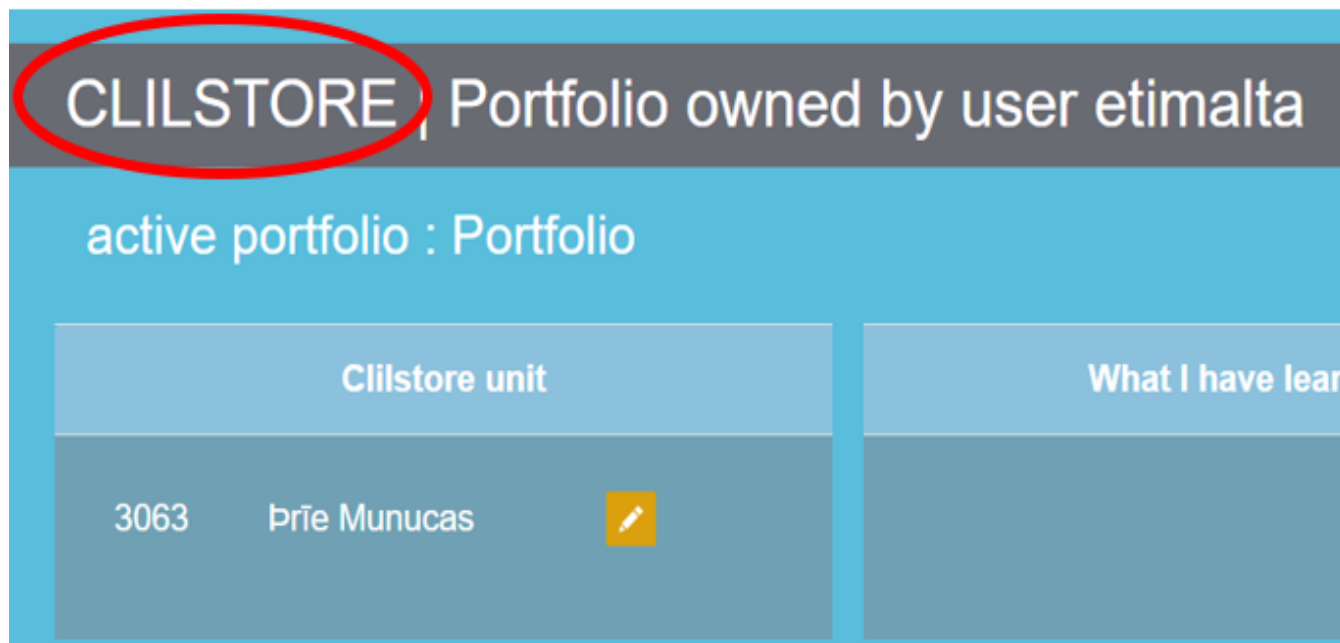


Figure 84. Returning to the Clilstore main page.

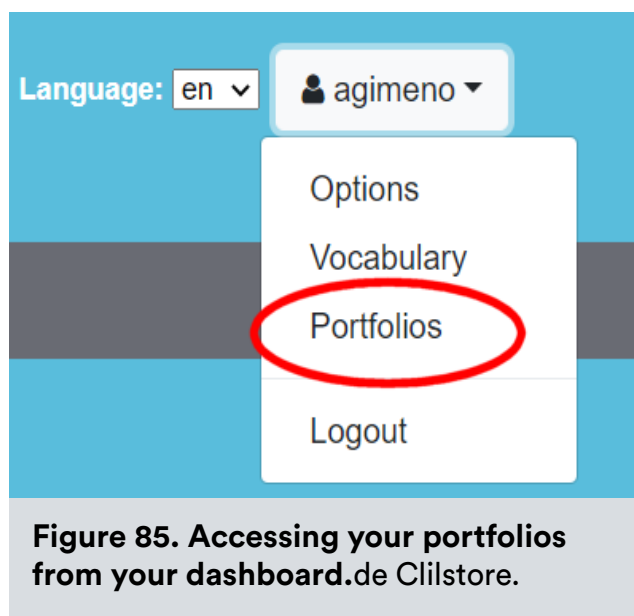


Figure 85. Accessing your portfolios from your dashboard.de Clilstore.

From there, teachers can select Portfolios to see all the portfolios their students have shared with them (Fig. 86).

It is only the students who can offer access to their portfolios and it is only from the Clilstore Home page that the teacher can select 'Portfolios' to see the shared portfolios.

However, a teacher who is learning a language might want to set up their own portfolio besides their students' portfolios. This is done very simply, through the Portfolio function WITHIN a unit, in the same way that students add to existing portfolios and create new portfolios.

> **Tip:** If a teacher wants to see all portfolios, their students' AND their own, they simply have to invite themselves to view their own portfolio, using their User ID and then share it with themselves. Otherwise, on the Teacher's drop-down menu on the main page, they will only see their students' portfolios.

If teachers want to keep their own portfolios separate from their students', they can choose not to share it with themselves. In this way, only their students'

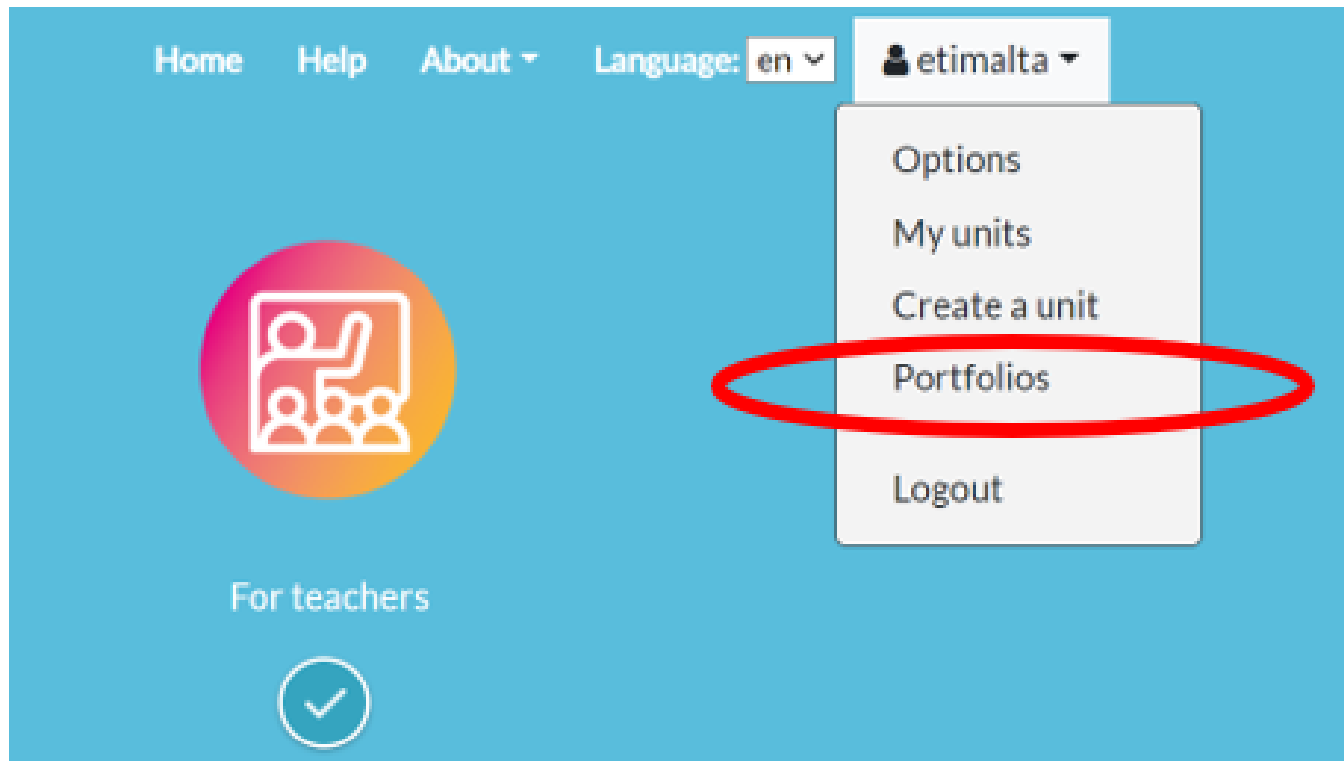


Figure 86. Accessing student portfolios in Teacher Mode.

