



CLIL: Practical Methodology for Teachers Working with CLIL

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ANYONE WHO STOPS LEARNING
IS OLD, WHETHER AT TWENTY
OR EIGHTY.

ANYONE WHO KEEPS LEARNING
STAYS YOUNG.

THE GREATEST THING IN LIFE
IS TO KEEP YOUR MIND YOUNG.



Course Introduction

This 1- week course introduces the participants to the principles of CLIL (Content and Language Integrated Learning) and analyses CLIL teaching techniques, including practical ways of integrating CLIL into a classroom teaching environment.

During this course, teachers looked at the 5 C's of CLIL, scaffolding for learners, multimodality, assessment, and teaching aids in CLIL.



Course details:

The main aim of this course was to explore the dimensions and approach of CLIL teaching. During this one-week course the 5 Cs of CLIL were presented, explored and discussed, leading to the design of a lesson. Other areas such as cognition and thinking skills, scaffolding, multimodality as well as aids for teaching CLIL were introduced. Assessment was also be examined on this course.

We had an opportunity to try out all of these tools as all our courses were designed to be hands-on and practical. You were expected to take an active role in all sessions, maximising our use of English and collaborating together with our fellow trainees to create our own resources.

During our group discussions, we had the opportunity to share CLIL activities that we had created, and also to provided feedback to each other.

We were asked to reflect upon the training received and come up with a Personal Development Action Plan, selecting tools and activities we would like to try out in our own classes.

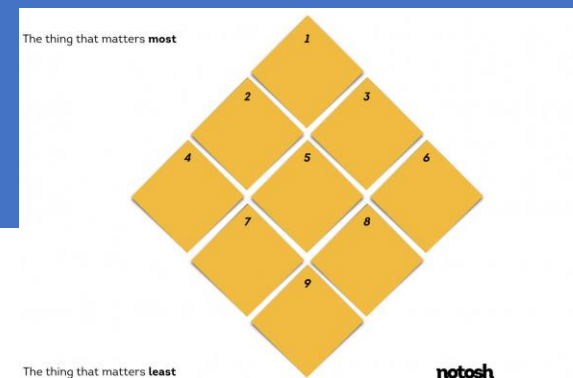


DAY 1: Introduction to CLIL

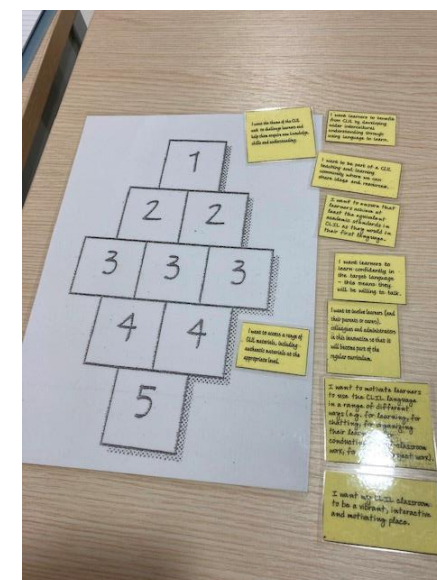
Overview of CLIL: Teachers' aspiration:

- CLIL is not a subject
- CLIL is student oriented
- Content is more important than subject – involves communication
- What do I want? What are my goals? These are the questions teachers should ask themselves.
- There are no closed questions in CLIL and we don't have the answers. What are consequences of our actions? CLIL asks questions of what I should do. CLIL is targeting mixed level of languages. Mixed levels (of the languages, of the subjects...) work together.

What is your goal with CLIL?



- Methodology slot: Diamond 9 **Templates:**
- Great as part of an activity where students need to rank, prioritise or make decisions.
 - Engourages students to discuss
 - Helps them reach consensus as a group
 - Gets individuals to explain/justify their choises
 - Gets students to collaborate in tasks such as ranking
 - Develops team work and communication skills.



