

PowerPoint Presentations in CLIL Teaching & Learning

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Research questions

- **What do teachers use PPT for?**
- **What characteristics are representative of each purpose?**
- **What do these characteristics reveal about effective CLIL teaching / learning?**

Data collection

- **Questionnaires:**
 - **35 secondary teachers**
Science, Geography/History
- **PPT presentations from:**
 - **participating teachers**

Relevant research

- **Electronic collaboration from a sociocultural perspective (Bonk and King, 1998)**
- **Reading from screens vs. paper (Dillon, 1992; Birch, 2009)**
- **Learner-centered approaches to multimedia (Moreno and Mayer, 2000; Mayer, 2001 and 2005)**
- **Attending to learning styles (Montgomery, 1995; Mayer and Massa, 2003)**

Multimedia learning

- a. Independent auditory / visual working memories**
- b. Limited memory capacity**
- c. Verbal vs. non-verbal systems**
- d. Meaningful learning: learner selects / organizes / connects**

Mayer, 2000

Initial findings: 1

- **Most frequent PPT uses**
 - **Present a topic**
 - **Stimulate oral-written participation**
 - **Share student work**

- **Two most typical PPT dynamics**
 - **Teacher presents**
 - **Students use PPT individually**

Initial findings: 2

- **Three most common screen elements:**
 - **graphics**
 - **text**
 - **combination**
- **Additional features:**
 - **movement / animation**
 - **links**

Two examples

- **History: *The British Isles in the Middle Ages***

2nd year secondary

In Dafouz and Guerrini (2009) *CLIL across Educational Contexts*

- **Science: *Mushrooms***
1st year secondary

The British Isles in the Middle Ages

■ **Characteristics**

- **Historical input: photos, maps, extracts from Bayeux tapestry, Domesday book**
- **Simple texts: controlled language forms**
- **Animation: some graphics, sentence delivery**

■ **Purpose**

- **Individual reading**
- **Input enables worksheet completion, preparation for role-play**

Mushrooms

- **Characteristics**
 - **Primarily photos**
 - **Texts: labels, brief explanations**
 - **Animation: spore dissemination, putrefaction processes**
- **Purpose**
 - **Stimulate oral participation**
 - **Guide lab work**
 - **Lesson review: homework**

Preliminary outcomes & further research

- **Preliminary outcomes: PPT**
 - captures learner's attention
 - enables dynamic presentation of content
 - allows learner to control pace of delivery
- **Further research**
 - Classify PPT screens and uses
 - Collect student opinions on PPTs
 - Class observation