Introduction to CLIL teaching

Content

Language

Integrated

Learning

is an approach or method which integrates the teaching of content from curriculum with the teaching of a non-native language.

It is increasingly important in our global, technological society, where knowledge of another language helps learners to develop skills in their first language and also helps them develop skills to communicate ideas about science, arts and technology to people around the world. CLIL was seen by many governments, educational advisors and teachers as the means to make the changes necessary to meet our 21st centuru students' needs.

CLIL presents new challenges for teachers and learners because thinking and learning skills are integrated too. CLIL teachers can be subject teachers, language teachers, primary classroom teachers; different teachers have different challenges: subject teachers need to learn about the language needed for their subjects, language teachers need to learn more subject content. In some programmes there is cooperation between subject and language teachers.

* Immersion or integration?

If the terms CLIL and immersion are used interchangeably, teachers, researchers and learners will becomes confused...

- Immersion classes often discourage use of L1 in the classroom. CLIL should actively encourage it

- In immersion at least 50% should be in L2 (it is often 100%). In CLIL it should be 25% (according to EU)

- In immersion classes the teacher may not share the pupils' L1, in CLII she does

* What it is? What isn't it?

CLIL is NOT about...

- Immersion education

- Being elitist and therefore only for more able students

- Backdoor language teaching or additional subject teaching

- "Dumbing down" of subject content

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1

- Favouring languages ate the expense of the non -language subject

- Threatening subject specialism

- Trendy or new - it's been around a long time

- Aiming at making students bilingual

- Buying in foreign national teachers or native speaker language assistants

- Teaching what students already know but in another language

CLIL TEACHING AND LEARNING REQUIRES THAT WE LOOK NOT JUST AT <u>WHAT</u> THE STUDENTS HAVE LEARNT/UNDERSTOOD BUT, EQUALLY IMPORTANTLY, AT <u>HOW</u> THEY HAVE UNDERSTOOD IT.

CLIL focusses our attention on the ***process of learning*** not on the act of instruction.

Teachers spend most of their time thinking about whta they will do, whta materials they will use and what they will ask students to do, instead of considering <u>what the learner will need </u>in order to accomplish their learning goals.

What are the 4 Cs of CLIL?

CLIL is sometimes referred to as having "4 Cs" as components: CONTENT, COMMUNICATION, COGNITION and CULTURE (is also referred to as citizenship or community). The 4 Cs are connected.

• CONTENT: the curricular subjects taught in CLIL include art, citizenship, classics, design and technology, economics, geography, history, literacy, mathematics, music, physical education, politics, science..in all CLIL contexts we need to present CONTENT in an understandable way.

• COMMUNICATION: learners have to produce subject language in both oral and written forms so we need to encourage learners to participate in meaningful interaction in the classroom. CLIL aims to increase STT (student talking time) and reduce TTT (teacher talking time). When learners produce the target language while studying curricular subjects, they show that subject knowledge and language skills are integrated; by using the languagefor learning content, communication becomes meaningful because language is a tool for communication, not an and in itself.

• COGNITION: CLIL promotes cognitive or thinking skills which challenge learners. These skills are reasoning, creative thinking and evaluating

• CULTURE: CLIL gives us opportunities to introduce a wide range of cultural contexts: learners could develop positive attitudes and become aware of the reposnsabilities of global as well as local citizenship; inside the classroom we should value different home languages and beyond the classroom we make links with partnership schools.

A researcher in bilingual education, Jim Cummins, described **BICS** and **CALP.**

Basic

Interpersonal

Communicative

Skills

These are skills needed for social, conversational situations; tasks associated with BICS are less cognitively demanding and focused on fluency (get it out/ spoken language/ descriptive grammar). Examples of less demanding tasks are: matching cards with words and pictures, playground language, emails, Twitter, groupwork)

Cognitive

Academic

Language

Proficiency

CALP is a level required for academic school study. Language used in subject teaching is often abstract and formal and therefore it is cognitively demanding. Examples of the use of cognitively demanding language are: justifying opionions, making hypotheses and interpreting evidence, essays, exam questions, formal presentations, classroom discussions. It focused on accuracy (get it right/ prescriptive grammar). In respect to both English and English language teaching whta is proper is what is appropriate, not what is appropriated,

JUSTIFICATIONS FOR CLIL TEACHING AND LEARNING

The introduction of CLIL teaching gives teachers, students, exam boards an opportunity to see the practice and the purpose of education with new eyes appropriate to the XXI century. Changes to pedagogy need to be made as important to the vision as changes to policy.

With CLIL lessons's structure changes: teachers move from a "top down"/ teacher centred lesson planning to a "bottom up" lesson structure.

Top down lesson structure is divided into 3 steps: Presentation - Practice closed (one right answer) - Production (old+new - homework). The typical exercices that characterize this type of lesson are: filling gaps, matching, comprehension, true/false; they are closed and focus on product, pupils are mentally passive with top-down approach.

Bottom up lesson structure is divided into 4 steps: starts from the students who give a cognitive/creative contribution (they have to produce something, to make assumptions not only to respond) - finding out (L1/L2 + content; teacher builds starting f.e. with a power point) - sorting out - reflections (all skills must be included: speaking, reading...). Intention of task must be clear to students: Why am I doing this? How can I do it?

How is a CLIL lesson different from a "normal" subject lesson?