CLIL

Total immersion

Partial immersion

Double immersion

Bilingual education

Two-Way immersion

Dual language immersion

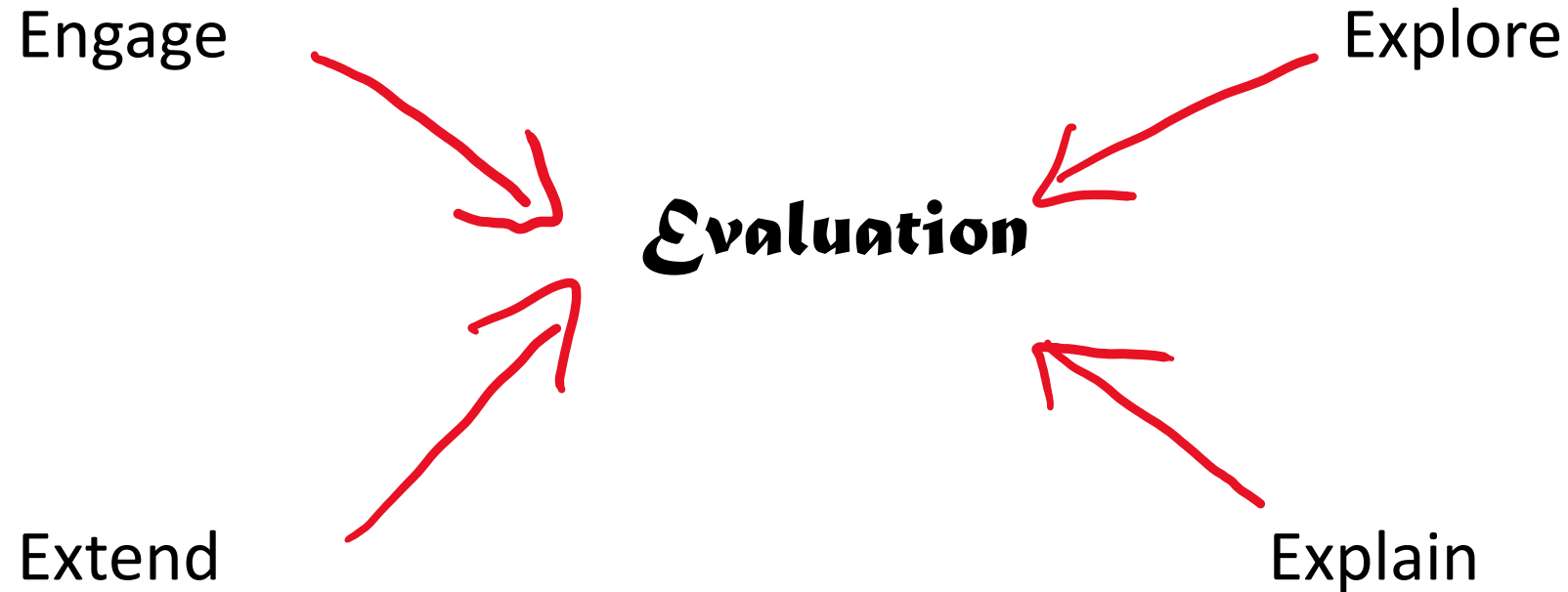
Foreign language immersion

Heritage language immersion

- Sheltered instruction observation protocol
- Cognitive academic language learning
- Cross-curricular language teaching
- Content-based language teaching
- Task based language instruction
- English as medium of instruction
- English for special purposes
- Content-based instruction

THE LEARNING CYCLE OF 5 E'S

All these lead to evaluation



5 C's

- All five C's are equally important during one lesson/project...:
 - 1. Content
 - 2. Communication
 - 3. Cognition
 - 4. Competence
 - 5. Community

Open questions for CLIL:

Who...

What...

Where...

When...

Why...

Students may pose these questions as they see fit.
There are no right or wrong questions or answers.

Student-centered content (any subject)

- Open questions
- Task-based
- Individual approach followed by group work
- Peer to peer learning and teaching the reality (5 C's)
- Respect-share-empathy and to give/ask for help
- Concrete instructions/no concrete directions
- When do I stop the group work as a teacher?
When most of the pupils are ready.
- The mindmap
- Challenge your students by making them think/guess/seek alternatives and possibilities

Be a lazy teacher by letting the students activate themselves

Be an efficient and effective teacher

(Google ANIDROC lessons)



Day 2. Communication /BICS and CALP Dictogloss practise

Lesson planning: Content (What kind of outcome do you want)

BICS = Basic interpersonal communication skills and
CALP = Cognitive academic language proficiency. Both are important when planning the lessons.

BICS interacting with other people and in the classroom, effortless.

CALP includes the language we need for listening to, speaking, reading and writing about an academic topic. It gives us the language we need to think about, ideas and to complete academic tasks.

Language for thinking, for presenting ideas and for completing academic tasks?

Project work -> Communication -> always think what BICS is needed for and what CALP is needed for.

