An Introduction to CLIL

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What is CLIL?

What is CLIL?

Our aims

What is CLIL?

Knowledge:

to know what CLIL is
to understand its aims

Skills:

to be able to describe the 4Cs of CLIL

What is CLIL?

Language

Match the following words with the right definition

1 Approach	5 TL or L2
2 Content	6 Learning
3 Integrated	7 Method
4 L1	8 Syllabus

What is CLIL?

Listening

Listen to this video

https://www.youtube.com/watch?v=uIRZWn7-x2Y

CLIL - a brief introduction

Joan Alberich
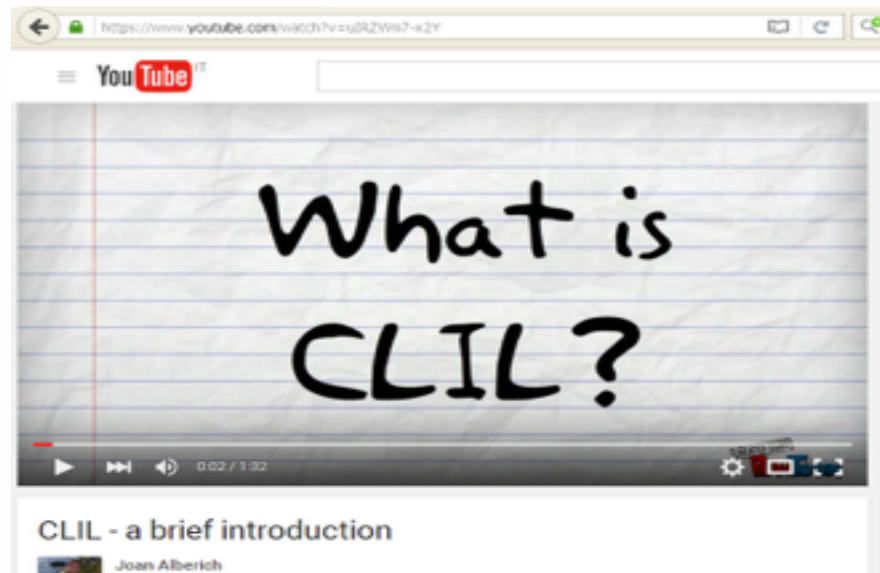
What is CLIL?

Can you work out your definition of CLIL?

Work in pairs!

What is CLIL?

Definition:

CLIL is an approach which integrates the teaching of content from the curriculum with the teaching of the target language.

CLIL gives learners a different learning experience compared with most language courses, because in a CLIL classroom, the curricular subject and the target language are taught together.

What is CLIL?

Reading

Read the text and match the four headings

What is CLIL?

The 4 Cs

Content → knowledge

Communication → language, interaction

Cognition → critical thinking

Culture → awareness

What is CLIL?

Activity

Here is a list of **seven aims** of CLIL. Decide to which 'C' they belong and explain how you can reach these targets.

What is CLIL?

Activity

- introduce learners to new concepts through studying the curriculum in L2

- improve learners' production of the language of curricular subjects

- improve learners performance in both curricular subjects and L2

- increase learners' confidence in the L2 and L1

- provide materials which develop thinking skills from the beginning

- encourage stronger links with our community and other cultures

- make the curricular subject the main focus of classroom materials

What is CLIL?

Reflection/production

Look at these materials from coursebooks

Which are from Elt books and which are from CLIL books? Why?

How do they demonstrate and develop the 4 Cs of CLIL?

What is CLIL?

What have we just done?

A CLIL lesson about CLIL!!

Let's analyse the different steps!

Language

What's the role of language in CLIL?

Learners need knowledge of the L2 to understand the curricular subject.

Language

What language?

1 Content-obligatory or subject-specific language

2 Content-compatible language

Language

Content-obligatory or subject-specific language

= this includes the vocabulary, grammatical structures and functional language for **specific** subjects

Language

Content-compatible language

= this is the everyday, **general** and less formal language that is used in that subject or other subjects

This includes:

- **high and medium frequency words** (= the most used vocabulary in general English)
- **collocations** (= combination of words)

Language

Can you define the category of the following groups of words?