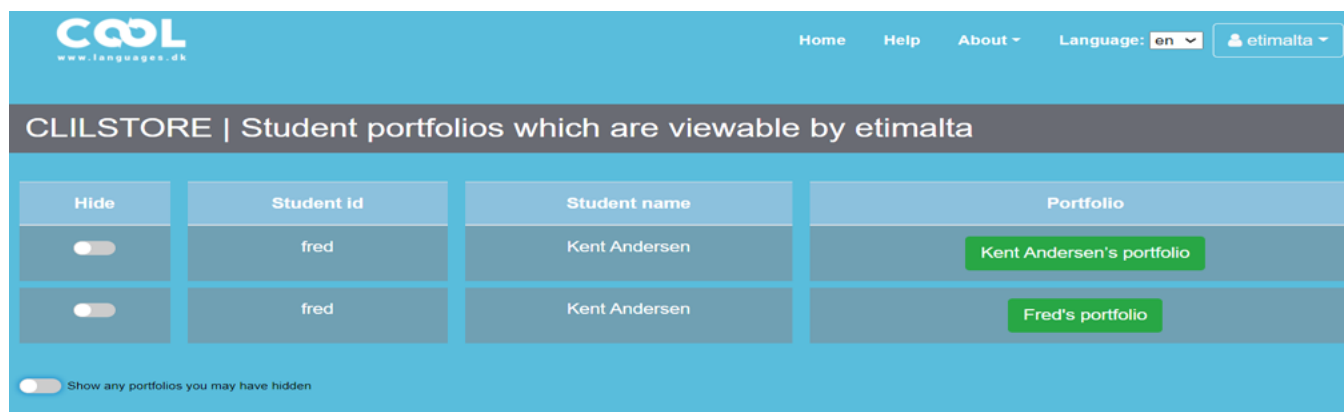


Figure 87. Student portfolios viewable by teacher 'etimalta'.

portfolios are visible from the User drop-down menu on the Clilstore Home page.

The teacher can then access their own portfolios (and their recorded vocabulary if they wish to make use of this as well) through the user drop-down menu WITHIN a unit (**Fig. 76**).

Alternatively, a very quick way for a teacher to see their own portfolios, if they have set them up, and their own recorded vocabulary, is to switch from Teacher mode to Student mode, as they are considered 'Students' in this case (**Fig. 88**).

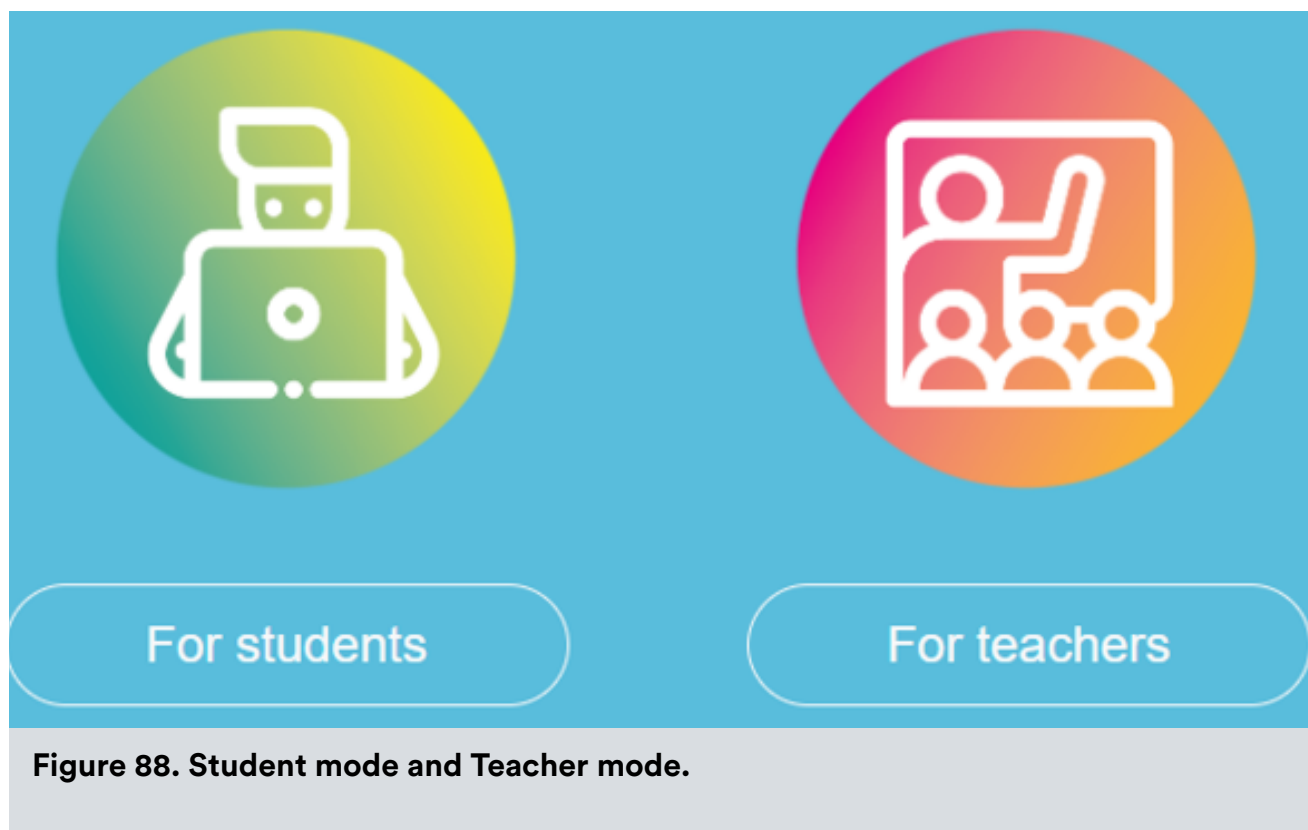


Figure 88. Student mode and Teacher mode.

## CHAPTER 3: EVALUATION

### 3.1. Background

Massler (2011) has described how CLIL assessment is different from traditional assessment. Since the CLIL lesson has a dual focus, attention needs to be given to evaluating both language and content. CLIL teachers can use assessment and feedback to both encourage learners to work on developing their understanding of the subject content, and to direct them to appropriate and accurate language use.

Assessment of a range of criteria is more useful than focus on a single aspect of learning, and this is made easier if a rubric is used. A rubric is a grid listing the criteria to be assessed in rows, divided into columns for each

grade. In each cell, there are descriptors, which quantify what the learner has to do to achieve the grade.

If the same grid is to be used with a class for several different tasks, or for a series of evaluations over the course of a longer project, then it could make sense to show progression left to right, from a poor effort to excellent work. It would then be easy for students to see how to improve their work for the next evaluation.

### 3.2. CLIL assessment in practice

#### 3.2.1. Sample grids for assessment

Below are some examples of assessment rubrics for specific areas of development. These have been adapted from English through Science (Alberich, 2009).



## CONTENT

| Criteria                                                       | 4- excellent                                                           | 3- good                                                              | 2- satisfactory                                           | 1 - unsatisfactory                                                    |
|----------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------------------|
| Use of topic-specific vocabulary in written work               | All new words used appropriately in simple sentences                   | 15 new words used appropriately in simple sentences                  | 10 new words used appropriately in simple sentences       | Fewer than 5 new words used appropriately in simple sentences         |
| Identification of relevant information from different websites | Relevant information identified from at least three different websites | Relevant information identified from at least two different websites | Relevant information identified from at least one website | More than one website accessed but no relevant information identified |

## COOPERATION

| Criteria                             | 4- excellent                                                                                                                                 | 3- good                                                                                                                               | 2- satisfactory                                                                                                                          | 1 - unsatisfactory                                                                         |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Ability to cooperate in a group task | Student consistently performs well as a group member, showing initiative, organising task completion, and supporting all other group members | Student often performs well as a group member, showing initiative, organising task completion, and supporting all other group members | Student performs well as a group member at times, showing initiative, organising task completion, and supporting all other group members | Student acknowledges membership of the group but does little to help achieve group success |

## CREATIVITY

| Criteria                                                                        | 4- excellent                                                                                  | 3- good                                                                                     | 2- satisfactory                                                                            | 1 - unsatisfactory                                                 |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| Originality in preparation and execution of diagrams and other visual materials | Student has at least three original design ideas and is able to prepare the resulting visuals | Student has at least two original design ideas and is able to prepare the resulting visuals | Student has at least one original design ideas and is able to prepare the resulting visual | Student makes some contribution to designing and preparing visuals |

Note that in the following 2 grids progression is marked from ‘Beginning 1’ to ‘Excellent 4’. This is recommended for contexts where the teacher is trying to introduce and establish good practice in the use of a particular presentation method, PowerPoint in this case. It allows students to see what they should do to improve in the subsequent evaluation.