Reading pictures->
the right
Interpretation

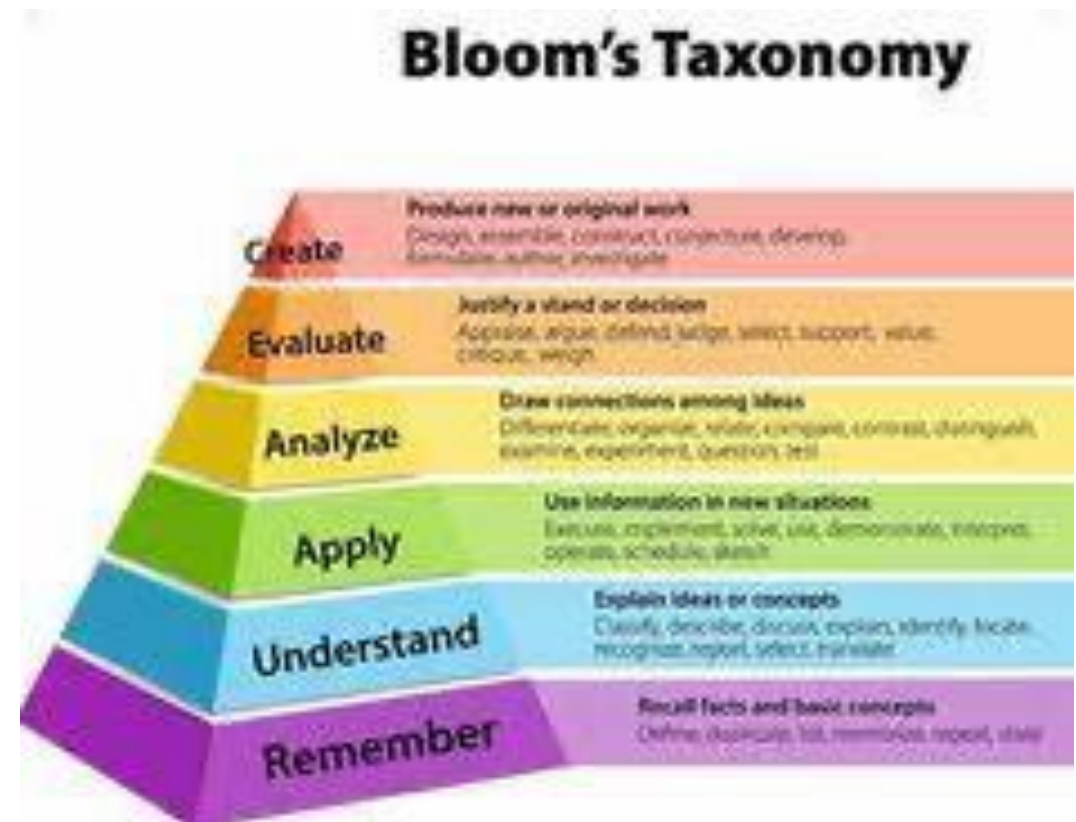


Communication

- How does this work in CLIL?
 - Valuable tool
 - Language and Content are integrated
 - New content is introduced "under the radar" and not overtly taught.
 - It provides an opportunity for peer support of content learning and language development.
 - It's an opportunity to learn through interaction.
 - It allows the T to put the spotlight on particular vocabulary or structures.
 - It marries sound and spelling
 - It's learner-centered
 - It allows LLs to use their existing targeted language resources.

Cognition: LOTS & HOTS / Bloom's Taxonomy

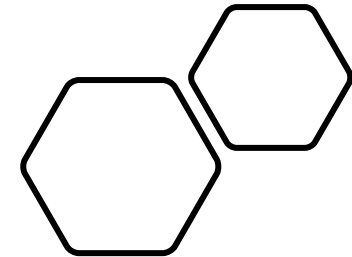
- Lower order thinking skills = LOTS
- Higher order thinking skills = HOTS
- Remember, understand, apply, analyze, evaluate, create





Blooming Verbs List

Remember	Understand	Apply	Analyze	Evaluate	Create
name	predict	solve	examine	choose	create
tell	explain	show	compare	decide	invent
list	outline	illustrate	contrast	recommend	compose
describe	discuss	complete	investigate	assess	plan
relate	restate	examine	categorize	justify	construct
write	translate	use	identify	rate	design
find	compare	classify	explain	prioritize	imagine





Day 3. Lesson plan mindmap + questions

Topic title:

1. Content

- **What will I teach? What will they learn? What are my teaching objectives? What are the learning outcomes?**

2. Communication

- **What language do they need to work with the content? BICS/CALP
Specialized vocabulary and phrases CALP. What kind of talk (BICS) will they be engaged in? Any grammar. Any language tasks and activities?
Discussions, debates, or argumentation in groups?**

3. Competence

- **Any project related skills needed? Interpersonal skills? Organizational skills? Linguistics skills?**

4. Community

- **Cultural implications of the topic. Value added context. Shared attitudes, values, goals and practisies?**

5. Cognition

- **How to test for understanding? HOTS questions analytical thinking on content.**

Cognition

LOWER ORDER THINKING SKILLS - LOTS

- Remember
- Understand
- Apply

HIGHER ORDER THINKING SKILLS - HOTS

- Analyze
- Evaluate
- Create

Cognition:

- Bloom's taxonomy:
- Competence: attitude, skills and knowledge



CLIL –
teacher
competence.





Learner's Competence

Making students aware of their level of competences and how to improve them, thus helping them become independent learners.

Train students to look at their own skills objectively, to recognise gaps and to make their own plan for improvement.



Day 4. What is competence?



Making students aware of competences, the level of competence, and how to improve, helping them become independent learners.