Group 1: content, cognition, approach

Group 2: language, learning, learners

Group 3: among, while, across

Group 4: wide range, language skills

Language

Can you define the category of the following groups of words?

Math lesson

Group 1: circle, circumference, diameter

Group 2: centre, number, size

Group 3: about, across, many

Group 4: sharp rise, dramatic fall

Language

Activity

Can you do the same, thinking of a science, geography or history lesson?

Language

How can you teach vocabulary?

Premise 1:

If words are presented as isolated elements, there is no point of support, no cognitive hold for them in the learners' memory, so they are quickly forgotten

How can you teach vocabulary?

Premise 2:

If the words are presented in alphabetically ordered word lists, pupils will suffer from interference, which can be harmful

Language

How can you teach vocabulary?

Premise 3:

Isolated words do not present a linguistic reality, as the meaning of words is related to context

How can you teach vocabulary?

Premise 4:

Isolated words do not present a psychological reality, as they do not carry a message. If pupils are not emotionally involved their long-term acquisition of the word might be affected

How can you teach vocabulary?

This is where CLIL meets Communicative Language Teaching (CLT)

Language

Introducing new language

- brainstorming

- matching (words and definitions, words and pictures)

- eliciting

- find someone who

- labeling

Language

Can you create 2 actvities?

Structures and meaning

Structures and meaning

Learners need grammatical structures to talk and write about the curricular subject. We need to support learners by:

- looking at structures and meaning

- helping them to notice relevant and problematic language structures and their meanings, through examples

- correcting use of problematic forms

Structures and meaning

Here are some language areas which are difficult for Italian students:

- word order

- verb tenses

- prepositions

- content vocabulary

Structures and meaning

What can you do...
to help them avoid mistakes?

Imagine I knew you need to work on prepositions.

How could I have modified my lesson to give you some practice about this?

> **information gap activity**

Can you think of other strategies?

Structures and meaning

Other strategies:

Sentence reordering

Pair interviews

Gapped summary

Communicative functions

What is a communicative function?

It is the purpose for speaking or writing

What communicative functions can you think of?

- Giving examples
- Describing a process
- Expressing conditions
- Describing trends
- Talking about purpose
- Defining

Communicative functions

Can you find examples in the text?
Can you find another way of expressing the same concept?

What can you do to help students develop communicative functions?

Materials

Materials

Video

Why a video?

Materials

A video …

…is good to develop or strengthen listening skills

…enhances motivation and involvement

…allows to revisit the vocabulary previously introduced and to see it in context

Materials

A video…

…introduces the topic and gives information about it

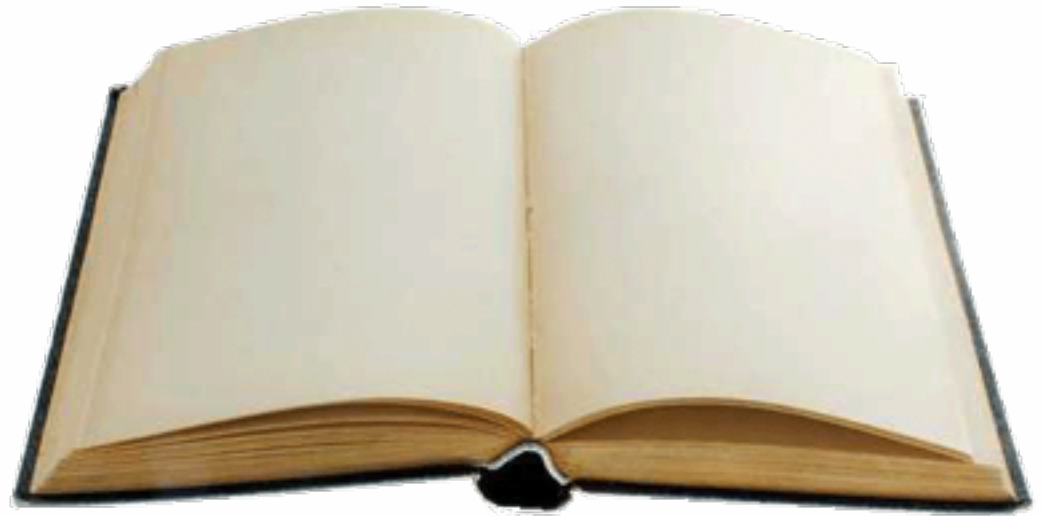…combines different learning styles (visual and auditory learners), helping memory

