



CLIL

Content and Language Integrated Learning in pandemic time

presented by Marina Levitskaya
Gymnasium #5

What is CLIL?

- ▶ The term CLIL was coined by David Marsh, Finland (1994): "CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language."



CLIL is:

- ▶ a continuum of educational approaches devoted to two main components – language and content
- ▶ referred to as dual-focused education as lessons have two main aims, one related to particular subject or topic and one linked to language. (The British Council page)
- ▶ neither ‘translation’ of first language teaching into another language, nor ‘disguised’ systematic grammar.

There are two kinds of



CLIL

Soft

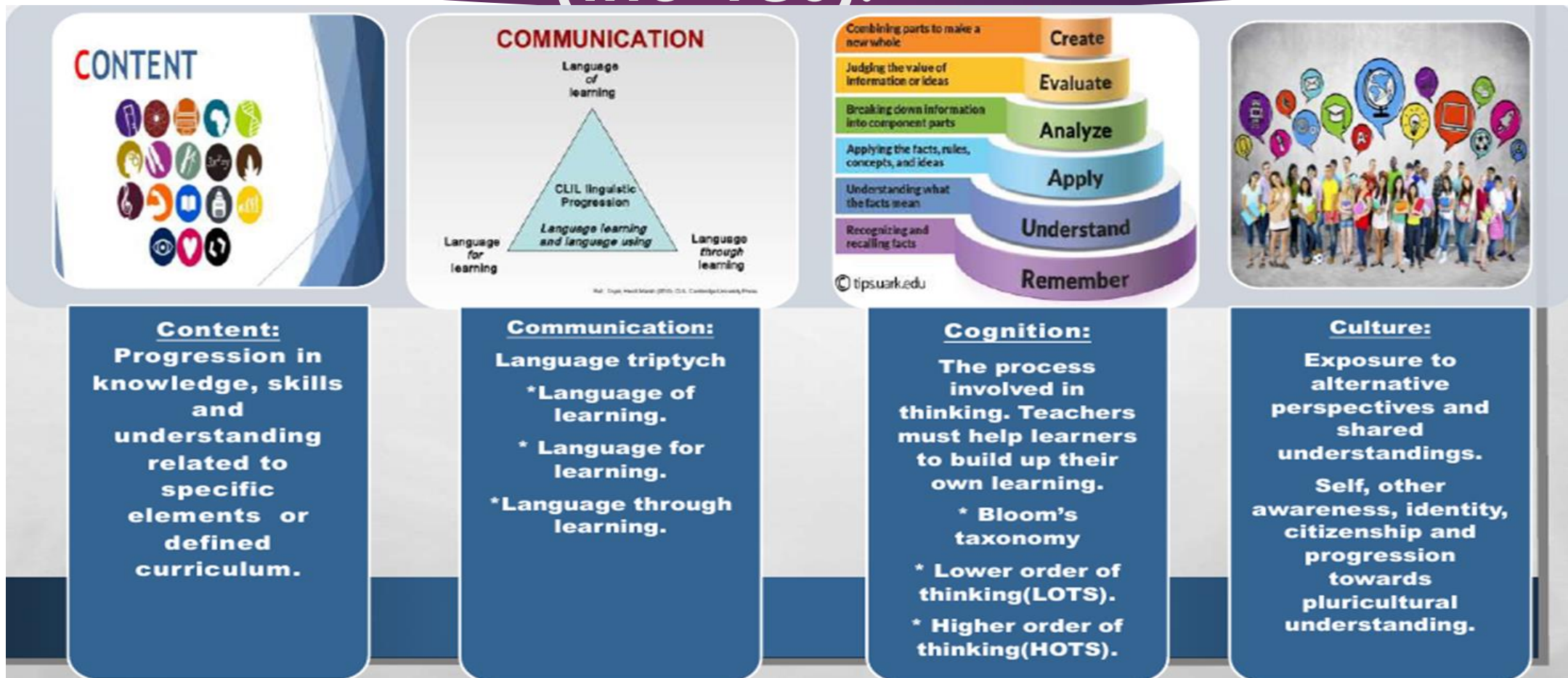
Hard



CLIL is important!

- The usage of this technology in multilingual groups is the most appropriate.
- Helps to implement the state policy on trilingual.