• legitimate and deliberate use of two or more languages by teacher, students, materials-

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3

- there are more micro stages to encourage scaffolding

- it is focused on evidence of learning

- work in class is done by students not by teacher

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4

LANGUAGE ACROSS THE CURRICULUM

The are two stages of reading:

1. Learning to read (primary school)

2. Reading to learn (from primary to secondary school)

A characteristic of good students/readers is that they guess from the context and they are able to find what is necessary and what is not. They are students who know grammar categories.

The teacher who uses CLIL asks children to:

• underline the words they know in *green*

• compare with their partner (collaborative task)

• underline the words that they guess from context in *yellow* (this must/mustn't mean)

• underline the words that they don't know in *red* and divide them in "not necessary" / "necessary" giving a grade from 1 to 10.

Look at the example "Schmitt and Schmitt": Rembrandt – *Self portrait with Beret and Turned up collar*

I know and use these words	I recognise the words but don't use them	I don't know these words

Another strategy is PRE-TEACHING: in this case before students look at the test teacher explains the words that they don't know but it is a decontestualized method.

What is the role of language in CLIL?

CLIL teachers and learners need knowledge of the language in their curricular subject; learners need to know the **content-obligatory language** (vocabulary, grammatical structures and functional language for specific subject. Learners require this language to be able to understand the subject and communicate ideas (f.e.: in geography learners need to know map vocabulary and to interpret evidence shown on a map).

Learners also need to know the everyday language which is used in our subjects and they may already know how to use grammatical structures which they can produce whwn study curricular subjects. Learners have usually learned this language in English lessons (f.e.: in a map-reading lesson learners might use basic verbs such as "goes" and "travels" to describe the route of a river). This is an example of **content-compatible language**.

CLIL gives learners opportunities to develop linguistic abilities during lessons and this includes acquisition of vocabulary and grammar; however the focus of a CLIL lesson is on understanding subject content, not on grammatical structures.

In CLIL classrooms most teachers do not teach grammar during content teaching because content and language are integrated: as vocabulary and grammar are interdipendent, it is useful to focus on the mas **chunks (pieces of language with meaning)** rather than separately.

General chunks	Topic-specific chunks
Glue which collects the test together	Ex: The treaty was signed /the battle was lost (history)

The successful reader reads in chunks. Chunks are phrasal verbs, idioms, collocations, fixed phrases, cliches, bi-trinomials.

Ex. Text attack Romanticism

Ex: "Why do some countries struggle to develop?": what teacher wants to know is argument and counter argument; in order to find them it is useful to find argument chunks and counter argument markers. After it's possible to search for argument and counter argument.

Structures and meaning

We need grammatical structures to communicate subject knowledge and we therefore need to support learners by:

- looking at structures and meaning
- helping them to notice relevant and problematic language structures and their meanings
- providing examples of relevant and problematic structures and explaining their meanings
- correcting use of relevant and problematic forms

In order to support learners, **we need to be aware of the forms learners will meet in the subject we teach and to be aware of those forms which might be problematic**.

How can we help learners improve their accuracy?

Teaching language is a part of CLIL. Although the main focus is on learners' understanding of subject content. CLIL teacher can aid the teaching of language by:

- Highlighting vocabulary and chunks of vocabulary used in CLIL subjects to hel learners build the wide range of vocabulary they will need
- Modelling sentences to help learners see examples of language they need to produce
- Correcting learners by recasting language immediately after they make mistakes
- Analysing errors to identify difficulties learners have when producing English. Often mistakes are because of L1 transfer. This is when words, phrases and strctures are produce sas they are used in the first language

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6

CLIL Resources

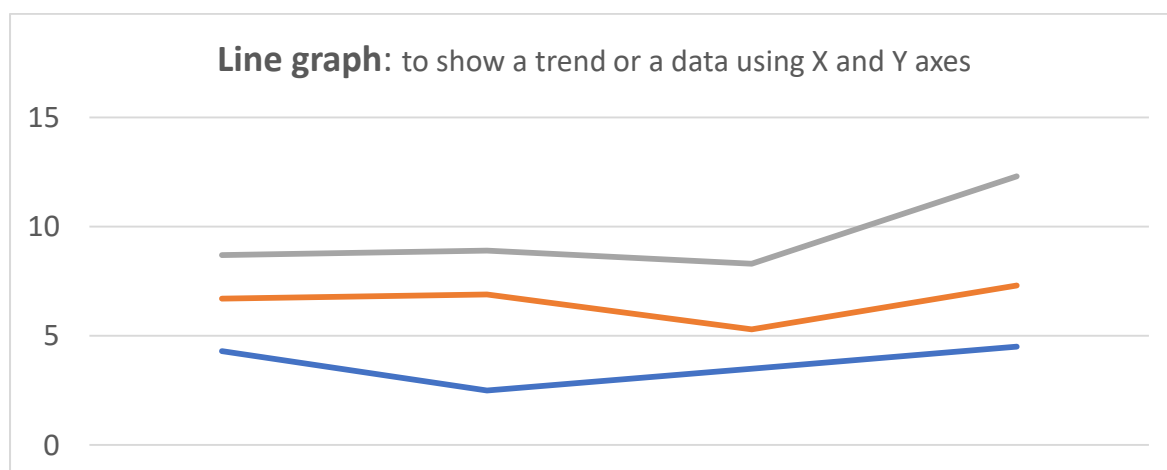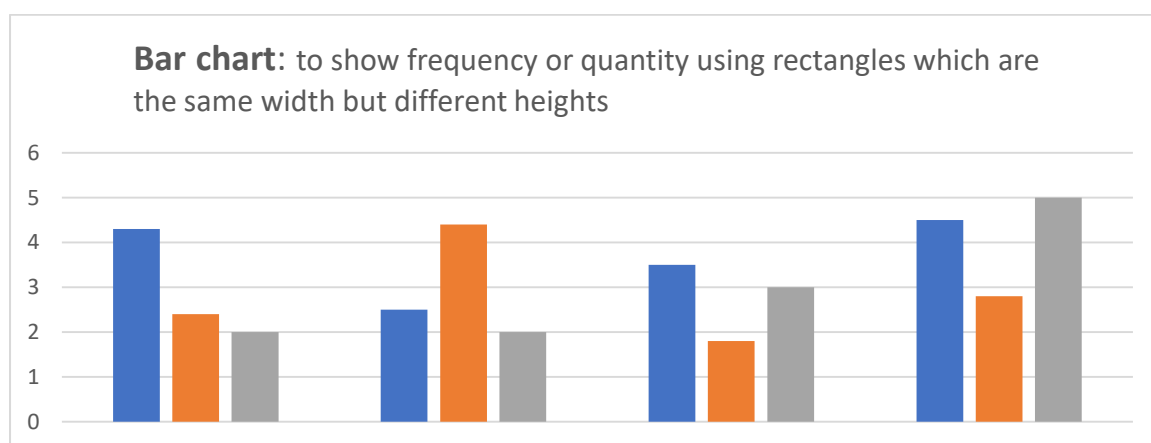*including multi-media and visual organisers*