…is useful for children with learning disabilities, because an oral approach to learning is privileged.

Materials

Reading passage

Why a reading?

Materials

- it allows to introduce a wide range of content vocabulary

- the content is linked to the L1 curriculum

- it allows to present information in a detailed way

- learners can refer to it for revision at any time

- it allows teacher to focus on some specific skills (comprehension, vocabulary, grammar).

Materials

What kind of readings can you use?

1) Text (gap text, scrambled text)
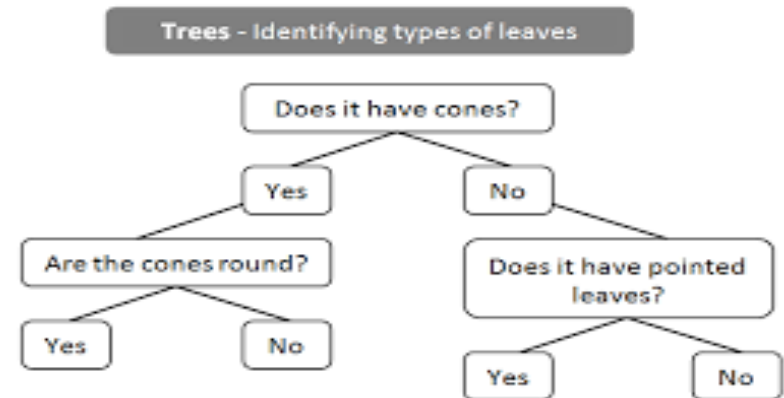
2) Comic strip

3) Lyrics of a song

What kinds of activities can follow listening and reading activities?

1) open questions

2) multiple choice

3) true/false

Materials

What kinds of activities can follow listening and reading activities?

4) classification tasks

(binary key or lateral key)

Trees - Identifying types of leaves

Does it have cones?
- Yes
  - Are the cones round?
    - Yes
    - No
- No
  - Does it have pointed leaves?
    - Yes
    - No

5) loop or domino games

Materials

How can you choose the 'right' materials?

Before choosing...
consider the following aspects

Materials

-is it appropriate for the age of the learners and their level?

-is it fit for the learning outcomes?

-is it linked to CLIL aims? Does it consider the 4Cs?

- is it progressive in subject content, in language, in cognitive demand and in task demand?

Materials

-is it supportive?

-is it varied in skills, tasks, interaction?

-is it collaborative, challenging and achievable?

- is it motivating?

Materials

How can you adapt materials?

Have a look at the text about the 4Cs.

How does it differ from the original one?

Materials

What are the 4 Cs of CLIL?

CLIL is sometimes referred to as having '**4 Cs**' as components: content, communication, cognition and culture (Coyle, 2007; Coyle, Hood and Marsh, 2010). This is a useful description because the integration of content, communication, cognition and culture is one way to define teaching aims and learning outcomes. The fourth C, 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 (DT), economics, environmental studies, geography, history, information and communication technology (ICT), literacy, mathematics, music, physical education (PE), philosophy, politics, religious studies (RE), science, social science and technology.
  Some CLIL programmes develop cross-curricular links among different subjects. For example, learners might study the history, geography and art of a particular area. This often happens in primary schools. In all CLIL contexts, we need to analyse content for its language demands and to present content in an understandable way.