A successful CLIL lesson should combine elements of the following (the 4Cs):

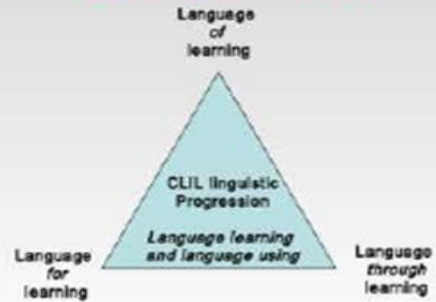


CONTENT



Content:
Progression in knowledge, skills and understanding related to specific elements or defined curriculum.

COMMUNICATION



Communication:
Language triptych

- * Language of learning.
- * Language for learning.
- * Language through learning.



Cognition:
The process involved in thinking. Teachers must help learners to build up their own learning.

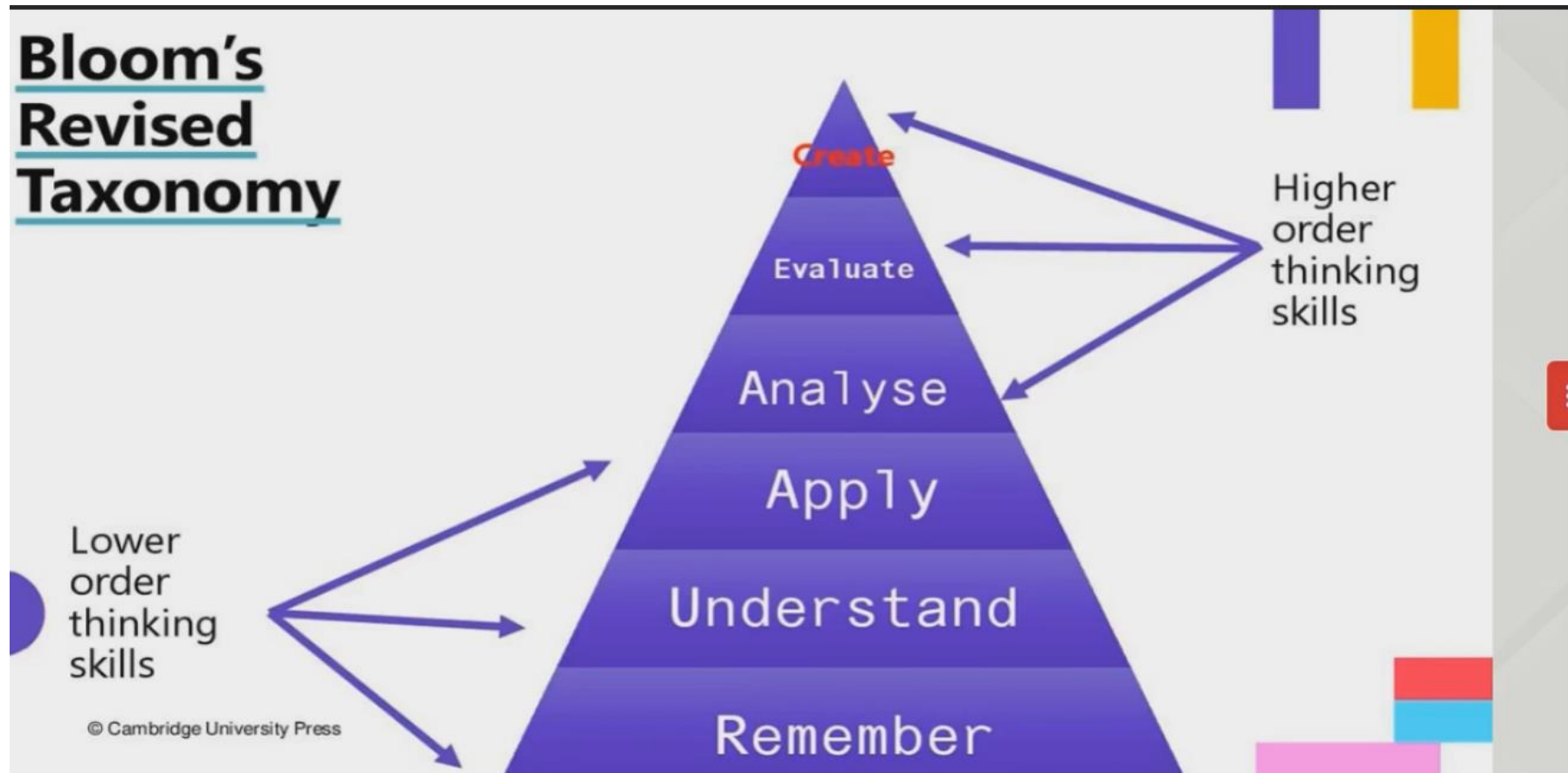
- * Bloom's taxonomy
- * Lower order of thinking (LOTS).
- * Higher order of thinking (HOTS).