What types of resources are used in CLIL?

CLIL teachers use resources such as posters, flashcards, realia, data projectors, CD-ROMs, interactive whiteboards, multimedia (audio, video, graphics, text and animation) and visuals. All these resources can help educate CLIL learners in today's global society.

Visual or graphic organisers help learners to:

- Connect knowledge and ideas
- Understand and recall information
- Select, transfer and categorise information
- Produce oral and written language
- Think creatively

Examples:

Bar chart: to show frequency or quantity using rectangles which are the same width but different heights

Line graph: to show a trend or a data using X and Y axes

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Pie chart: to show different amounts or frequencies as parts of a circle
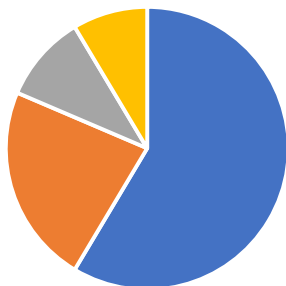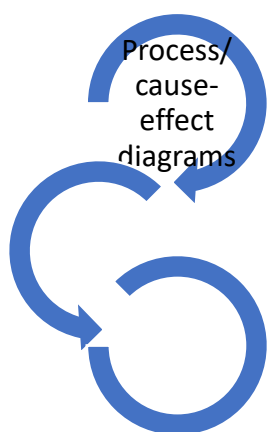
Cycle: to show a series of events which happen again and again in the same order (language: *then, next, after that, later*)
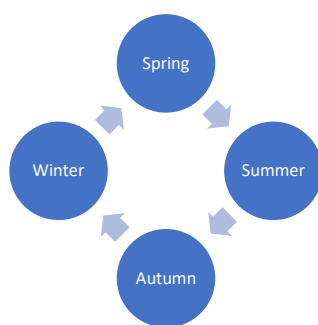
To show a cause-effect network which leads to a specific out come or to show a sequence of steps leading to a product (language: a s a result, because of, therefore, so)

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8

How can we use visual organisers un CLIL?

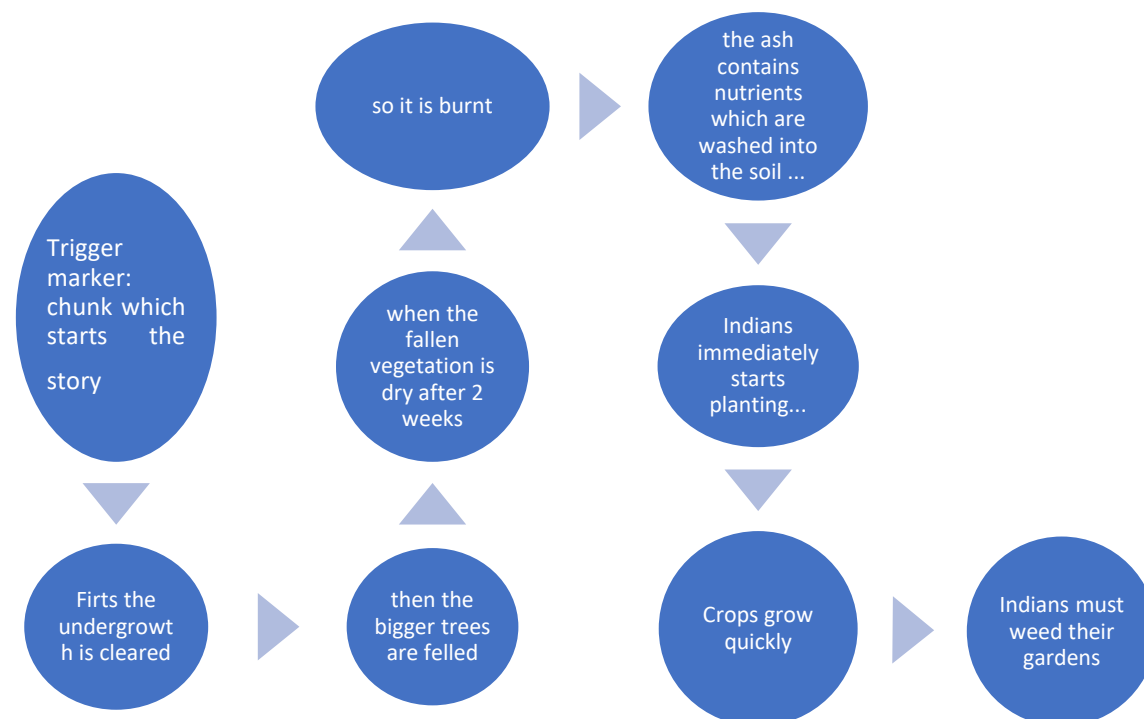First we need to decide which organisers is the most effective for the task (What is the purpose of organiser? It is to classify, to describe, to give examples, to explain a process, to identify, to show cause-effect relationship or to show similarities and differences?