## COMPETENCE (A)

| POWERPOINT SLIDES     | Beginning 1                                         | Developing 2                                                  | Accomplished 3                                               | Excellent 4                            |
|-----------------------|-----------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------|----------------------------------------|
| Order of slides       | Little thought given to organisation                | Some organisation evident but difficult to follow             | Organisation poor but development of presentation is obvious | Clear organisation, easy to follow     |
| Pictures and graphics | Small and very difficult to decipher and understand | Clearly visible but difficult to understand                   | Visible with effort but easy to understand                   | Clearly visible and easy to understand |
| Text slides           | Too small to read                                   | Clear text but content difficult to understand                | Too small to read comfortably but content easy to understand | Text clear and easy to understand      |
| Content of slides     | Not all topics were covered                         | Some topics were covered                                      | Most topics were covered                                     | All topics were covered                |
| *Handling of slides   | Clumsy manipulation throughout                      | Delays in removal of past slide and delivery of current slide | Hesitant changes between slides                              | Smooth and timely transition           |

## COMPETENCE (B)

| POWERPOINT DELIVERY                       | Beginning 1                                              | Developing 2                                                           | Accomplished 3                                              | Excellent 4                                                          |
|-------------------------------------------|----------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------|----------------------------------------------------------------------|
| Slides relevant to spoken content         | Slides did not fit with the spoken content               | Only a few of the slides matched spoken content                        | Only a small amount of spoken content did not match a slide | Spoken content matched the slides                                    |
| Language                                  | Many problems with accuracy of pronunciation and grammar | Some problems with accuracy of pronunciation and grammar               | A few problems with accuracy of pronunciation and grammar   | Pronunciation and grammar excellent                                  |
| *Use of bridging language                 | Change of slide referenced but without clarification     | Next slide/section introduced but current slide/section not summarised | Current slide/section summarised and next introduced.       | Well-chosen and varied bridging language linking all slides/sections |
| Communicative skills                      | Oral delivery was read from a written text               | Most of the oral delivery was read from a written text                 | Some of the oral delivery was read from a written text      | The oral delivery was prepared but not read from written text        |
| Sharing of delivery between group members | Only one member spoke                                    | One member spoke most of the time                                      | One member spoke considerably more than the others          | Group members shared delivery of the presentation equally            |

## CHAPTER 4: HELP VIDEOS

This Guidebook will certainly be useful to Visual learners, but past experience in teaching has taught us all that the Aural learners and Kinesthetic learners might benefit from a different approach when learning; in this case, learning how Clilstore works.

To cater for these learners, we have prepared interactive help videos in each of these languages: Danish (da), English (en), Irish (ga), Italian (it), and Spanish (es)

### 4.1. Overview help video

First, watch a video which gives a quick overview of what is involved in creating a Clilstore unit. Then, watch the following help videos listed in this section, which give you a more detailed idea of the different areas and functions on the Clilstore page.

### 4.2. The help function

If you access 'Help' from the top right set of tools in Clilstore, you will be taken straight to the help videos (**Fig. 89**).

The Help function is available on the Home page and also on pages such as 'Create a Unit'. When you open a unit, the Help function appears as an icon .



When the Help page loads, it will default to the language the interface is in. However, the videos, as we mentioned before, are only currently available in 5 languages: da, en, ga, it, and es.

If the user is using another language in Clilstore, e.g., German (de) or French (fr), the help videos will appear in English (en).



Figure 89. The Help function.

Alternatively, there are five options to access the help videos.

Just click on the links below to go straight to the help videos in these languages:

English:

<https://languages.dk/help/en>

Danish:

<https://languages.dk/help/da>

Irish:

<https://languages.dk/help/ga>

Italian:

<https://languages.dk/help/it>

Spanish: <https://languages.dk/help/es>



Figure 90. The Clilstore entry page help videos.

### 4.3. The entry page help videos

When you click on the Help function in English, you will see an interactive rendering of the Entry Page. The various parts which are related to a help video are ringed in red. Help videos in other languages will show the equivalent in that language.

Click on any of these red-ringed areas and the help video associated with that area will appear, with an explanatory commentary. When you select a help area, you will see a black box appearing around it which shows that you have selected that help video.

The screenshot shows the COOL website interface. At the top left is the COOL logo with the URL www.languages.dk. The top right navigation bar includes 'Home', 'Help', 'About', 'Language: en', and a user profile 'fred'. A dropdown menu is open under 'fred', showing 'Options', 'Vocabulary', 'Portfolios', and 'Logout'. Below the navigation are two main buttons: 'For students' (with a checkmark) and 'For teachers'. A search bar is labeled 'Search for teaching units'. Below the search bar are filters for 'Language' (English (en)), 'Level' (ALL, A1, A2, B1, B2, C1, C2), 'Owner' (All), and 'Media'. There are also buttons for 'Show 10 units' and 'Show/Hide Columns'. A table of teaching units is displayed below the filters. The table has columns for Unit, Owner, Language, Level, Media, Title, and Likes. The row for Unit 8813, titled 'Jay Walker on the world's English mania', is highlighted with a red ring.

| Unit | Owner      | Language | Level | Media | Title                                   | Likes |
|------|------------|----------|-------|-------|-----------------------------------------|-------|
| 8885 | etimalta   | English  | B1    |       | CLILSTORE as a prop - Synonyms          | 0     |
| 8843 | etimalta   | English  | B1    |       | A video about CLIL                      | 1     |
| 8829 | annie      | English  | A2    |       | Household chores                        | 1     |
| 8828 | anaviciano | English  | A1    |       | My first application with App Inventor  | 1     |
| 8820 | Mohagir    | English  | B1    |       | The characteristics of living things    | 2     |
| 8813 | fred       | English  | B1    |       | Jay Walker on the world's English mania | 2     |
| 8791 | 175        | English  | A1    |       | Metric and imperial                     | 1     |

Figure 91. The student interface help videos.

#### 4.4. The student interface help videos

Clicking on 'For Students' opens up another interactive page where the student interface help videos appear. Once again, the red-ringed areas relate to their help videos. If teachers are introducing their students to Clilstore, it would be useful for them to access these videos. These help videos are also useful to the new-comer teachers to Clilstore, who need to familiarise themselves with the Search, Language, Level, Owner and Media fields.

If you find the videos rather small, you can click on 'fullscreen' at the bottom right of the video player. This will enlarge the video size so that it fills your screen. To minimise the video after you have watched it, just click Escape ('Esc') on your keyboard.

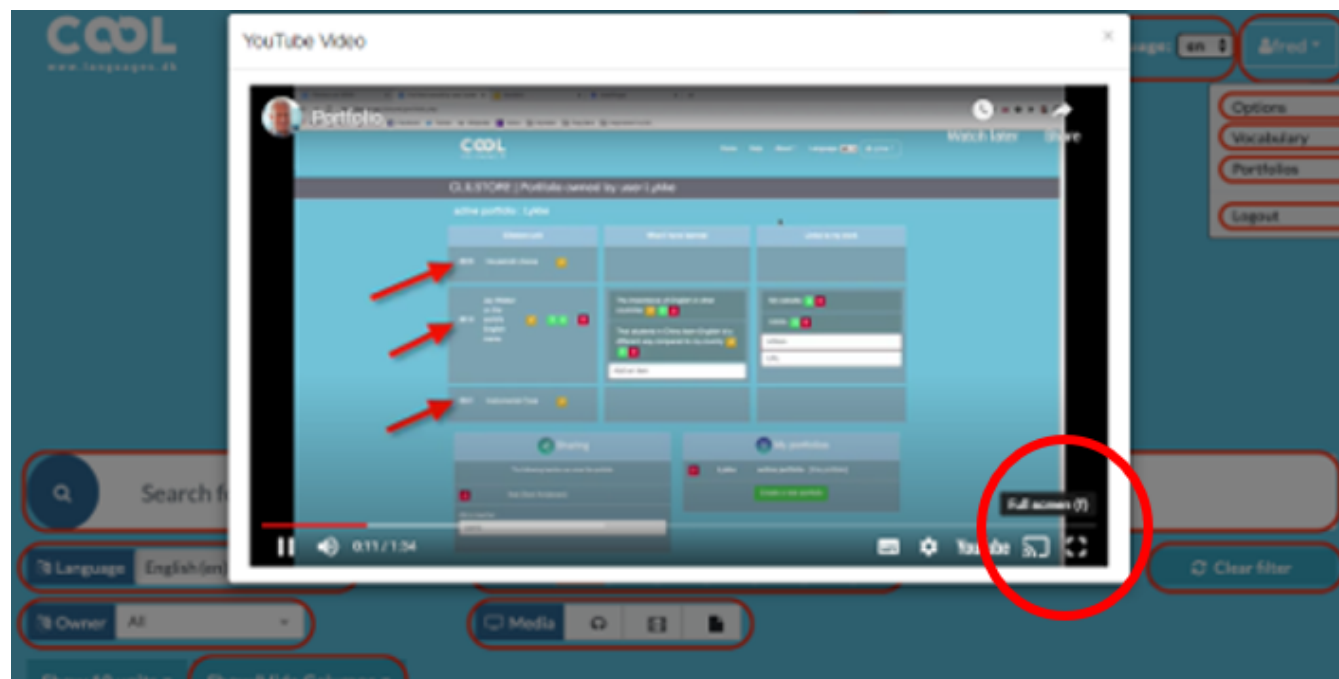


Figure 92. The Fullscreen function at the bottom right of the video.



## 4.5. The teacher interface help videos

Clicking on the 'For teachers' help videos opens up a slightly different interactive help screen. Some of the items are identical to the students' help video interface. However, since teachers are generally authors of materials as well, there is additional information about editing and deleting units (Fig. 93).