Culture:
Exposure to alternative perspectives and shared understandings.

Self, other awareness, identity, citizenship and progression towards pluricultural understanding.

How Bloom's Taxonomy helps teachers



To start with....

Let's start with planning:

- ▶ You are an English teacher not a Science teacher. You aren't expected to teach Science. When you teach science in English, planning is key! When you are planning, ask yourself:
 - What science topic am I covering?
 - Choose the target language
 - Choose a grammar structure to focus on
 - Choose a reading text
 - Create graphic organize for your students
 - Let students use the information creatively

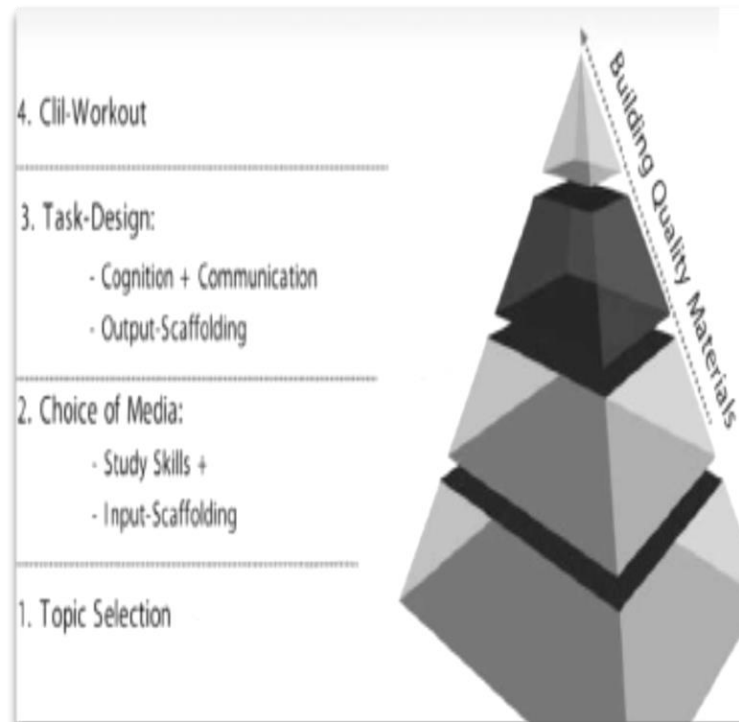
What Language is needed?

- ▶ What type of questions do we ask?
- ▶ What kind of answers do we expect?
- ▶ How long do we give students before expecting answer?

Working with the CLIL – pyramid

Teachers' role

- ▶ Help students to gain the language needed to manipulate content from other subjects.
- ▶ Reinforce the acquisition of content.
- ▶ Through teachers' Help students will develop learning skills.
- ▶ Teachers provide students with the vocabulary, terminology and texts of other subjects.



Students' role

- ▶ Using a new language to communicate.
- ▶ Getting used to a new way of learning.
- ▶ Cooperating with their classmates.
- ▶ Using the new language to study contents.
- ▶ Improving their Reading, listening, writing and speaking skills.

Principles and objectives

- ▶ Learning is active whenever is possible.
- ▶ Materials and communication are authentic.
- ▶ Close collaboration between teachers is important.
- ▶ Learning needs to be scaffolded and supported.
- ▶ Language is used to learn as well as to communicate.
- ▶ Subjects determine the language needed to learn.
- ▶ Placing equal emphasis on content learning and language learning.

CLIL-Classroom principles

We give facilities to the students.

- Support – mind maps, word clouds, graphs.
- Activities – key words, possible answers, texts...
- Remember what we did last class, sum up what we have done today.

Lexical rather than grammatical approach

- Language that has real purpose and is dictated by the context of the subject.
- There is no grading for language!
- Learners are not afraid to make mistakes.
- Learner styles are taken into account.