Next, we need to decide how we are going to use it (Are we going to use it for an individual task or are we going to use it for a group task to encourage collaboration and sharing ideas?)

Finally, we need to think about when we are going to use it. We can use visual organisers:

- At the start of a class – to recall information or to express new ideas
- During a lesson – to support learners as they take notes or to support the mas they produce spoken or written language
- After a lesson – to help learners link ideas presented in class
- At the end of a lesson, unit or module – to assess understanding of concepts and relationship between concepts.

EX: Text attack strategies *Connected circles "Slash and burns: growing food in the Rain forest"*

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9

Shared Reading

Shared comprehension "Surrealism"

Shared reading is an interactive reading experience that occurs when students join in or share the reading of a text.

How to use Shared comprehension?

1. The teacher assigns each student a piece of text
2. The teacher provides students with a leaflet containing questions about the subject being discussed and asks each one to mark the questions each person should be able to answer
3. The teacher asks each one to read their own text; each students should be able to answer four questions
4. The teacher asks the students to underline the adjectives and the adverbs present in their own text and to find the principal information about Surrealism

Ex:

Adjective + noun	Verb + adverb
1. Important Dada tendencies	Worked against
2. petty bourgeois culture	Leave space for
3. organised moviment	Moved to
4. Second world war	
5. Surprising imagery – deep simbolism – refined painted techniques	

Glossing of technical terms in texts – *Glaciation vocabulary*
1. In groups of three students the teacher asks students to take three sentences each.
2. The students take it in turn to explain their word to each other using colours or objects or drawings. They then dictate the sentences and the others write them down.
3. The students have to write their new terms on separate pieces of paper and the definitions on other pieces of paper; after they have to share them in their group and match them up together.

COMMUNICATION SKILLS ACROSS THE CURRICULUM

What is the role of communication skills in CLIL?

Learners need to develop communication skills for curricular subjects, they need to express and interpret facts, data, thoughts and feelings, bot in writing as well as orally.
To develop communicative competence learners in CLIL need communicative functions from different subjects and examples of these functions to help them communicate their knowledge of the subject content.

Some examples of communicative functions used when teaching curricular subjects

Giving examples		
Freshwater ecosystems		rivers and lakes
Marine ecosystems	*such as*	the sea
Some human activities		agricolture

Expressing conditions
If there are lots of vibrations, the frequency is high

Describing a process
First, food is chewed in the mouth…
Then this food moves down the…
Next it mixes with gastric juices…
Finally, it leaves the stomach and..

Defining
Nutrients are substances our body need to survive *which*
Diet is the food someone normally eats

- Describing trends in the present (is, are)
- Talking about purpose (to)
- Expressing agreement or disagreement
- Clarifying what has been said
- Describing cause and effects
- Explaining an opinion
- Expressing ideas and opinions
- Giving instructions
- Interpreting data
- Presenting solutions
- Suggesting

* In some CLIL contexts, use of L1 is not only for translation but it is part of sense making: use of L1 and the target language by both teachers and learners for specific purposes is described as integrated language or **code switching**. Sometimes we help learners to understand the curriculum content by using bilingual techniques.

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11

We need to plan the opportunities for learners to develop their communication skills in different subjects so it is important to increase Student talking time (STT) and to reduce Teacher talking time (TTT).

We can develop meaningful communication in the CLIL classroom by using **open questions** (those with a range of possible answers) rather than closed questions (those with a right or wrong answer) and by encouraging learners to:

- Cooperate during task discussions
- Revisit content language and communicate it by discussing answers to questions in pairs
- Share ideas with a partner before writing and after writing
- Report back on research found on the Internet
- Prepare posters or Power point presentations
- Take part in role play or debates
- Do end of lesson feedback

COGNITIVE SKILLS ACROSS THE CURRICULUM

Cognitive skills or thinking skills are the processes our brains use when we think and learn. Learners progress from **information processing or concrete thinking skills** such as identifying and organising information (*what, when, where, which, who*) to **abstract thinking**, such as reasoning and **hypothesising** (*why* and *what if* questions), or for **creative thinking** and **synthesis** (f.e. when we use knowledge to imagine, to solve problems and to think of new ideas), for **enquiry skills** (when we plan to do research), for **evaluation skills** (when we use criteria to comment how good our work is).