Train students to look at their own skills objectively, to recognise gaps and to make their own plan for improvement.



5 C's-
> can you think of other competences that come under the other C's?



The skill of presenting info to the class is a real-life skill, and shows that rehearsal of the target language is a confident builder.

The Culture Onion



Global

National

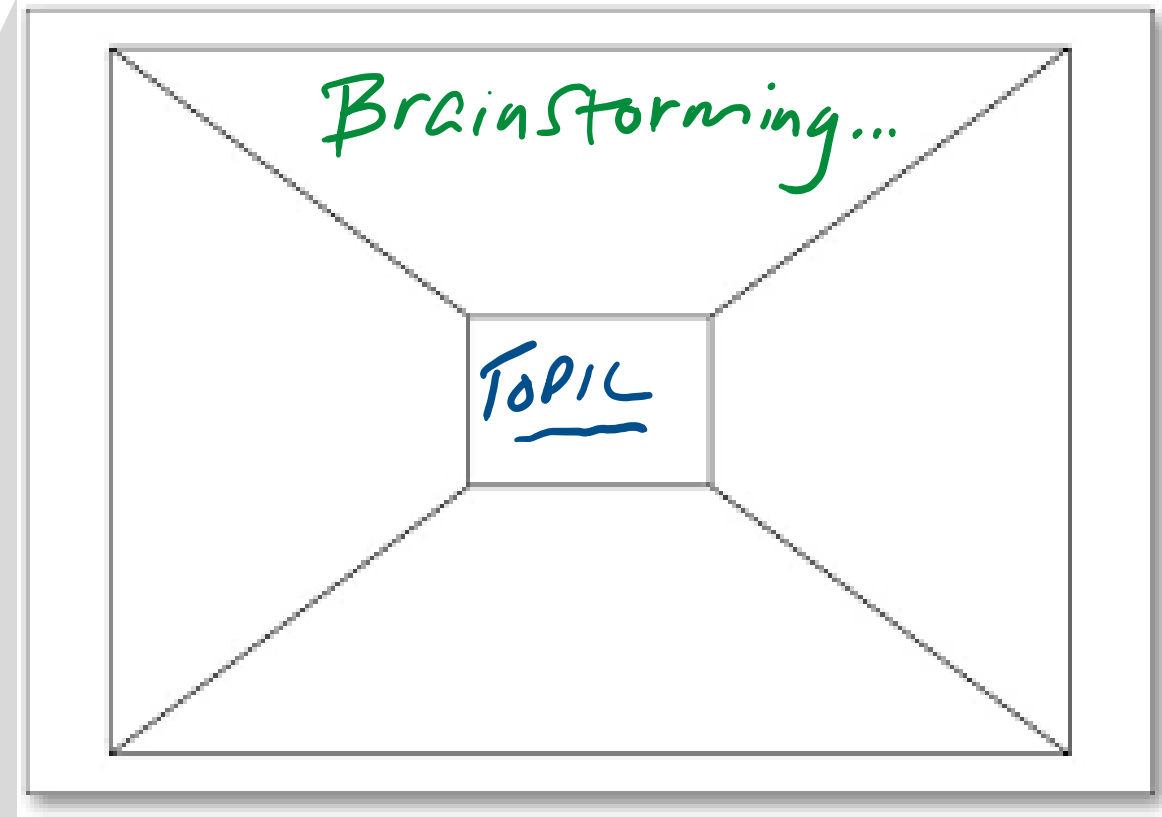
Local

School

Classroom

Placemat activator

Students can work in groups of three or four on a placemat. Ask each student to jot down everything that they know about the topic. Give the students a limited amount of time to do this with a colored marker. After the brainstorming students share their ideas and create a "big question". The big question can be built into the unit so students see relevance and meaning.





Six Thinking Hats -Template

Individuals and groups use the Six Thinking Hats technique to separate conflicting modes of thinking. They enable and encourage a group of people to think constructively together in exploring and implementing change, rather than using arguments to fight over who is right and who is wrong.

This Six Thinking Hats Template is designed to help a team evaluate and develop an idea further. It will help create space for creativity and help you make better-informed decisions by using the six different modes of thinking represented in six different hats: blue hat (organising the thinking), yellow hat (value), grey hat (risk), red hat (feelings), green hat (creativity), and white hat (information).

How to use the Six Thinking Hats template

The Hats are used to give direction to the thinking. They are a signal for everyone in the team to use the same mode of thinking at the same time. They are not for categorizing thoughts after they have been had. The person organizing the meeting uses the Blue Hat to set out a sequence of Hats that sets the agenda for the meeting. This template uses a preset sequence for evaluating and developing ideas:

Blue Hat: The Conductor's Hat (at the beginning of the sequence). Thinking about and managing the thinking process. The blue hat is the control hat. In the beginning, the blue hat sets the agenda, focus, and sequence of hats.