The screenshot shows the COOL teacher interface. At the top, there is a navigation bar with 'Home', 'Help', 'About', 'Language: en', and a user profile 'fred'. Below this, there are two main buttons: 'For students' (highlighted with a red box) and 'For teachers' (with a checkmark). A search bar contains the word 'world'. Below the search bar, there are filters for 'Language', 'Level' (ALL, A1, A2, B1, B2, C1, C2), 'Owner', and 'Media'. A toggle switch for 'Include test units by other authors' is also visible. The main content is a table of units with columns for Unit, Owner, Language, Level, Media, Title, and Likes. The unit 'Jay Walker on the world's English mania' is highlighted with a red box, and its 'Likes' column shows a toggle switch that is currently turned on (green).

| Unit | Owner           | Language | Level | Media | Title                                   | Likes |
|------|-----------------|----------|-------|-------|-----------------------------------------|-------|
| 9062 | GuthanNanEilean | Ελληνικά | A2    |       | Το Κέντρο ημέρας Craigard               | 0     |
| 9033 | Máster DLA UPV  | English  | B1    |       | When is a pandemic over?                | 0     |
| 9008 | master dla      | English  | B1    |       | 24 hours on Earth- in one image         | 0     |
| 8989 | GuthanNanEilean | Deutsch  | B2    |       | Schnellboot nach St Kilda               | 0     |
| 8813 | fred            | English  | B1    |       | Jay Walker on the world's English mania | 4     |
| 8629 | MissAgnes       | English  | A1    |       | The biggest animal in the world.        | 1     |

Figure 93. The teacher interface help videos.

## CHAPTER 5: EXEMPLARY CLILSTORE UNITS

### 5.1. The Clilstore database

Clilstore already has a database of existing learning units in various different languages that have been created by the OER's extensive community of practice which comprises educators, students and content creators from all of the main educational sectors.

Registered users of Clilstore are free to design and publish learning units according to their own requirements and style. The Clilstore administrators do not make judgements about the content of units unless they contain inappropriate material. When you click on Unit Information (the



#### Details for unit 8885

Title: **CLILSTORE as a prop - Synonyms**

Owner: [etimalta](#)

Short url: <http://clilstore.eu/cs/8885>

Summary: Prop - a list of synonyms taken from the online Collins thesaurus

#### Language notes:

Language: [en](#)

CEFR level: [B1](#) (25)

Word count: 43

Media: none

Created: 2020-10-17 15:23:34 UT

Changed: 2020-10-17 15:32:58 UT

Licence:  [Creative Commons BY-SA](#)

Views: 44

Clicks on words: 7 - [List of clicked words](#)

Likes: 0

[Raw unit](#) (unwordlinked) ⇒ [Google translated](#)

#### Report abuse

Tell us if you think this unit contains copyright or inappropriate material and should be removed

Clilstore Unit 8885

button at the top right-hand of every unit), you can see all the information about the unit. You can also report abuse if you think the unit has inappropriate material or infringes copyright (Fig. 94).

#### 5.1.1. The 'like' button

Each learning unit features a 'Like' button. This is only accessible once a user has logged in. Clicking on it will produce a 'like'. If you click again, this removes the 'like' (Fig. 95).

Figure 94. Unit information with the 'report abuse' function.

This allows peer-endorsement of units and indicates to other users how popular a unit is. The ‘likes’ are visible in the main page of the database, in the last column and, as such, can be used as a filter option when searching for units to use.

### 5.1.2. Keeping the database free of clutter

Another way of de-cluttering the database from unfinished units is this:

If you are still testing Clilstore and getting used to it, do not ‘Publish’ the unit, but save it as a ‘Test unit’. In section 2.7.3, we discussed all the areas on the ‘create a unit’ page.

This saves your unit but it is not visible on the database page to users who are searching. The

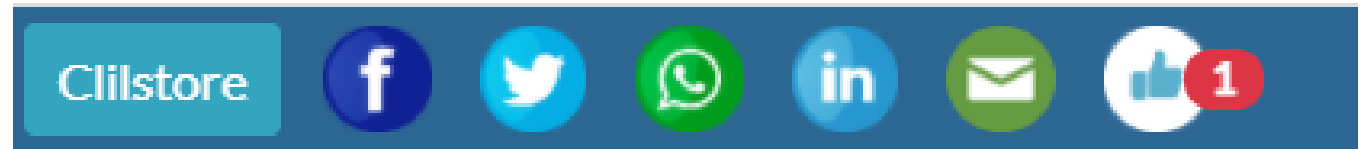


Figure 95. The ‘like’ button.



Figure 97. The short URL link with the unit number.

unit is still created, and will still have a unit number, should you wish to send it to your students to trial it out. It is simply invisible on the database. This unit number and link is visible at the bottom of every saved unit (Fig. 97).

This short URL which is found at the bottom of every unit, whether published or simply a test, identifies this particular unit so that we can copy it onto any Virtual Learning Environment (VLE), social network or website so that

our learners can access the materials.

## 5.2. Exemplary units showcasing the 5 Cs in different languages

As part of the project, each of the international teams working on the project created 20 exemplary units in their own language. In total there are 120 exemplary units in English, Danish, Italian, Spanish, Irish and Scottish Gaelic. To see them, you can go directly to <https://languages.dk/#NewUnits>.

These units have been constructed to show how the 5 Cs (Content, Communication, Cognition, Competences, and Community) have been integrated into the unit lesson plan to create a holistic 5C Clilstore unit.

Once you open a link, each of the units indicates a particular learner level (A1-C2). A summary

The screenshot shows the Clilstore website interface. The main content area displays the title 'Haunted Houses in Malta A' and a large image of a dark, multi-story building with a prominent tower, set against a night sky with bare trees in the foreground. Below the image is a navigation bar with links: Clilstore, Haunted Houses in Malta B, Ghost Stories from Malta, Malta Most Haunted, Local Ghost Stories, Villa Sans Souci, and More Stories. The URL at the bottom is https://clilstore.eu/7917. To the right, a WordReference.com dictionary entry for 'ghost' is visible, showing the word in English and Spanish, along with its principal translations: 'fantasma' and 'espectro'.

The screenshot shows the Clilstore website interface for the 'Haunted Houses in Malta A' unit. The main content area features a cloze test passage with several blank spaces for students to fill in. A 'Task' box is overlaid on the text, asking students to ask their partner questions to fill in the cloze passage and explain the meaning of the words they do not understand. The passage text includes: 'The apparition of \_\_\_\_\_ immediately following \_\_\_\_\_ as part of the reconstruction work by \_\_\_\_\_ occurred during the years \_\_\_\_\_ men working near a \_\_\_\_\_ was a man-of-war and \_\_\_\_\_ use of \_\_\_\_\_ the men's work and his apparitions became more frequent once work there became more regular. The workmen also noticed the similarity between \_\_\_\_\_ a portrait of \_\_\_\_\_ by Favray which still hangs in the President's Palace in Valletta. When \_\_\_\_\_ was opened with the permission of the Archbishop, Captain Brockman, who was leading the work, found it had been \_\_\_\_\_. The altar and the \_\_\_\_\_ were all wrecked. When the \_\_\_\_\_ were said, the \_\_\_\_\_ appearing. However, he came back. When investigations were once again carried out it was discovered that the \_\_\_\_\_ only to be \_\_\_\_\_. This was in \_\_\_\_\_.' Below the passage is a navigation bar with links: Clilstore, Haunted Houses in Malta B, Ghost Stories from Malta, Malta Most Haunted, Local Ghost Stories, Villa Sans Souci, and More Stories. The URL at the bottom is https://clilstore.eu/7917. To the right, a WordReference.com dictionary entry for 'haunted' is visible, showing the word in English and Spanish, along with its principal translations: 'encantado/a'.

of the unit's content is provided, along with a description of how the unit addresses the 5 main areas of CLIL. You can then visit the actual unit in Clilstore via a link to the that unit.

For the purpose of this Guide-book, we have selected 5 units and included a table illustrating how each of the 5 Cs are developed.

Choose any of the titles below which interest you and browse through the exemplary units to get an idea of how a 5C Clilstore unit is designed

### 5.2.1. Exemplary units in English

You can access the whole list of units in English here [https://languages.dk/english\\_units.html](https://languages.dk/english_units.html).

The screenshot shows a Clilstore interface for a unit titled "Haunted Houses in Malta A". The main content area displays a map of Malta with five numbered points (1-5) and corresponding text boxes. A "Task" overlay is centered on the map, instructing the user to "Ask your partner to help you piece and understand the story." To the right, a dictionary window is open, showing the search results for the word "haunted" in English and Spanish. The dictionary includes the word's pronunciation, principal translations, and example sentences.

This is a taste of what you will find. The three images below are from a unit called “Haunted Houses in Malta” (<https://clilstore.eu/cs/7917>).