- **Communication**
  Learners have to produce subject language in both oral and written forms. We therefore 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). We should also encourage self-evaluation and peer and group *feedback*. When learners produce the target language while studying curricular subjects, they show that subject knowledge and language skills are integrated. 'By using the language for learning content, communication becomes meaningful because language is a tool for communication, not an end in itself' (Pérez-Vidal, 2009).

Materials

- **Cognition**
  CLIL promotes cognitive or thinking skills which challenge learners. We need to develop learners' cognitive skills so they can study subjects from the curriculum. These skills include reasoning, creative thinking and evaluating. 'Good CLIL practice is driven by cognition' (Mehisto, Marsh, Frigols, 2008). We also need to analyse thinking processes for their language demands and to teach learners the language they need to express their thoughts and ideas.

- **Culture**
  The role of culture, understanding ourselves and other cultures, is an important part of CLIL. 'Culture is at the core of CLIL' (Coyle, 2007). Learners sometimes need to communicate in a non-native language with new arrivals who may have different home languages as well as different social and cultural backgrounds. Learners need knowledge of those who live in other regions or countries. CLIL gives us opportunities to introduce a wide range of cultural contexts. We want to develop learners who have positive attitudes and who become aware of the responsibilities of global as well as local citizenship. Inside the classroom, we should value different home languages. Beyond the classroom, we can make links with partnership schools and make use of the Internet to communicate with learners across the world about, for example, local environmental projects.

(from *TKT Course, CLIL MODULE*, by K. Bentley, Cambridge University Press, 2010)

How can you adapt materials?

- use of different font sizes and colours

- highlight keywords through boxes, capital letters

- add explanations in brackets when needed

- add images

- use visual organisers

Materials

How can you adapt materials?

- add word banks or glossaries

- sentence-level language support

- paraphrase language when needed

- remove unnecessary details

- make instructions shorter and clearer

Materials

Activity: adapt this text!

! Remember to take into consideration both CLIL aims and the visual strategies!

Follow up activities

What kind of activities can follow?

- Experiments

- Songs

- Creative writing

- Report writing

- Games to revise, reinforce vocabulary

Materials

Follow up activities

Can you think of other activities?

What's behind the lesson?

Language + content = integration

Materials

Have a look at the lesson plan for the water cycle project.

How are language and content integrated and developed?

Learning styles

Learning styles

What are learning styles?

According to **Ellis** they are "the more or less consistent way in which people perceive, conceptualize, organise or recall information"

There are many models to describe them.
We are going to analyse two.
1) VAK (Bandler and Grindler)
2) Honey and Mumford

Learning styles

VAK =

Visual

Auditory

Kinaesthetic

Learning styles

<u>Visual learners:</u>
looking at things helps them learn

What kind of activities are suitable for them?
flashcards
realia
notes
pictures

Learning styles

<u>Auditory learners:</u>
listening to things helps them learning

What kind of activities are suitable for them?
storytelling
tapes
dialogues
repetition drills
music

Learning styles

Kinaesthetic or tactile learners:
moving around helps them learning

What kind of activities are suitable for them?
movement
mingles
sorting games
manipulation of objects

Learning styles

According to **Honey and Mumford** there are **4 types** of learners:

Activists

Reflectors

Theorists

Pragmatists

Learning styles

<u>Activists</u>,
who learn by doing, have an open-minded approach to learning and are not afraid of making mistakes

What kind of activities are suitable for them?

concrete experiences
manipulation

Learning styles

Reflectors,

who learn by observing, thinking and reflecting. They like collecting data and working out a conclusion

What kind of activities are suitable for them?

listening activities
reading activities in which they have time to reflect

Learning styles

Theorists,

who want to learn the theory behind their actions, need models and concepts that can analyse and synthetize.

What kind of activities are suitable for them?

detailed grammar rules
discussion on effective learning

Learning styles

<u>Pragmatists</u>,

who learn by putting things into practice

What kind of activities are suitable for them?

simulation of real life activities
case studies

Learning styles

Clil lessons allow you to use a wide range of activities which cater for a variety of learning styles

Teacher's roles

Teacher's roles

What's the role of the teacher?