Cognitive skills	Classroom activities	Example activity
Remembering (thinking about things you know)	Recall, recite, recognise, relate, spell, tell	Take turns to recite a verse from the poem about autumn
Identifying (showing a relationship between things)	Identify, list, locate, match	Name 3 different types of musical instruments you can see in the picture.
Ordering (putting things in particular places)	Order, organise, sequence	Write the dates on the time line in the order of when they happened
Rank ordering (putting in order of size, importance, success)	Order, put, place	Put the statements in order of importance to describe what makes an ideal farmer
Defining (saying what something or someone is	Define, explain, translate	What kind of colours did you use to paint the landscape?
Comparing and contrasting (finding similarities and differences)	Compare, contrast, distinguish	Find 3 similarities and 3 differences between your capital city and one in another continent.
Classifying (putting things into groups according to their features)	Classify, categorise, put into	Classify the rocks into different groups
Predicting (saying what you think will happen)	Predict, think about	Predict what will happen whwn more water is added to the solution
Creative thinking /synthesis (producing imaginative ideas or thoughts from previous knowledge)	Imagine, create, compose, invent, make up, plan, produce	Invent a new symbol for saving water
Evaluating (saying if something is good, useful, effective or not)	Assess, comment on, judge	Read ypur partner's report and comment on how clearly was written

Cognitive skills can be divided into *lower order thinking skills* (**LOTS**) and *higher order thinking skills* (**HOTS**):

LOTS	HOTS
Remembering (remember information)	**Reasoning** (to develop reasoning skills*; Why is this an abstract painting?*)
Ordering (to order information)	**Discussing** (to develop enquiry and discussion)
Defining (to define objects; *What is a race?)*	**Creative thinking** (*How would you paint these shapes to show action?*)
Checking (to check understanding)	**Evaluating** (to evaluate the work of oneself and others*; How has your work improved this term?*)
Reviewing (to review learning)	**Hypotesising** (to hypothesise about what could happen)

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14

Examples of exercises on which it is possible to practice a cognitive activity

JIGSAW READING

Jigsaw reading is a useful cooperative learning strategy that engages students and increases their partecipation and contribution to the learning process. It helps to develop a depth of knowledge not possible if the students were to try and learn all of the material on their own. Each students of a "home" group specialise in one aspect of a learning unit. Students meet with members from other groups who are assigned the same aspect and after mastering the material, return to the "home" group and teach the material to the group members. Each student's part is essential for the completion and full understanding of the final product.

How to use Jigsaw?

1. Introduce the strategy and the topic to be studied
2. Assign each student to a "home group" of 3-5 students who reflect a range of reading abilities
3. Determine a set of reading selections and assigne one selection to each student
4. Create "expert groups" that consists of students across "home groups" who will read the same selection
5. Give all students a framework for managing their time on the various parts of the jigsaw task
6. Provide key questions to help the "expert groups" gather information in their particular area
7. Provide materials and resources necessary for all students to learn about their topics and become "experts"
8. Discuss the rules for recovening into "home groups" and provide guidelines as each expert reports the information learned
9. Prepare a summary chart or graphic organizer for each "home group" as a guide for organizing the experts' information report
10. Remind students that "home group" members are responsible to learn all content from one another

Energy sources – Jigshaw reading

Description of the activity:

Each student writes on a leaflet a type of energy source; the teacher raises the students' awareness and asks what kind of energy they have chosen and they are divided according to their choice of renewable or non renewable energy

solar – wind – geothermal – biomass – tidal – wave – hydroelectric

Wood _____ Nuclear

Oil – gas – coal – fossil - fuels

Finding out: work in groups of 5 and take one text. Don't read the text, look and find the heading of your text and the words "Advantages" and "Disadvantages" and underline them.

Write the advantages and disadvantages in the correct column and share with your group.

Sorting out: Choose four cities – one from each continent – use your atlas and discuss which tyoe of energy might be more suitable for them.

Make a presentation to the class.

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15

Finding argument and counter argument markers

Ex: "Why do some countries struggle to develop?": what teacher wants to know is argument and counter argument; in order to find them it is useful to find argument chunks and counter argument markers. After it's possible to search for argument and counter argument.

Write questions for answer provided by teacher or partner (see examples on the sheet)

Scanning to find specific words / information
Ex "Tropical rain forests" on fotocopy: read the text alone. Each sentence and part of each sentence has a purpose (fact, explanation, extra information). Write the number of the sentence in the chart and then compare with your partner.

LEARNING SKILLS ACROSS THE CURRICULUM

Learning skills involve learning to learn and develop learner's autonomy.

Here are some learning skills with examples of when they are used in the classroom.

Learning skills	CLIL examples
Cooperating with others	Preparing groups presentations about the research, development and production of electronic equipment made by different companies around the world
Guessing from context	Looking at a group of mathematical shapes with lines across them and working out that they could be lines of simmetry
Interpreting information	Looking at historical pictures of manufacturing cloth and commenting on factory conditions
Summarising	Reporting the key points from a debate on different political systems
Skimming	Looking through new history notes to find out why the prison reformer had support from the government

* In CLIL learners have the additional challenge of developing learning skills in a non- native language: if the teachers give learners time to give their opinions, give reasons and evaluate each others' work, teachers can understand their learning needs better.

Example of a lesson on the European Union

First step: The pupils write on their notebook "European countries" and searh for each letter the name of a state belonging to the European Union (it's important that the state contains one of the letters); after the teacher asks students if they know the name of the state they have written in English:

G**E**rmany
H**U**ngary
Romania
Cipr**O**
Portugal
Sw**E**den
Austria
Pola**N**d

B**U**lgary
Litua**N**y
Eston**I**a
Sl**O**venia
De**N**mark

Second step: Teacher provides students with a mute map of Europe and asks them to place on it the states they indicated in the first exercise

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17

Third step: The teacher divides the class into 3 groups of 3 students. Each student must choose a set of states prepared by the teacher. The students have to find and tick their own countries on the map and after listen to the teacher's dictation and write the dates on the chart.