White Hat: The Factual Hat. The white hat is all about information. What information do you have, what information you need and where to get it.

Red Hat: The Hat For The Heart. The red hat is about gut reactions, feelings, intuitions, and instincts at a particular point in time. The red hat invites feelings without justification. This is important because feelings can change over time.

Yellow Hat: The Value Hat. The yellow hat is for a positive view of things. It looks for the benefits and values.

Grey Hat: The Judge's Hat. The grey hat identifies risk. It is used for critical judgment and must give logical reasons for concerns. It is one of the most powerful hats.

Green Hat: The Creative Hat. The green hat is for creative thinking and generating new ideas, alternatives, possibilities, and new concepts.

Blue Hat: The Conductor's Hat (at the end of the sequence). The blue hat at the end of the sequence is for summaries, conclusions, decisions, and plans for action.



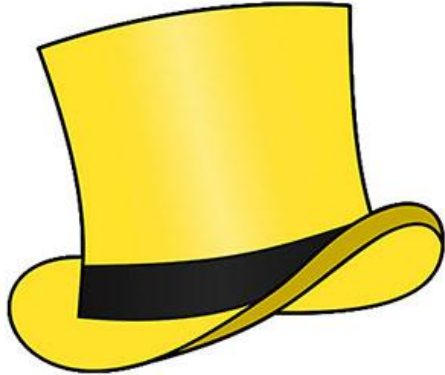
Managing the
Thinking Process



Information



Intuition and Feelings



Benefits and Feasibility



Caution, Risks,
Problems



Alternatives and
Creative Ideas

Thinking Hat- roles

Guidelines

Optimism

Intuition

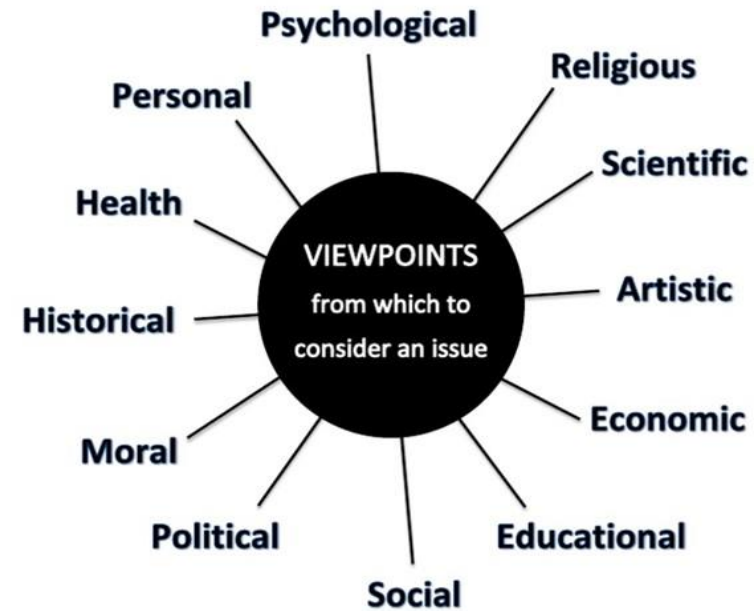
Caution

Possibilities

Facts

Discussion clock

Simpler version: Beach ball (three or four sections)