Using all four skills

It is important to use all four skills when learning science in English. To help your learners, you should provide an opportunity in every lesson for learners to:



See it



Say it

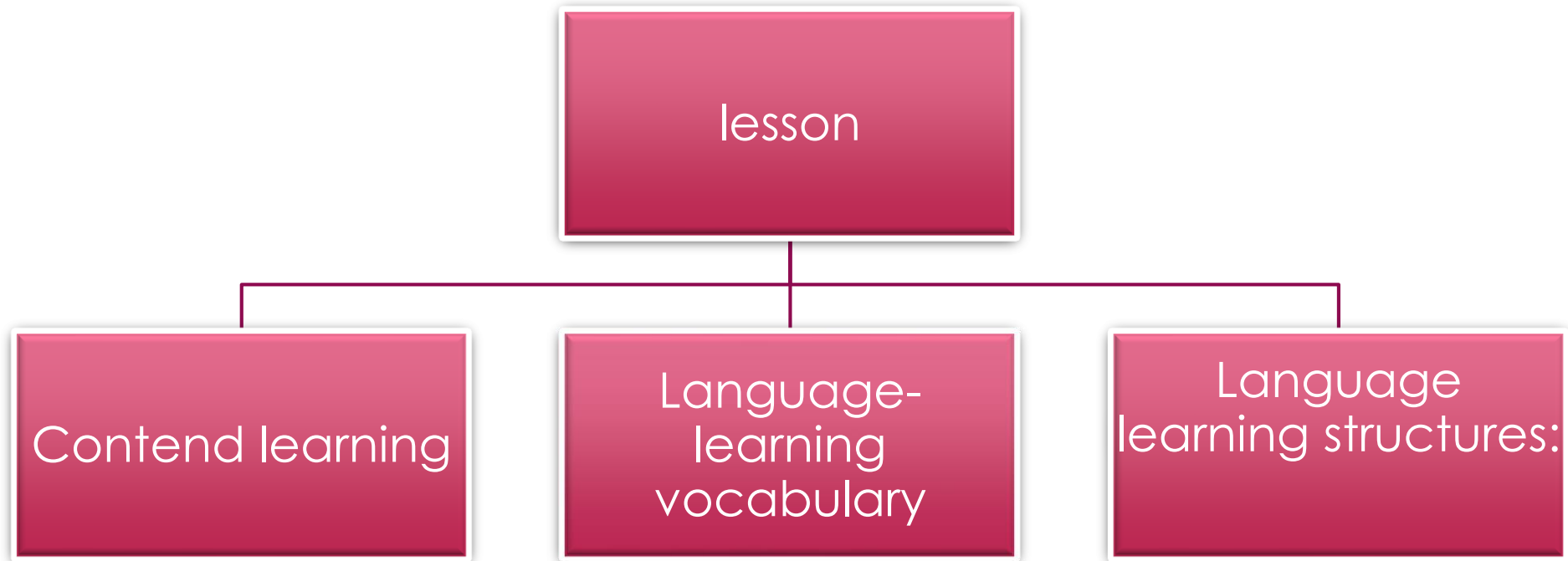


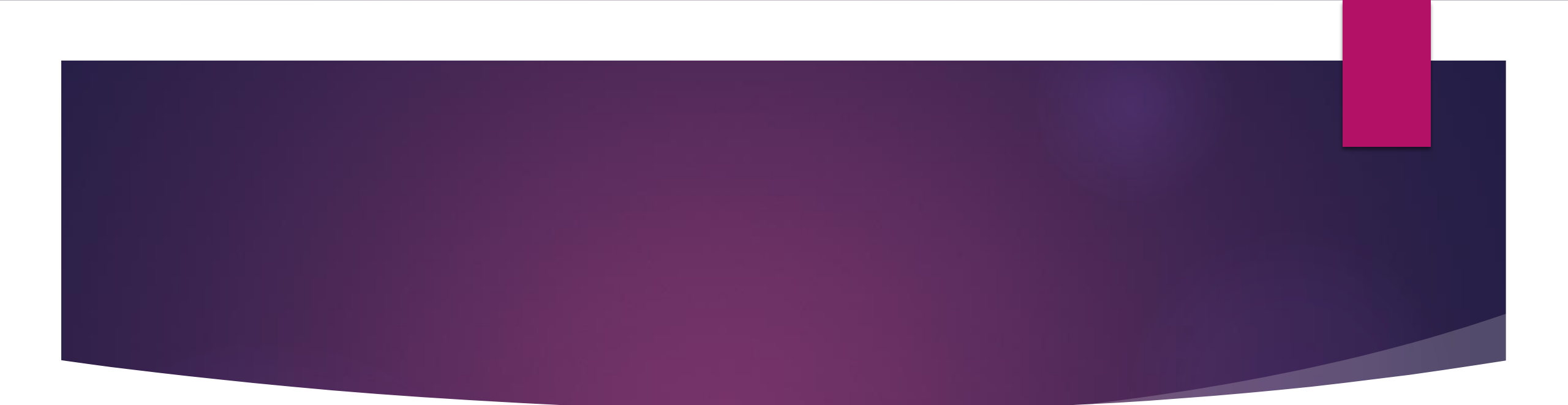
Hear it



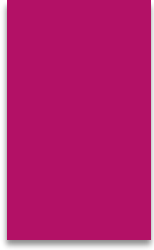
Write it

Your CLIL lesson could include:





English is not a phonetic language which makes learning English as a second language challenging. It is not easy to know how to pronounce words when we look at them written down. Learners are more likely to recognise a word when they hear it, rather than when they read it. Similarly, it is often difficult for learners to spell science words accurately when writing in English. This is why it is helpful for learners to use all four skills at the lessons.



At the start of your lesson, think of the key word or words that are important for today's lesson, for example: "body."

- Write the word, or words, on the board = **see it**
- Say the word (in context) "today we are going to talk about body." = **hear it**
- Ask learners to write down what they are learning about (even if they copy from the board) = **write it**
- Ask learners to tell you what they are going to learn about in class today = **say it**

CLIL in pandemic time

- ▶ Online CLIL teaching is different and probably harder if you have little time to prepare;
- ▶ Motivating students to speak during an online class is harder;
- ▶ Sure, you can find many resources online, even for free;
- Ask open ended questions instead of multiple choice ones
- Ask students to share ideas on a certain topic
- Ask students to explain their answers and ideas (in a chat or by speaking)
- Ask students to summarize the explanation in their own words

Online tips for CLIL

Kahoot!



Quizlet



QUIZZ



LessonUp

Parts of the body

Topic: Parts of the body vocabulary / listening / spelling / plurals

Level: Sfl E1 (emerging) / Access 2 / CEFR A1

Time: 1hr 20mins