Fourth step: students have to tell their partners the date each country joined and write the date on the map. Each students has to use the colour code to colour his own map and share the colours oh his countries.

Fifth step: work in pairs – each student has to fold his paper into 8 sections. One of them writes down as many advantages as possible for staying in the EU, the other writes down as many disadvantages as possible.
Work in a group of 4: students have to cut their slips and take it in turns to share them and put them in two columns

Sixth step: students have to consider their country (Italy) and make two ranked diamonds – one for advantages one for disadvantages belonging to the European Union.

Seventh step: Home learning – What questions do you still have about the EU? Choose one of the treaties (Paris, Rome, Lisbon…), research some information and share with your group next lesson.

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18

PLANNING A CLIL LESSON or A SERIES OF CLIL LESSONS

Before we can plan a CLIL lesson or series of lessons, we need to identify the content knowledge and skills which learners will be taught called *learning outcomes*, statements of what most learners should be able to know, be able to do and be aware of as the result of a learning experience.

"Learning outcomes in CLIL really help teacher to think of what the learners are doing rather than what he/she's teaching"

When teachers plan a lesson, they need to consider the following questions:
- What are my teaching aims?
- What will the learners know and be able to do at the end of the lesson which they didn't know or couldn't do before the lesson?
- What subject content will the learners revisit and what will be new?
- Which thinking and learning skills will be developed?
- What tasks will learners do?
- What languafe support will be needed for communication of content, thinking and learning?
- Which materials and resources will be provided to present the content and support any tasks?
- How will learning be evaluated?

Advantages of using learning outcomes	
FOR TEACHERS	**FOR LEARNERS**
They help describe courses clearly	They are learner centred
They provide continuity	They help learners have goals so they can check progress
They focus on whole class, group and individual needs	They enable differentiation
They guide the design of tasks	
They make assessment clear	

Example of a Balance planning model

Content	
Teaching aims	
Learning outcomes	Assessment
-Know	
- Be able to	
- Be aware	
Communication	Examples of communication
Vocabulary	
- Revisited	
- New	
- Structures	
- Functions	

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19

Cognition	Examples of cognition
Citizenship	Examples of citizenship
Resources	
Procedure: whole class, groups, individually	

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20

THE GENRE-BASED TEACHING APPROACH in CLIL

Why use a genre-based approach in CLIL?

- It helps teachers identify the language that learners need for their specific subjects
- It helps teachers to support learners when they produce content language: learners look at the whole text, then at patterns of language, at sentence and word level
- It helps learners understand the language features they need to use for each subject
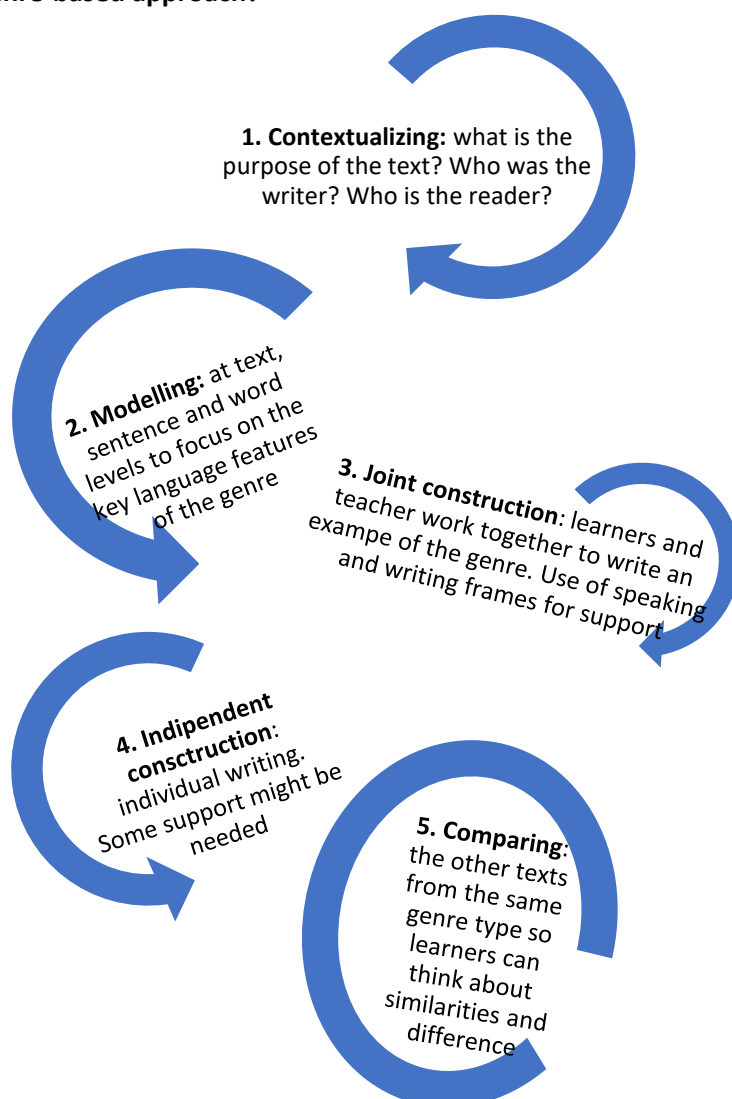- It helps learners take a critical approach to learning through analysis of their writing

In most subjects learners meet many different text types or genres in CLIL: for this reason teacher need to identify the type of texts learners meet in their subjects and help them understand the purpose of the text and who it is for. Teacher also need to help them identify language features in those texts.