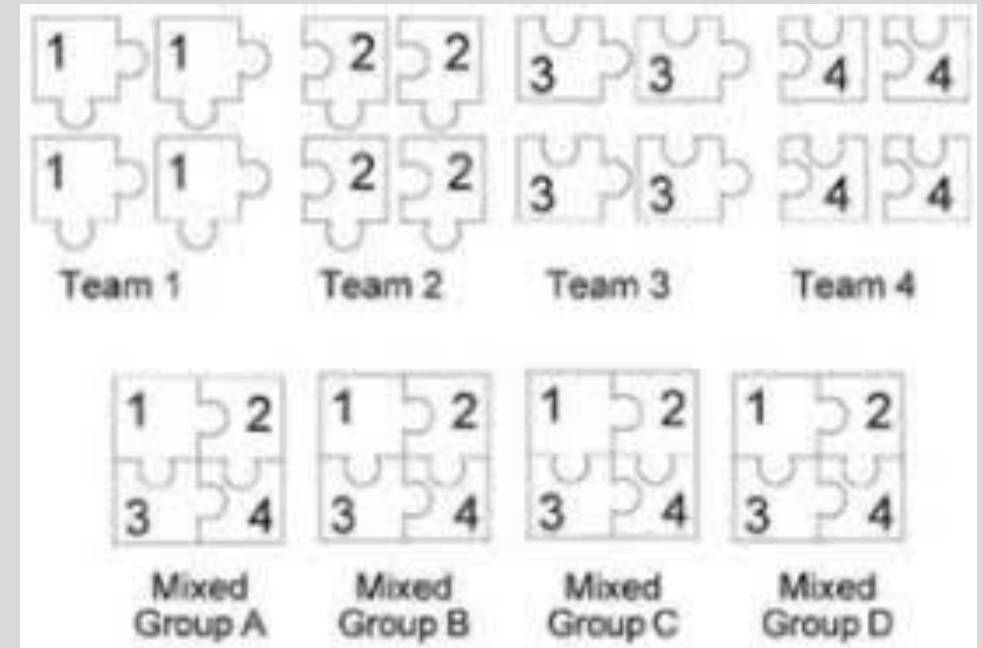


The Discussion Clock

- When considering a topic, you may refer to the discussion clock, which will help you think of ideas when planning your essay.
- Referring to the discussion clock is a useful "brainstorming" technique, as it helps you examine a topic from various viewpoints and decide on ideas/points to include in your essay.
- Keep in mind that a topic may not relate to all the aspects presented in the discussion clock.
- Remember that for each viewpoint you have thought of, there is usually an opposing argument. Think of the opposing arguments when planning your essay.

Jigsaw puzzle !

- What's the best way that a CLIL-teacher can help students recognise that learning a targeted language links them to other communities.
- JIGSAW reading is a good activity for CLIL because there is Peer to peer learning of content independently off the teacher.
- It lifts a reading text off the page and turns it into an interactive speaking activity.



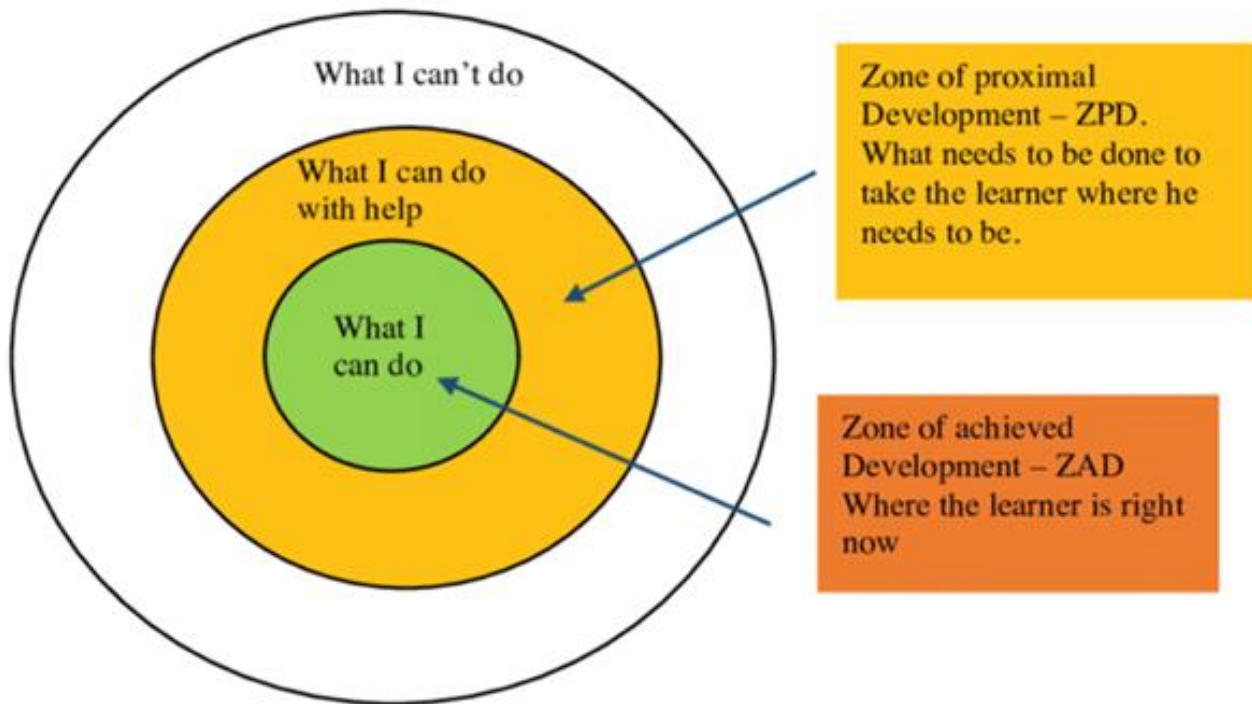
3-person groups can be named A's, B's and C's with separate linguistic tasks appointed
->such sharing enables peer support for understanding of both content and language

AAA sharing also gives an opportunity to rehearse language together.

