Teacher dissemination

CLIL SELF-STUDY SHEET:
HIGHER SECONDARY HISTORY

CLIL Teacher Self-Study Sheet:

Bridging Everyday Digital Tools and Disciplinary Literacies in History

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INFORMATION FOR TEACHERS

Authors: Dr Craig Neville (IE)

Subject: History

Grade: Lower and Upper Secondary

Language level: B1+

Type: Self-direct or Teacher Educator-led Teacher CPD; teacher planning tool

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This self-study resource helps history teachers design lessons that:

- Develop learners' **disciplinary literacy** in history (e.g., cause and consequence, argumentation, historical perspective)
- Integrate **students' home and additional languages** to strengthen historical understanding
- Connect with students' **everyday digital tools** (like TikTok, YouTube, or WhatsApp) to make learning more relevant and creative

It supports teachers to reflect on their own practice, understand learners' digital habits, and plan **bi/multilingual tasks** that use both subject content and language purposefully.

The goal is to help learners build **multilingual disciplinary literacies** in history using the tools and platforms they already use in their lives, promoting deeper learning and inclusive participation.

Part 1: Reflecting on Disciplinary Literacies in Biology

1. **What does 'disciplinary literacy' in history mean to me?**
   ☐ Reading timelines, analysing sources
   ☐ Comparing historical perspectives
   ☐ Using evidence to justify claims
   ☐ Writing narratives, explanations, or arguments
   ☐ Describing cause and consequence
   ☐
   ☐
   ☐
   ☐
   ☐
   ☐

2. **Which Cognitive Discourse Functions are key in my history lessons? Give examples of each.**
   (e.g., classifying, defining, hypothesising, describing, analysing, evaluating)

Part 2: Understanding Learners' Digital Practices

Consider the following tools/platforms that are commonly used by young people and that may have an impact on their development of Bi and Multilingual Disciplinary Literacies in CLIL.

Ask your CLIL learners if they use the potential and in which language they use it. L1 is the main school language, L2 is the CLIL language and L3 is other languages that they might speak or study.

Ideas are then provided as to how these digital technologies could be incorporated into Biology to support Bi and Multilingual Disciplinary Literacy development in CLIL classes.

Tool/Platform	Used by learners?	Language potential?	Possible historical task ideas
TikTok / Instagram Reels	☐ Yes ☐ No	☐ L1 ☐ L2 ☐ L3	e.g., Recreate a historical speech or meme with subtitles
WhatsApp / Snapchat	☐ Yes ☐ No	☐ L1 ☐ L2 ☐ L3	Translate a key historical phrase and explain it to a peer
Duolingo / WordReference	☐ Yes ☐ No	☐ L1 ☐ L2 ☐ L3	Compare how key historical terms are translated
YouTube / Podcasts	☐ Yes ☐ No	☐ L1 ☐ L2 ☐ L3	Create a vlog explaining an event from multiple perspectives
Spotify / Music	☐ Yes ☐ No	☐ L1 ☐ L2 ☐ L3	Analyse historical protest songs in multiple languages
Phone camera / filters	☐ Yes ☐ No	☐ L1 ☐ L2 ☐ L3	Recreate a historical photo with a modern caption

Part 3: Bringing It into the CLIL Biology Classroom

☑ Tools I already use:

☐ Padlet

☐ Google Slides / PowerPoint

☐ Quizlet / Kahoot

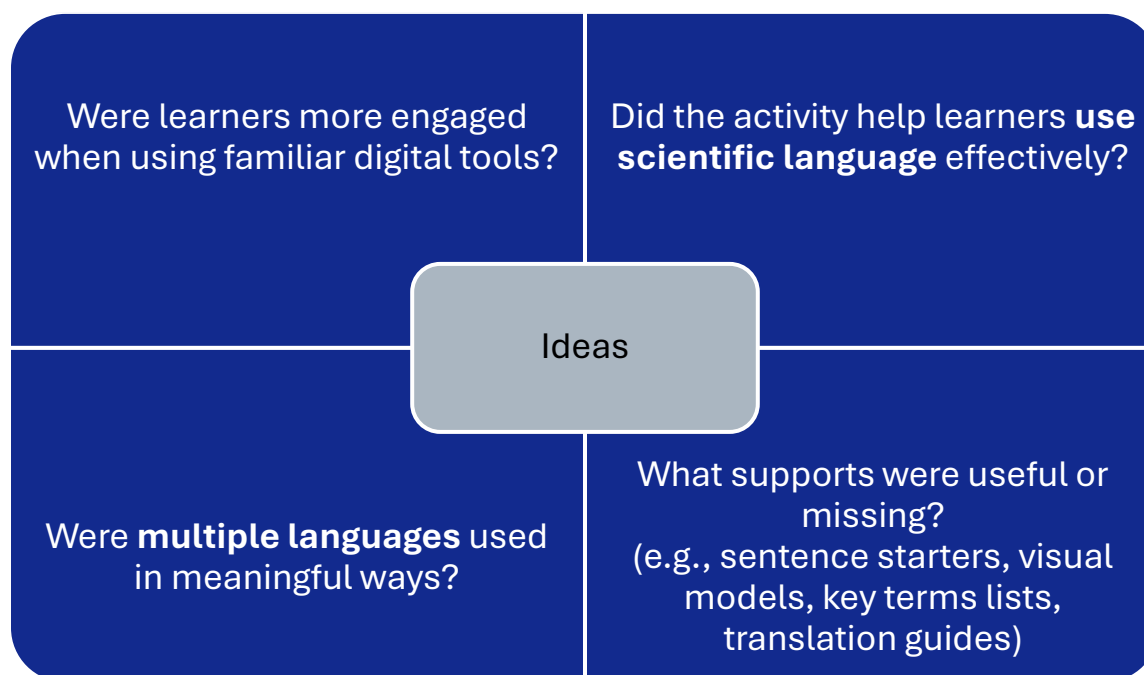☐ YouTube videos

☐ Canva / Infographics

☐ Other:

Think: **How can these support multilingual disciplinary literacy in history?**

Example: Use Padlet for posting bilingual source analyses (one column per language)English and one additional language using a sentence scaffold.

Section 4: Try It Out – Mini Planning Grid

Topic	Language Focus	Digital Tool (Home/Class)	Task Idea	Target Language(s)
French Revolution	Cause and consequence	Instagram / Canva	Create a post in L1 and L2 summarising 3 causes with visuals	French + English
Industrial Revolution	Explaining change over time	YouTube + phone voice recorder	Record a bilingual explainer video of industrial changes	English + learner's L1
20th Century Conflict	Perspective taking / argument	TikTok / Duolingo	Role-play a historical figure responding to another's viewpoint	German + English

Part 5: Reflect on the effectiveness of the objectives

Were learners more engaged when using familiar digital tools?

Did the activity help learners **use scientific language** effectively?

Ideas

Were **multiple languages** used in meaningful ways?

What supports were useful or missing?
(e.g., sentence starters, visual models, key terms lists, translation guides)

Part 6: Resources & Next Steps

☐ Identify a topic for next unit where you can try this again

☐ Discuss or share with a colleague

☐ Look for open-access multilingual historical resources (e.g. Europeana, British Pathé)

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