Language features are described at **sentence level** and **word level**.

Example:

Genres	Main features	Language features: sentence level	Language features: word level
Discussion **Ex: giving opinions for and against using nuclear energy**	To present an argument: introduction of the argument, arguments for and against with examples, summary points and reasoned conclusion	Passive forms Giving examples Complex sentences conditionals	Formal vocabulary Impersonal pronouns (*it, they*) Connectives and contrast (*however, but*)
Explanation **Ex: explaining why there is a relationship between the perimeter and the area of a shape**	To give reasons for how something works: factual information, opening and concluding statements, definitions	Present tenses Passive forms Sequencing or time connectives Complex sentences (cause and effect)	Technical, specialist vocabulary impersonal pronouns, cause -effect connectives (*because of, as a result*)
Persuasion **Ex. An advertisement to show people how to take more exercise**	To convince someone of your point of view, argumentation, summary with repetition	Opening statements to get reader's attention Present tenses suggesting: *should,must*	Adjectives, comparative and superlative forms personal pronouns (*you*) strong adjectives for emotional effect
Recount **Ex: a retelling of how a science experiment was set up**	To recount past events, often in order of when they happened	Opening (wher/when/what) Past tenses Examples Closing statement	Time connetives Wide range of past verbs

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21

How can teachers use a genre-based approach?

1. Contextualizing: what is the purpose of the text? Who was the writer? Who is the reader?

2. Modelling: at text, sentence and word levels to focus on the key language features of the genre

3. Joint construction: learners and teacher work together to write an exampe of the genre. Use of speaking and writing frames for support

4. Indipendent consctruction: individual writing. Some support might be needed

5. Comparing: the other texts from the same genre type so learners can think about similarities and difference

"Learners become better ta reading and writing if they know what type of text you have given them and if you tell them what its purpose is".

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22

WHAT SHOULD WE ASK ABOUT CLIL MATERIALS?

Are these materials…
- appropriate for the age of the learners and the stage of learning?
- fit for purpose?
- do they consider content, communication, cognition, culture?
- progressive in subject content, in language, in cognitive demands, in task demands?
- varied in skills, tasks, interaction?
- motivating and complete?

We need to select and adapt CLIL materials carefully because we need to help learners understand subject content. There are many ways of doing this at text, sentence and word level.

✓ At the text level we can include visuals, diagrams, animation and visual organisers: we can make sure that the page layout is clear.
✓ At sentence level we can include definitions and short explanations.
✓ At word level we can use labels or highlight key content vocabulary by underlining, using capital letters o using bold font; we can also add glossaries of key content words; we can paraphrase language, remove unnecessary details and reduce lenght of sentences

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23

ACTIVITY TYPES

Which activities types are more suitable for CLIL?

In CLIL we need to provide activities:
- for communicatng subject contet orally
- for developing listening and reading strategies
- for supporting written or physical production

The learners are more motivated if the activities are meaningful and relevant: for this reason they need to be linked and sequenced so they are progressively challenging.

Example of activities suitable for CLIL: categorisation, cloze test, gap fill, labelling, matching, multiple choice (true/false, ordering words/sentences/paragraphs), jigshaw reading and listening, word/sentence/text/ completion, information transfer, freeze frames, pyramid discussion, domino games.

Are there any activities which are suitable for particular curricular subjects?
We need to know the purpose and focus of activities so that learners can develop subject-specific skills as well as lower order and higher order thinking skills.

Here are examples of activities used in curricolar subjects:

Subject	Activity	Example
Environment	Web search	Look up www.kidsplanet.org. Make notes on 3 endangered animals
Geography	Interpreting maps	Study the map below. In which directions are the Earth's plates moving?
History	Developing arguments	How did developments in trade affect people's lives?

Example of domino game: this can be used to revisit content vocabulary and develops accuracy and intensive listening skills.
Procedure: share out a set of dominoes. One learner reads the definition on the first domino, the others look for the word it defines. The learner who has the domino with the word which matches the definition, calls out the word. This second learner reads the definition on their domino. Whoever has the word which matches the definition reads it out. The activity continues until all the dominoes have been used. The final definition matches the word at the top of the first domino.

pollution	the environment	a rainforest	climate
•the air, land and water where plants , animals and people live	•an area in a tropical country with many trees	•the weather conditions in a particular area	•the result of putting dangerous chemicals into the land, water and air

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24

SCAFFOLDING CONTENT AND LANGUAGE LEARNING

What is scaffolding?

Scaffolding is the steps teachers take to support learners so that they can understand new content and develop new skills. Later, learners can use the new learning in different contexts without the support of scaffolding.
Vygotsky wrote that what learners can do today with support, they can do alone tomorrow.
Scaffolding can be provided for listening, speaking, reading and writing tasks in all curricular subjects and it can be used to help learners form ideas and learn language.

How can we scaffold learning?