The ABC sharing produces a genuine knowledge gap which means the communication within that group is realistic

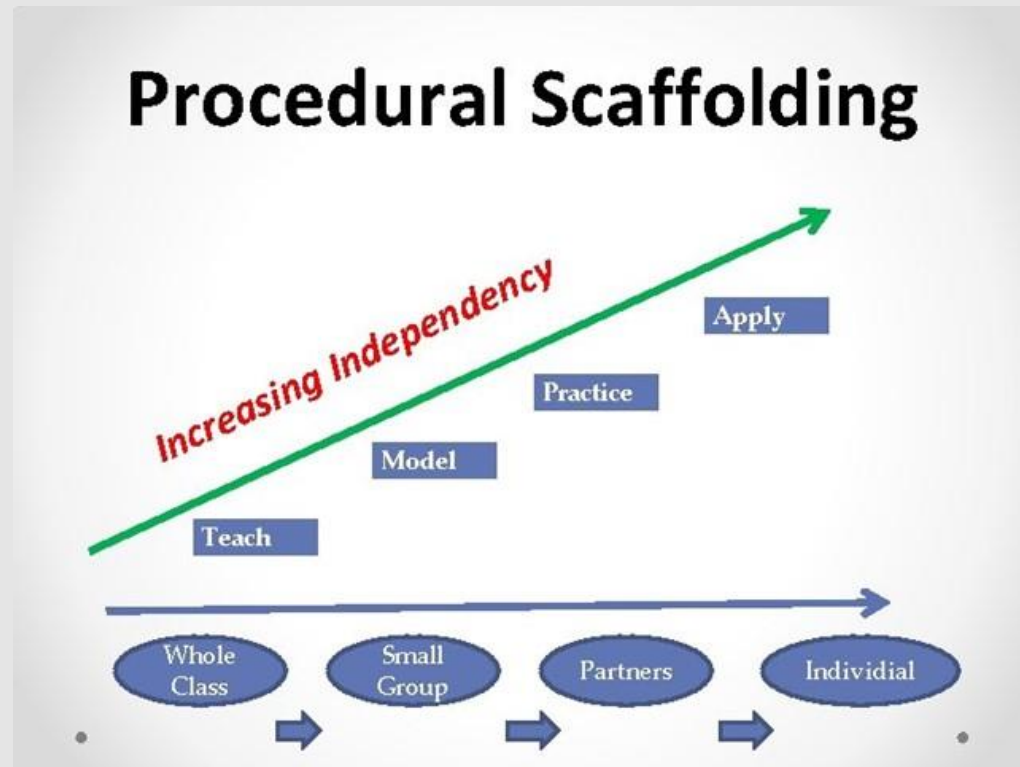
ABC sharing also forces Students to interact to answers a Questions

SCAFFOLDING



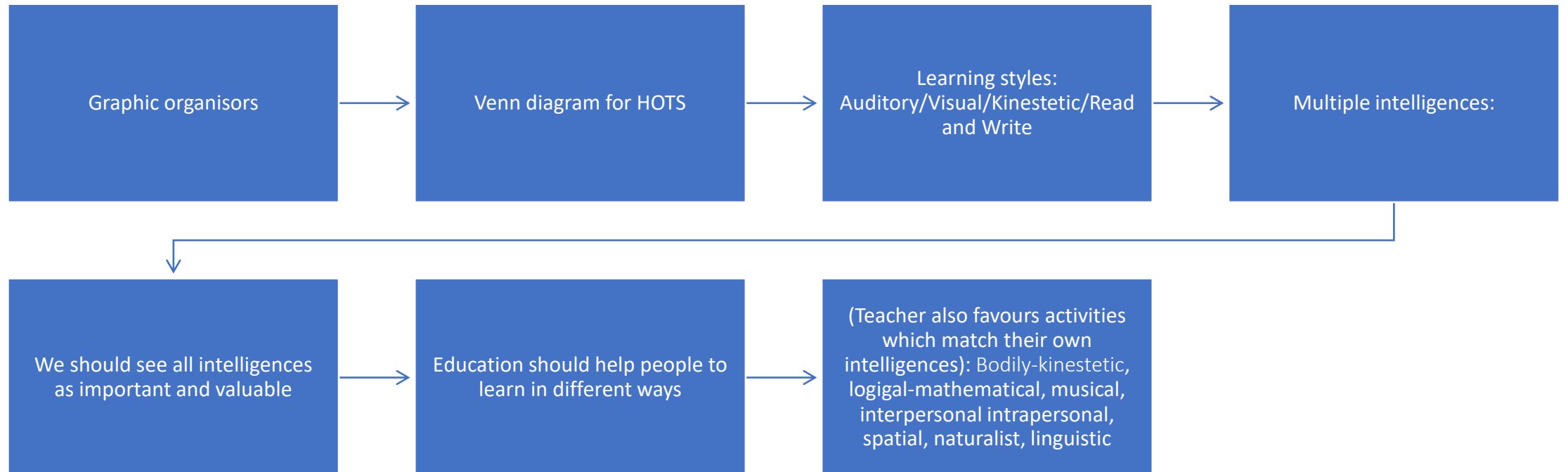
- Safe step by step guide aid for building
- **What can I do?**
 - Mutual dictation
 - Fill in the gaps
 - Me ->ZPD (Things that I can do with a little push)
-> Things I can't do.