In this unit learners work in pairs. It is an information gap type of activity where Learner A and Learner B have to cooperate and provide information so that the other can gain all the details they need in order to complete

the exercises. The initial page includes five exercises, two of which have been embedded from an external programme. In addition, six buttons have been included with links to five websites where the learners can continue reading about haunted houses in Malta and further explore the topic. In terms of CLIL, this unit would be suitable, for example, for students with an upper-intermediate level of

| Unit No. | Title                   | Level  | Description                                                                                                                                                                                                              | Content                                                   | Communication                                                                                                         | Cognition                                                                                | Competences                                                       | Community                                              |
|----------|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------|
| 7917     | Haunted Houses in Malta | B1+/B2 | This is a set of activities that are split between learners working on Haunted Houses in Malta A and others on Haunted Houses in Malta B. Cooperation between the two groups is vital if they are to complete the tasks. | Stories about haunted houses and a hidden history lesson. | Mutual dictation exercise making use of Multidict functions.                                                          | Learners have to repeat input, paraphrase stories and demonstrate new language to peers. | Giving instructions, spelling, explaining vocabulary at B2 level. | Haunted houses as a common community topic.            |
|          |                         |        |                                                                                                                                                                                                                          |                                                           | Helping partners to understand the story. Jigsaw reading and use of expert group. Peer to peer teaching and learning. | Learners then have to distinguish and assemble different parts of a story.               | Teaching skills.                                                  | Historical input and information about Heritage sites. |

English taking a course in tourism and hospitality.

In this table, each of the 5 Cs is described, together with an explanation of what its aim is and the language level it has been designed for.

We now invite you to go to the project website at [languages.dk](http://languages.dk) and browse through the units targeting English for various subjects. Remember you can use the filters to find suitable CLIL units.

### 5.3. A sample task-based lesson in Clilstore

Apart from the exemplary units mentioned in the previous section, we have chosen a particular unit which uses a problem-solving approach, a tried and tested approach in teaching and learning. Problem-solving is the act of defining a problem; determining the cause of the problem; identifying, prioritizing, and selecting alternatives for a solution; and implementing a solution. This approach engages the learner in focusing on solving the problem, while language is learnt through the process of attempting to solve the problem.

There is also an emphasis on the Content in this unit, Communication, various Cognitive Skills being applied, and Competenc-

The screenshot shows a Clilstore unit titled "Sampling Methods". The main content is a video player with a video titled "How do we select from the population what goes into our sample?". The video shows a diagram with two concentric circles: an outer circle labeled "Population" and an inner circle labeled "Sample". Below the video is a transcript of the audio content. To the right of the video is a WordReference.com dictionary interface for the word "gonna". The dictionary shows the word "gonna" with its pronunciation in UK and US, and its principal translations in English and Spanish. The Spanish translation is "ir a vi + prep contraction".

0:00 So far I've talked to you about populations and samples  
0:04 now we're gonna talk about how we choose what goes into our samples  
0:08 and that is the question, how do we select from the population,  
0:11 what goes into our sample; and now, before I start talking about different sampling  
0:16 methods I'm gonna talk about different ways of  
0:18 representing population sample sizes. Basically if you see a capital N  
0:23 that means I'm talking about the size of the population and if you see a lower  
0:27 case n  
0:28 that means I'm talking about the size of a sample and I'm gonna give you an

Figure 98. Sample problem-solving task-based Clilstore unit.

es. Community is also tackled through the way the problem and task are linked to a real-life Community situation.

Open up Clilstore ([clilstore.eu](https://clilstore.eu)) and click on the Student inter-

face. Select English from the “Language” pull-down menu. Then search for “design methods” in the “Search” field. A unit called “Design Methods” should appear. Now click on the title to go to that unit.

This unit is intended for students doing industrial design. If you click on “Unit info”, that is, the ‘i’ icon, you will see a summary which tells us that:

*This activity has been designed to help students become aware of the different “Types of Survey Sampling Techniques” and “Sampling Methods”. First, they are asked to carry out some warm-up activities and after that watch two YouTube videos.*

It also tells us that the activity can be used to practise question formation in the target language, i.e., English.

Now go back to the unit by clicking on the unit identification button (Unit 2120) and read the text carefully. Click on the word “commuters”, for instance, on line 1.

> Tip 1: Remember, to open up a monolingual English dictionary, make sure that the language pairs selected are from English to English.

> Tip 2: In the drop-down menu, we can see all the dictionaries that are available, including a pronunciation dictionary called “Howjsay”. This is an excellent dictionary to hear the correct pronunciation of a word.

This unit describes a group activity. In Stage 1, students have to get into groups of 3 or 4 to solve a problem. Once they have completed the task, the students can access an additional website which will open up in a new window by clicking on the button that says “Choosing a sample”. Students can now read through the full text and self-assess themselves to see if they have

responded correctly to the task.

In Stage 2, the students are asked to watch two YouTube videos that have been embedded into two separate Clilstore units, together with automatic captions with the entire script:

- Types of Survey Sampling Techniques (<https://Clilstore.eu/cs/2123>)
- Sampling methods (<https://Clilstore.eu/cs/2124>)

After that, they should carry out the last task.

These are the features that characterise the materials:

Name: Design methods  
Subject: Statistics  
Language: English  
Level: B1



- 1. Aims of lesson:** students will become aware of the different types of survey sampling techniques and sampling methods.
- 2. Language aims:** to practise question formation in English.
- 3. Language support:** Clilstore (Multidict and Wordlink) and online exercises focusing on question formation.
- 4. Procedure and methods:** Students log on to Clilstore and go to Unit 2120. The lesson is divided into 2 stages. In stage 1, first a problem is put forward (learners are asked to imagine they have to design a type of rucksack for cyclists) and students have to brainstorm ideas. In groups, they carry out 2 warm-up activities. After that, students are asked to reorder a text that talks

about “sampling methods”. Still in groups, they then have to reconsider the initial task by taking into account the input from the text. Next, they have to watch two videos illustrating different sampling techniques and methods in order to carry out the last task, i.e., forming a focus group to validate the design of the rucksack-type bag for commuters on bicycle. Lastly, they have to choose a sampling method for the class and identify appropriate subjects for the survey.

- 5. Assessment:** Self-assessment by comparing with the text on the website provided and comparing answers with peers.

## CHAPTER 6: TROUBLESHOOTING

When starting to use a new tool, it is only normal to come across doubts. This is why we have prepared the following Frequently Asked Questions (FAQs). They are not intended for you to read them from beginning to end, but simply to have a reference point when using Clistore and its integral elements, Wordlink and Multidict, for the first time. The FAQs have been organised by topic.

### 6.1. Logging in

**1. I've signed up and I am logged in as a teacher. How do I start to create a unit?** . At the top right-hand corner of the screen, you will see your username. Click on it, and a Dropdown menu appears. Click on Create a Unit to start authoring.

**2. I want to change my password. Can I do this?** Yes. At the top right-hand corner of the screen, you will see your username. Click on it, and then click on My Options in the Dropdown menu. You can change your password there.

**3. I've forgotten my password. How can I recover it?** If you click on Log In and you have forgotten your Password, there is an option to retrieve it. Make sure you

check your Spam or Junk folder in case the email is sent directly there.

**4. I'm logged in, but I don't seem to have the functions I usually have. Why?** Check whether you have ticked 'For students' or 'For Teachers' when logging in. They have some minor differences.

### 6.2. My units

**5. I would like to see all the units I have created. How do I do this?** At the top right-hand corner of the screen, you will see your username. Make sure you have selected "For Teachers". Click on your username, and then click on My Units in the Dropdown menu.

**6. I created a Unit in English, but when I look at the database list, it says it's in another**

language, and the default dictionary that comes up is in that language. **Why?** Make sure you have chosen the language the unit is in when you create the unit.