There are many different ways teachers can scaffold learning so that learners feel successfull when doing tasks. The kind of support teacher provides is very important for the outcome of the tasks. One way to scaffold learning is to carefully consider the language we use; other examples of scaffolding are:
- Creating interest
- Breaking down tasks in small steps
- Providing before, during and after task support
- Using visuals and realia
- Demostrating tasks
- Using word banks, glossaries, writing frames
- Providing cosntructive feedback

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25

Example:
Subject: History
Topic: Industrial Revolution
To introduce this topic, the teacher tells a brief storyline and students pretend to be detectives and will try to solve the questions asked by the teacher.

1. Story: In 1820 in the North of England there are two 13 year old teenagers named John and Thomas who escape from home.
Two questions:
a. Why did they go?
b. Where could have they gone?

2. The students propose various hypotheses:

* This is an exercise that allows students to focus on a certain block of knowledge and to be able to make assumptions about the possibilities for a child of that time.

3. The teacher divides students into groups of 4-6 and gives them runaways cards.
4. Each group divides the cards equally
5. They take it in turns to read out their cards to the group and decide which is a red herring car or a relevant fact card. When they all agree they write in their chart (some cards may go in more than one column).

Facts not connected to the story	Facts relevant to their running away	Facts about the general working conditions	Social facts	Facts about factory machinery

6. Students present their findings in groups
7. Students write a dialogue beetween Thomasen Jhon two days after they've run away in which they discuss why they went

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26

8. Students write a letter to Mr Bradley from the local council complaining about the conditions and threatening to close down his factory

9. Students produce a poster display showing the interconnectedness of reasons for the working conditions

10. Students write a blues type song describing conditions view of Thomas and John starting "Woke up this morning…"

11. Students use the internet to find further information on similar incidents and then present result to the class

12. Students write the report from the detective who found them.

Teachers need to build on what learners already know about the subject and build on whta language they already know. Then teachers need to support learners to achieve the next step in understanding subject content before they can work on their own. More scaffolding is needed whwn learners have to understand subjects which are new and unfamiliar. Scaffolding is also needed to create classrooms whereb there is interaction and collaboration. For example, teachers can use visual organisers as speaking frames so that learners can work together to prepare explanations, comparisons or descriptions before presenting their ideas to the class.

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27

DRAMA

Interpretations of who started World War One: Germany, Serbia, Austria-Hungary, Russia or Britain?

1. Divide class into two groups – speaking and listeners. Listeners are the jury. One student can be the judge.
2. Speaking pupils work in pairs and have one role card between them. They prepare in advance. They decide which arguments they will present first, second, third…
3. Listening pupils have all the role cards to look at in advance and to check as the speakers present their case.
4. All listening pupils have a copy of the chart to complete as speakers present their cases to fill in with the arguments
5. Each speaker can speak for two minutes only. Speakers voice recod their speeches.
6. At the end the jury meets to decide on the "guilty party".
7. While the jury decide the speakers listen to their recordings for both language improvement and also to decide who they think is the guilty part.
8. Written outcome: students collect the arguments and write an essay justifying their opinions.

ROLE PLAY

Role play is any speaking activity when a student put himself/herself into somebody else's shoes. The joy of role play is that students can "become" anyone they like for a short time (the President, the Queen).

It is widely agreed that learning takes place when activities are engaging and memorable: role play is motivating and allows quieter students get the chance to express themselves in a more forthright way but it's important for all the class which is broadened to include the outside world – thus offering a much wider range of language opportunities.

Example: Biographes of Adolf Hitler and Wiston Churchill

PICTURE DICTATION

For explaining a difficult argument teacher can start with a draw.

Teacher explains to the students that they are going to do a picture dictation: he/she is going to describe a picture to them and all they have to listen and draw whta he/she describes.

When teacher is describing the picture it is best to describe one object at a time slowly and to repeat each description two or three times.

Teacher has to make sure give students enough time to finish drawing one object before moves onto the next object and it is a good idea to walk around and to look at the students' drawings as they are drawing them so that the teacher can see how well they are understanding his/her descriptions and she/he can adjust them accordingly and give them any support they need.

Example: Cold war between America and Russia regarding the question of Cuba

This activity can be followed by a <u>simulation</u>: one part of the class represents Russia and one part represents America.

Subsequently teacher distributes <u>stripes</u> related to the Russian and American blocks and asks students to divide in America and Russia.

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28

Consolidating learning and differentiation

Consolidating learning is not simply revisiting content and language the day after but it means learners should activate what they have learned previously so they can improve their Learskills.

In a class there are learners who are more able and students who are less able than others and for this reason teacher need to differentiate teaching and learning as these learners heve different needs. Differentiation is particularly important in CLIL because learners' language skills may be at a different stage of development from their subject skills.

How can a teacher consolidate learning?

- *Monitoring*: teacher need to observe pupils to see when they have difficulties with new learning. The difficulty of a task could be because learners have a lack of subject knowledge, a lack of language knowledge or they don't understand the concepts.
- *Reviewing*: students need to review their work so they can consolidate and deepen their understanding of content knowledge. At the start of each lesson, it is a good idea to refer to work done in previous lessons and at the end of the lesson, it is a good idea to summarise whta the pupils have thought.
- *Homework*: learners can use homework to practice, review an apply what they learned in the classroom.

How can a teacher differentiate learning?

- *Input:* teacher can adapt the curriculum content, his/her language for presenting subject knowledge, his/her methodology, his/her tasks.
- *Output:* teacher can increase or reduce the amount of work learners produce and vary the cognitive demands of the tasks.
- *The expected outcomes:* teacher can set achievable short-term goals and evaluate the effectiveness of the support he/she provides.

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29