Procedural scaffolding



- TPR
- Role plays
- Simulations
- Peer share
- One to one
- Group techniques

Scaffolding learning tools:



Multiple intelligences



Working around intelligences is learner-centered



When students can identify their own different intelligences they can work to their strengths



Learner choice of activities promotes autonomy and independence



Assessment

Evaluation, quality, audit,
information, procedure and
performance

Main issues with assessing CLIL:

- Summative or formative? Language or content? or both?
- Should we assess language with L1?
- Role of standard examination system



Summative vs formative

Formative assessments are encouraged for learning but summative assessments are necessary.

Teachers need to be clear and specific on their outcomes in assessing both content and language.

RUBISTAR evaluation
page/Free

Educator designs a task that targets a higher-order cognitive skill level

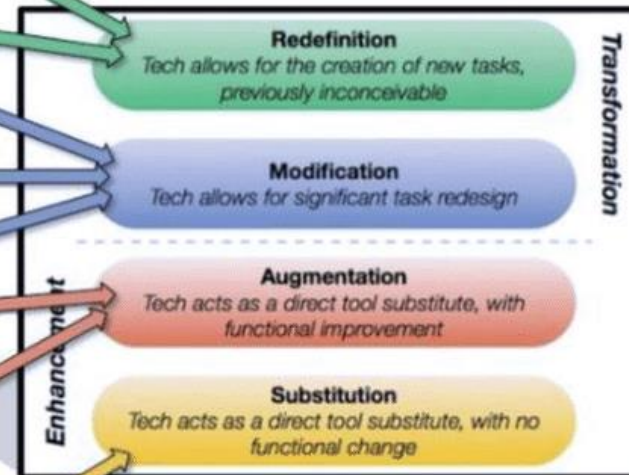
BLOOM'S

<http://schroedguide.net/bloomin-apps.html>



Educator designs a task that has a significant impact on student outcomes

SAMR



<http://www.hippasus.com/rrpweblog>

Developed by Kathy Schrock

November 2013

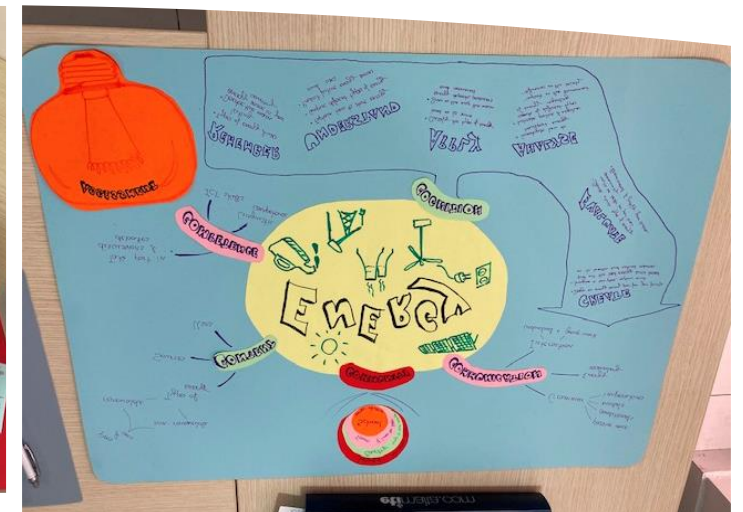
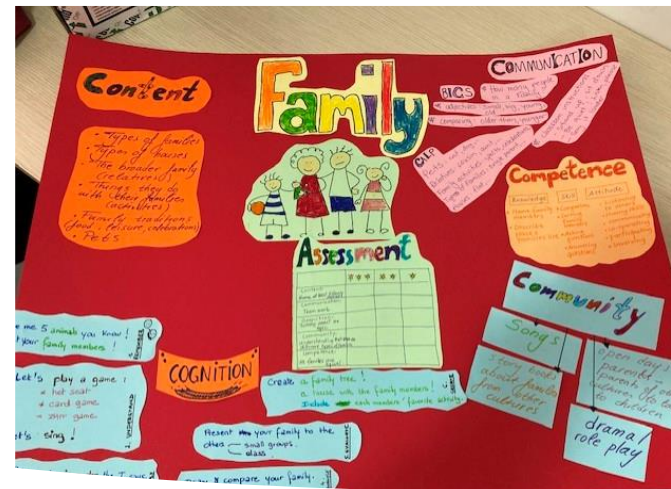
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Inspired by the work of Andrew Churches and Loui Lord Nelson



Day 5. CLIL -activities we created

Final teamwork:



**WE CANNOT TEACH
PEOPLE ANYTHING;
WE CAN ONLY
HELP THEM DISCOVER
IT WITHIN THEMSELVES.**