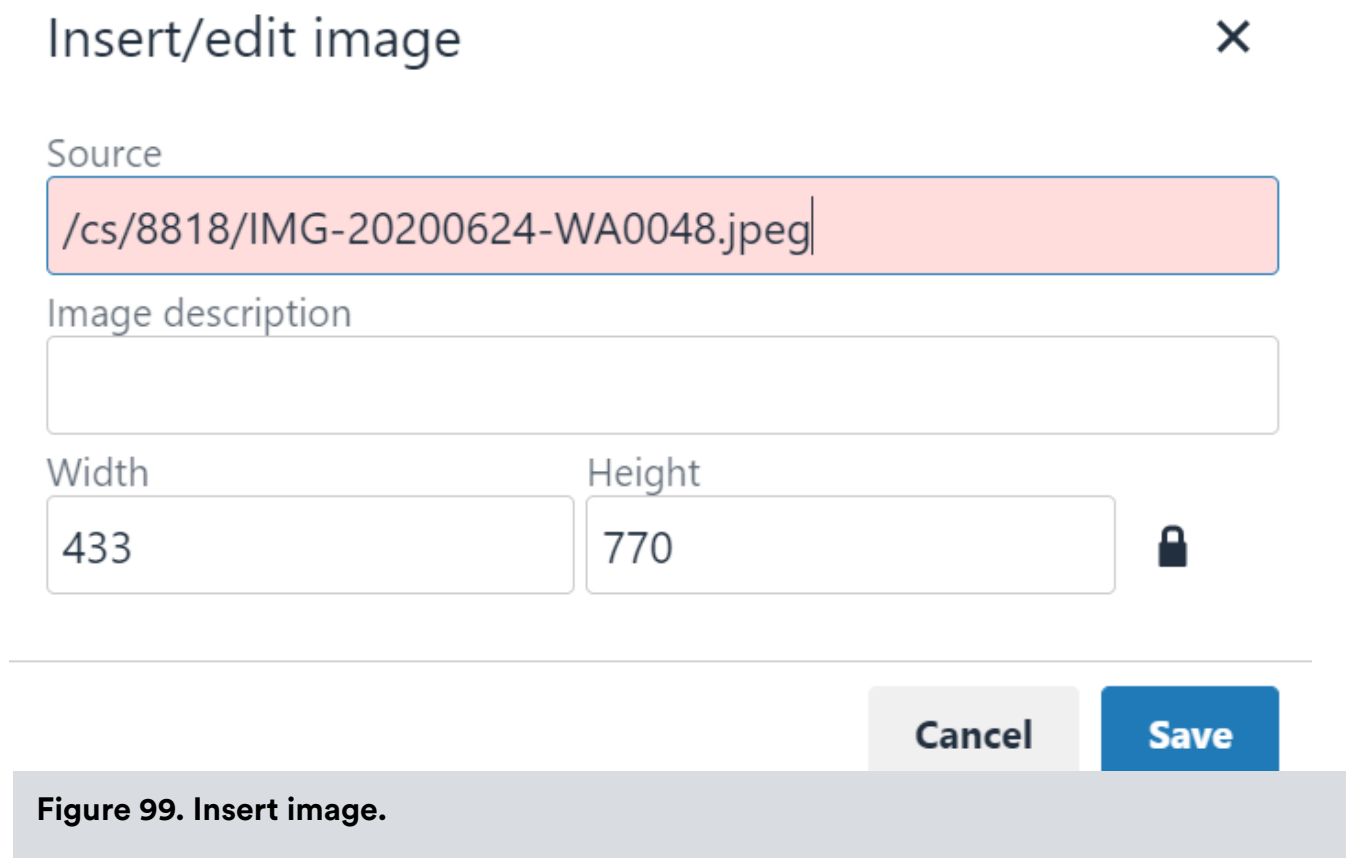
**7. Clilstore is coming up in another language. How can I change the language.** Click on your username at the top right-hand corner and choose Options. You can change the language there.

**8. I have created a Unit about a particular topic but when I search for the topic in the Search box it doesn't come up. Why not?** The Search box only looks for items included in the Title and Summary of a Unit. Make sure that when you create a unit, you always insert keywords in "Title" and "Summary" to make it 'searchable'.

### 6.3. Editing

**9. I would like to change the font in a unit I am creating. Where do I go to do that?** In EDIT mode, go to FORMAT, and choose the font, font size and colour you want.

**10. I've pasted some text into Clilstore but it's not the same as the original font in my Word document. Why?** Clilstore has a number of fonts available, but not the full range you might find in MS Office. Choose a font similar to your original one from the fonts available.

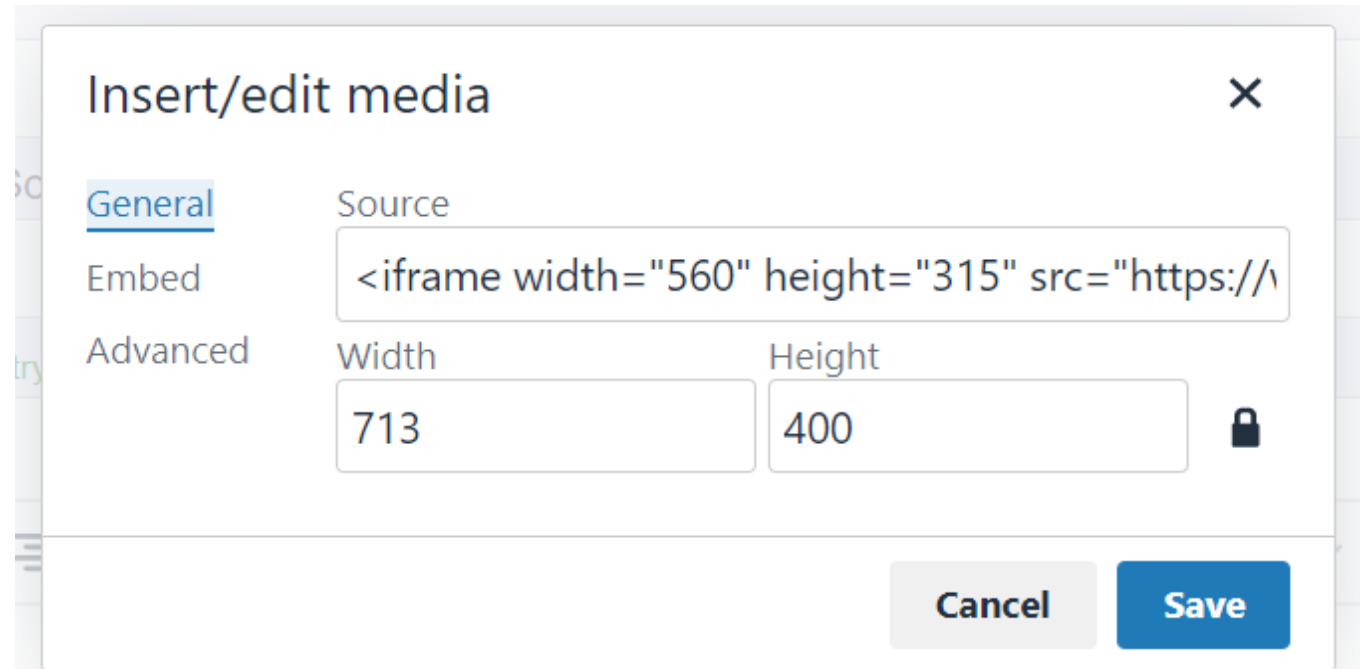


## 6.4. Saving and deleting units:

**11. I have not finished the unit I am working on. Can I save it as a draft?** There is an option to save your unit as a 'Test unit'. Move the slider to the right so that the unit remains as a test unit. When you have finished editing your unit, move the slider back and save it as a finished unit.

**12. I would like to create a second word-linked page so that my students can go from the first Clilstore unit page to another page where they can look up words. How do I do this?** If you save the second page as a test unit, it will still be accessible to students, but will not appear in the database as a complete, separate unit.

**13. How do I delete a unit I do not want to keep anymore?** Click on your Username at the top right-hand of the database page when you log in. Click on 'My units'. Once the list of your units appears, you can see the 'bin' icon next to the unit. You can delete your unit by clicking this icon.



The screenshot shows a dialog box titled "Insert/edit media" with a close button (X) in the top right corner. The dialog is divided into three tabs: "General" (which is selected and underlined), "Embed", and "Advanced". In the "General" tab, there is a "Source" field containing the code: `<iframe width="560" height="315" src="https://\`. Below the source field are two input fields: "Width" with the value "713" and "Height" with the value "400". A lock icon is positioned to the right of the Height field. At the bottom right of the dialog, there are two buttons: "Cancel" and "Save".

Figure 100. Insert media.

## 6.5. Inserting images

**14. How do I insert an image?** In Edit Mode, go to INSERT, click on the image icon, and add the source code in the Source field if the image is already online. If it is not already online, upload it from your computer through the Upload facility in Edit Mode (UP-

LOAD A FILE). Then check to see that the file has been uploaded. The uploaded file will appear in the Editor. The link to the uploaded file is on the right of the File name. Copy this link and paste it in INSERT / IMAGE/ SOURCE.

**15. I've uploaded a file (image/doc) into Clilstore. Where can I find the link for this file?** Click on EDIT in the Unit you created when you uploaded the file. All the uploaded files related to this exercise are at the bottom of the Edit page, and all the links to these files are to the right of each file. You can copy the link from there.

**16. I can see the images in my Unit but others can't. Why?** Your image is visible for you because it is on your local hard drive, not online. It should be uploaded to an online platform or Clilstore, where you can then obtain the

online link to use when you click on Insert Image. This will make it visible to others.

**17. I've inserted images, but they seem to load differently when saved. What can I do?**

Insert a table first and insert the pictures into the table. This will help you position your images, for example, side by side.

**I have embedded an image but it doesn't show up. How do I get round this problem?** Possibly your image is a Javascript file. Clilstore does cannot process Javascript. Use the snipping tool or Snip & Sketch in Microsoft or Screen Capture if you are using an Apple device, or even a screenshot which you can crop to the size you want. This changes the file to an image which is not Javascript, which you can then upload.

## 6.6. Inserting other media (videos and interactive exercises)

**18. How do I upload a video?** In Edit Mode, go to INSERT, click on MEDIA and then click on EMBED. Paste the embed code in the Embed field.

**19. I've uploaded a video, but I can't see it, and it's not playing. What should I do.** Check to see whether your video is a Flash-player video. Many browsers do not allow .swf files (Flashplayer files). Try to find another version of the video which does not have the .swf file extension.

**20. How do I embed the embed code of an interactive exercise I've created on an external app?** Copy the embed code of the external app. Then, in Edit Mode, go to INSERT, click on MEDIA

and then click on EMBED. Paste the embed code in the text box which appears (the Embed field).