Based on the functions that the teacher performs in different activities, Harmer defines the teacher's roles as **controller, assessor, organizer, prompter, participant** and **resource-provider.**

Teacher's roles

What's the role of the teacher?

Controller: the teacher manages the students and the class and keep situation under control

Examples: explanations, announcements

Teacher's roles

What's the role of the teacher?

Assessor: the teacher gives feedback and corrects students

Examples: test correction, exercises and homework correction

Teacher's roles

What's the role of the teacher?

Organiser: the teacher gives instructions

Examples: organisation of pair or group work, class layout

Teacher's roles

What's the role of the teacher?

Prompter: the teacher encourages students to work things out for themselves

Examples: eliciting, brainstorming

Teacher's roles

What's the role of the teacher?

Participant: the teacher joins students in an activity as a participant

Examples: debates, round tables

Teacher's roles

What's the role of the teacher?

Resource: the teacher doesn't control or prompt but helps students when they ask

Examples: creative writing activities

Activity

Can you find the teacher's role
in each situation?

Flipped classroom

Flipped classroom

Definition

Flipped= reversed

What do you reverse?

Learning/teaching process: students become the protagonists of the teaching itself

Definition

Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.

Flipped classroom

Flexibility

Flipped Learning allows for a variety of learning modes; educators often create flexible spaces in which students choose when and where they learn. Furthermore, they are flexible in their expectations of student timelines for learning and in their assessments of student learning.

Flipped classroom

Learning culture

Differently from the teacher-centered model, the Flipped Learning model is based upon a **learner-centered approac**h, where in-class time is dedicated to exploring topics in greater depth and creating rich learning opportunities. As a result, students are actively involved in knowledge construction as they participate in and evaluate their learning in a manner that is personally meaningful.

Intentional content

Flipped Learning Educators continually think about helping students develop conceptual understanding, as well as procedural fluency. They determine what they need to teach and what materials students should explore on their own. Educators use Intentional Content to maximize classroom time in order to adopt methods of student-centered, active learning strategies, depending on grade level and subject matter.

Flipped classroom

Teacher's role

The role of the teacher is even more important and demanding in a Flipped Classroom than in a traditional one. During class time, they continually observe their students, providing them with feedback relevant in the moment, and assessing their work. Even if the teachers take on less visibly prominent roles in a flipped classroom, they remain the essential ingredient that enables Flipped Learning to occur.

Flipped classroom

What does all this mean in practice?

A typical set of flipped lessons has a definite structure.

Let's analyse the different steps.

Flipped classroom

Phase 1: Activation at home

Students are asked to read some texts or watch videos by themselves to build knowledge of the subject.

Flipped classroom

Phase 2: Production

Students are asked to teach their classmates through presentations or discussions.

Students might share with their classmates materials to be analysed or to work on.

Phase 3: Re-elaboration

Students re-elaborate the content they learned and apply it.

Flipped classroom

How can this approach be useful in the CLIL classroom?

1) It allows students to gather information about the subject at home

CLIL teachers might choose to exploit this activation phase giving materials in the students' L1.

Flipped classroom

How can this approach be useful in the CLIL classroom?

2) Teachers can use different resources like videos, articles, images

This caters for different learning styles

Flipped classroom

How can this approach be useful in the CLIL classroom?

3) It actively engages students in the learning/ teaching process

Students will feel active members of the lesson and this will enhance their motivation

Flipped classroom

How can this approach be useful in the CLIL classroom?

4) Students have the opportunity to present their work through the use of oral presentations

This allows them to train their speaking skills

It also gives the teacher the opportunity to test them in a non-traditional way

Flipped classroom

How can this approach be useful in the CLIL classroom?

5) Collective and group work are privileged

This allows students to learn to collaborate with their peers.
Weaker students can benefit from stronger students' support

And now...

Let's put it into practice!

Thank you !

Bibliography

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