**21. I want to embed an external tool, but when I click on Insert media, it does not insert it. What can I do?** When you click on INSERT MEDIA, the 'General' tab comes up by default. If your external app does not appear, click on EMBED just below it instead and paste the embed code there.

**22. I've uploaded an interactive activity which I designed in ..... (e.g., Popplet), but I can't see it at all. What should I do?** Check to see whether your activity uses Flashplayer. Many browsers do not allow .swf files (Flashplayer files) anymore.

**23. I cannot link to a YouTube video from within the text using the Editor link option. What can I do?**

**24. YouTube does not allow its pages to be Wordlinked.** Embed the video by clicking on INSERT MEDIA (the 'General' tab comes up by default) and click on EMBED. You could also use a green Link button.

**25. I have embedded a video in a Clilstore Unit using the "Embed code for media or picture" at the top of the Unit but the size of the video is too large. Can I make it smaller?** Yes. In the embed code, there are two numbers that refer to the width and the height of the video. You can adjust (reduce or increase) these numbers to resize it. Try to keep the same ratio of width to height so that the video is not distorted. If the padlock in the image below is kept 'locked', when you change one number, the other changes accordingly.

**26. I've uploaded a video in the embed field at the top of my Clilstore unit, but it's very small. How do I make it larger?** When you copy the embed code, there are 2 numbers which give the dimensions of the frame where the video will be displayed. Change the numbers to a higher value, but try and keep the same ratio, so that the height and width of the frame still show up in the same proportions. Keep the padlock closed so that the proportions are maintained. See the image above.

## 6.7. Uploading files

### 27. Clilstore is not allowing me to upload a PowerPoint file.

**Why?** Clilstore has an upload limit of 1 MB. Reduce the size of the photos in the PowerPoint by compressing them OR upload the file onto Google Drive and link to it using one of the Link Buttons. I uploaded a Word document and ticked WL. It does not open. Why not? Wordlink (WL) cannot access Word, PDF, Excel or PowerPoint files. Paste the text of Word document into a new Clilstore unit and save it as a Test Unit. Then link to that Unit using its URL (ie [www.Clilstore.eu/cs/UNIT ID NUMBER](http://www.Clilstore.eu/cs/UNIT ID NUMBER)).

## 6.8. Linking

28. I am trying to link to a publicly shared Google Doc, but it does not allow me to. Why not?

You cannot create a link to a publicly shared Google Doc from within the Editor window. Use one of the green Link Buttons instead. After linking the file, do not tick WL because documents cannot be Wordlinked.

**I am trying to link to another Clilstore page using the Editor, but the words are not Wordlinked.**

**What can I do?** If you create a link to another Clilstore page from within the editor window, it creates a link to a page that is already Wordlinked, which creates a cycle error. Use one of Link Buttons instead. When you create the page, tick WL.

29. When I link to another Clilstore unit by pasting the URL of that unit from the browser address bar, the button does not appear. Why? The URL in the browser address bar also in-

cludes the user who is logged in while creating a unit, for example: <https://clilstore.eu/wordlink/?nav-size=1&sl=en&url=https://clilstore.eu/clilstore/page.php?id=9272{and}user=SandraAM{and}hl=en> so this URL is not usable by another user. To bypass this, always use the short URL (e.g., <https://clilstore.eu/cs/8789>) located at the bottom of every unit and in 'Unit Info'.

30. I would like to send my students a link to a Unit. How can I do this? Always send them the short URL (e.g., <https://clilstore.eu/cs/8789>), located at the bottom of every Unit and in Unit Info. Test units can also be accessed, as each unit is given its own unique URL.

31. I have pasted a URL using Insert/Edit link. It doesn't work properly. Put the link in a button.

In the Insert/Edit link function, it could create a loop where the link tries to Wordlink to an already Wordlinked page.

## 6.9. Recording vocabulary

**32. I would like my students to keep a record of the words they have clicked on to look up in a dictionary. How can I do this?** If your student is a registered user and has logged in, they can go to Vocabulary (top right-hand side of the Unit) and see a list of all the words looked up. The student can also write down their own meaning on the Vocabulary page.

**33. Can I see which words my students are looking up? This would help me as a teacher to know.** Open the unit. At the top is the 'Information' icon which gives you all the information

about the unit. You can find the 'List of Clicked Words' there.

**34. What does Hide All do?** The 'Hide All' button hides the meaning the students have written next to the word they looked up. This allows them to try and remember what the meaning of the word was. 'Reveal All' allows the words to reappear, so that students can see whether they remembered correctly. The function acts as 'flashcards'.

**35. What is 'Randomise' in the Test Yourself tools?** 'Randomise' jumbles up the meanings of the words which the students have looked up. It also creates an interactive matching 'drag-and-drop' exercise where students can try and match the meanings to the words on the left side.

## 6.10. Portfolios

**36. I would like to show my students how to create a portfolio. How do they do this?** Each student's Username is visible at the top of each unit. They should click on their username, and then on 'portfolio'. They should then click on 'Create a new portfolio'. They can then give the portfolio a name, e.g. English Class.

**37. How can a student give the teacher access to the portfolio?** If you give the students your User ID, they can insert it when creating a new portfolio so that it is visible to you. They can also add it later from their Portfolios page.

**38. What is my User ID?** Your User ID is the name you chose when you took out your Clilstore account. It appears at the top right-hand corner of the page



when you log into Clilstore, e.g., SandraAM.

**39. Can students have different portfolios?** Yes. They can have different portfolios, e.g., English Class, French Class, etc. Once they click on ‘portfolio’ from within a unit, they can choose which existing portfolio to add a unit to or create a new portfolio to add it to.

**40. How can the student choose between different portfolios?** On their portfolio page, students will be able to see their different portfolios. The last portfolio used appears – the ‘active’ portfolio. However, they can change which portfolio to view by clicking on ‘Promote’. This moves the portfolio they ‘promote’ to the ‘active’ one.

**41. How can students allocate a Unit to a particular portfolio?**

When a student clicks on ‘portfolio’ from within a unit, a list of all their portfolios appears, including the option to create a new portfolio. They can then select which portfolio to add the unit to.

**42. Can they upload or link their work into their portfolio?** Students cannot upload work into their portfolio. However, they can upload it into a site such as Google Drive or Dropbox and copy the link to it in ‘Links to My Work’. Very young students might need their parents’ help with this.

**43. How can a teacher see students’ portfolios?** When you create an account in Clilstore, you can choose whether you can view Clilstore as a ‘student’ or a ‘teacher’. You can easily toggle between the two modes from the main Clilstore page. See below. As a ‘student’, you can create

your own portfolios (e.g., if you (the teacher) were learning another language). As a ‘teacher’, when you click on your username from the User dashboard on the main Clilstore page, and then on Portfolio, you will be able to see all the portfolios your students have invited you to see.

**44. Can more than one teacher have access to the same portfolio?** Yes. In the section Sharing, students can type in the first teacher’s User ID, and press enter on their keyboard. Then they should type in any other teacher’s User ID if they also want them to see their portfolio.

**45. Can students invite a teacher to different portfolios?** Yes. As in (44) above, students can choose who to invite to a particular portfolio by entering the teacher’s User ID.

**46. Is it possible to edit or delete a unit from the portfolio?**

Once a student opens their portfolio and clicks on the Edit icon, this opens up two other tools. One of these is the 'Delete' function.

**47. Is it possible to reorganize the units in the portfolio?** Once a student opens their portfolio and clicks on the Edit icon, this also opens up the option to move the unit up or down in their portfolio.

**48. A student says: 'I can see my portfolios but I cannot see how to start editing the next 2 columns. How do I do this?'** To start editing a unit's portfolio record in the 'What I have learned' and 'Links to My Work' sections, a student first needs to click on the edit icon near the Unit title. This opens up these two columns for editing.

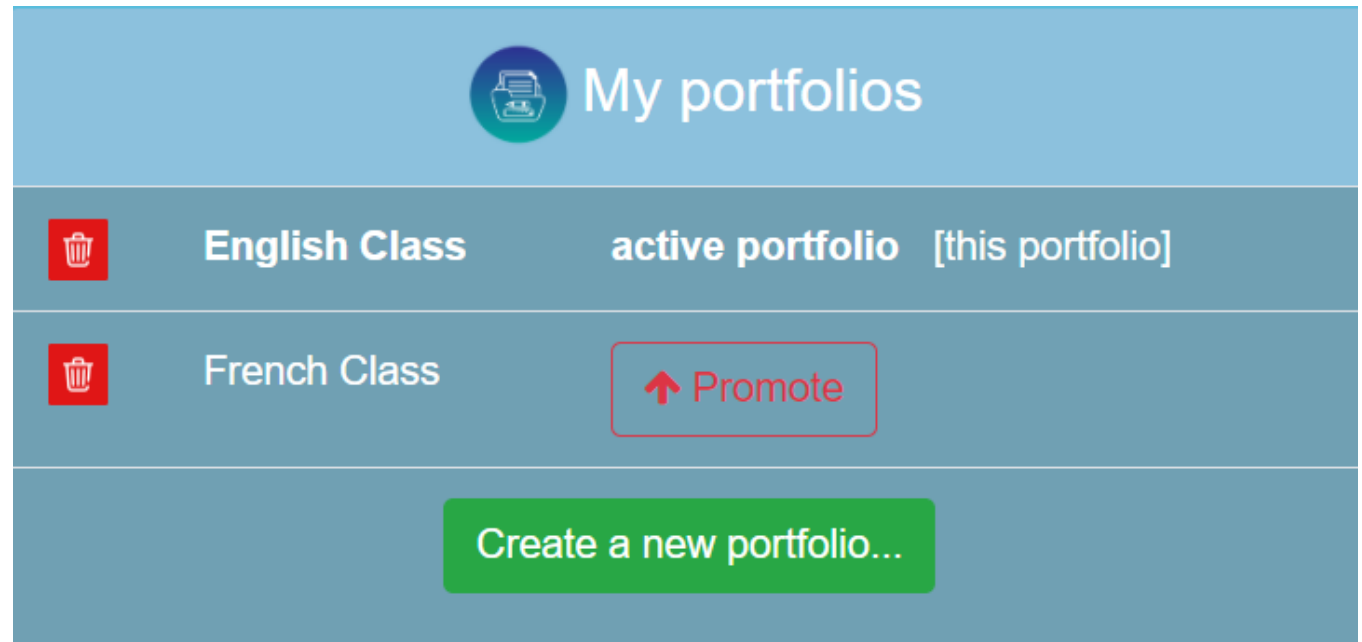


Figure 101. Choosing between different Portfolios.

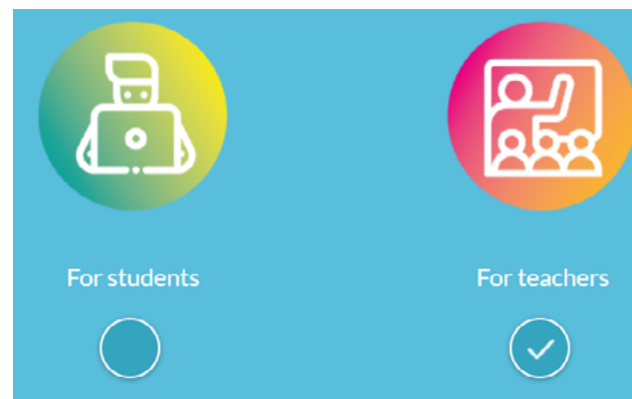


Figure 102. Switching from Teacher to Student Mode.

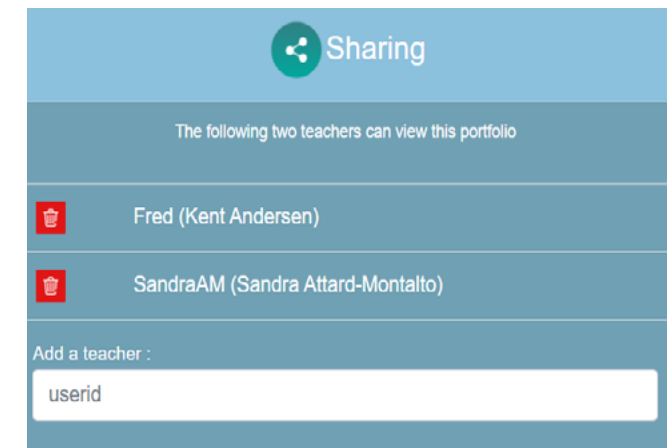


Figure 103. Sharing a Portfolio with a teacher.

## RESOURCES

As you browse through the exemplary units and other units in the database, you will notice that teachers who have authored the units have sometimes embedded interactive exercises into the unit or linked to them.

There is a wealth of technological tools these days which provide teachers with external online tools with which to create online interactive exercises, posters, infographics, mind-maps, etc. The finished product of these tools generally provides the link and embed code of that product, which a teacher who is authoring a unit in Clilstore can embed or link to.

Embedding is done exactly the same way as described to embed a video in section 2.7.5. We also demonstrated how to insert links in the same section.

By using external tools to create

additional material for your units, you can embellish your Clilstore unit by incorporating these external exercises, etc., and make it a 'fuller' unit, with more than just a reading text and video or audio.

Here is a list of external resources which we think might be useful for you to embellish your units because most offer embed codes:



## VIDEO STREAMING

**CLIL for STEAM:** A website with a wealth of videos, resources and lesson plans with the aim to combine the study of STEAM subjects (science, technology, engineering, art and mathematics) and English as a foreign language <https://clil4steam.pixel-online.org/>

**eCorner:** A website with video resources created by Stanford University <https://ecorner.stanford.edu/>

**Kahn Academy:** An extensive library of content for education <https://www.khanacademy.org/>

**TED** (Technology, Entertainment, Design) Talks: A website with +900 videos <https://www.ted.com>

**Vimeo:** A website with video resources <https://vimeo.com>

**YouTube:** The largest website with video resources <https://www.youtube.com>

## SPEAKING AND LISTENING TOOLS

**Soundcloud:** A website for hosting and sharing embeddable sound files <https://soundcloud.com/>

**Voki:** A free programme to create personalised speaking avatars that can be used as learning tools <https://www.voki.com/>

**Read the Words:** Text-to-speech technology for processing written information <http://www.readthewords.com/>

**Vocaroo:** A simple voice-recording tool. The recordings can be saved to a PC or embedded onto websites <https://vocaroo.com/>

**Audioboom:** A web and mobile platform to record and share up to 5-minute audio recordings and listen to them on mobile devices or PCs <https://audioboom.com/>

**Listen-and-write:** A web tool that provides free listening practice. It can be used to create personalised listening exercises in different languages <https://www.listen-and-write.com/>

## CREATING ACTIVITIES

**Class Tools:** A website with many resources for teachers to create activities that can be included in Clilstore units <https://classtools.net/>

**LearningApps.org:** This is a web-based application that allows teachers to create bespoke interactive learning activities (e.g., gap fill, matching exercises, free response, multiple choice etc.). These activities can be tailored to build on the audiovisual or text content in a Clilstore unit and introduced to students via the green link buttons or by embedding them within the text frame. Teachers can create an account to make their own activities or use existing activities that are hosted online at <https://learningapps.org>

**Edpuzzle:** A website where you can create video lessons <https://edpuzzle.com/>

**H5P.org:** A website with many resources for teachers to create activities that can be included in Clilstore units <https://h5p.org>

**ThingLink:** A tool to create interactive images, videos and 360° media <https://www.thinglink.com>

## ORGANISATIONAL TOOLS

**WordArt:** An online word cloud art creator. <https://wordart.com>

**Bitly:** A service that lets you shrink either a single URL or a bunch of URLs <https://bitly.com/>

**Weblist:** A content sharing site that provides an easy way to share web pages, images, files, videos, text or documents in one URL address <https://www.weblist.io>

**Kidblogs:** A blogging platform for kids <https://go.fan.school/kidblog>

**Snappages:** A personal website creator with blog, photo-sharing, online calendar and share-with-friends features. Great tools for editing images from Facebook, Picassa, Flickr or PC <https://snappages.com/>

**Miro:** A website to create mind maps <https://miro.com/mind-map/>

## VOCABULARY

**Quizlet:** A flash card creator with a variety of learning games. Users can make personal sets, share them, embed them, or find sets created by others. Quizlet is particularly well suited for memorization of terms. <https://quizlet.com/>

**Wordsift:** A tool created to help teachers teach vocabulary. It integrates different tools such as Google image search, Visual Thesaurus and Word generator. An academic word list or a custom word list can also be generated. <https://wordsift.org/> CAPL: Culturally Authentic Pictorial Lexicon is a source for authentic images for language learning. The authentic photographs with Creative Commons license are arranged by language and context. Users can browse for vocabulary from different categories or use the search function. <http://capl.washjeff.edu/>

**EclipseCrossword:** Free software to create crossword puzzles with just the words you want. All you have to do is provide a list of words and clues, and the tool creates the crossword puzzle for you. <https://www.eclipsecrossword.com/>

**WordMint:** This website allows you to design word search puzzles with your vocabulary, tailored to your lesson. You can print an answer key and student cop-

ies, ready to be administered to your class. Puzzles are automatically saved in cloud storage. There are 5 tools: crossword puzzle maker, word search maker, bingo card maker, word scramble maker and matching worksheet maker. <https://wordmint.com/>

**Lexipedia:** An online dictionary that creates a web of related words in five different language options. It does not translate the words, however. Different parts of speech are colour coded, as are synonyms and antonyms. Words can be recorded so it is also useful to practice pronunciation. <http://www.lexipedia.com/>

**Visuwords:** An online visual dictionary, visual thesaurus and interactive lexicon. <https://visuwords.com/> The site features over 42,000 spelling words with customizable sentences and definitions. Teachers can create their own spelling lists and activities for their students. For each list students have a choice of four options: teach me, play a game, vocabulary test, or spelling test. <https://www.spellingcity.com/>

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