Aims

- To learn the names of eight parts of the body: *head, stomach, back, arm, leg, foot*
- To listen and identify which part of the body is being referred to
- To spell the names of eight parts of the body
- To learn the plurals: *hands, arms, legs* and *feet*.

Introduction

This lesson is aimed at beginner learners who haven't encountered this topic before possibly beginner readers and writers. It can be used as a short vocabulary lesson as part of the topic of health. Learners are introduced to the names of eight parts of the body and practise the pronunciation and spelling. They also listen to people talking to a doctor and pick out which part of the body is being referred to. Finally, they learn some regular and one irregular – *feet*.

You will need:

- Access to an interactive whiteboard or data projector to display the online materials
- **Worksheet p1** one copy per pair, cut into cards
- Mini whiteboard and dry-wipe pen for each student
- Magnetic letters and boards, or the letter tiles from **Worksheet p2**, X 1 per pair
- A wireless keyboard would be an advantage
- **Worksheet p3** X 1 per learner, for extra spelling practice
- **Worksheet p4** X 2 laminated and cut into cards, for the labelling race
- Two rolls of sticky tape
- **Worksheet p5** X 1 per small group, for the extension activity.

Procedure

Warmer / Presentation (10mins)

- Sit in a circle, and ask the class to point to their heads, stomachs, backs, legs, chests, one hand and one foot.
- Ask individuals to point to these parts.
- Point to your head, elicit 'head' and drill the pronunciation.
- Repeat with the other parts of the body, drilling chorally and individually.

Task 1 – Presentation of written form (5mins)

- Show the first eight slides and draw the learners' attention to the spelling of the words.
- Highlight particular spelling features such as the different pronunciation of 'c' in stomach.

- If appropriate, elicit other words they might know with similar spelling patterns, e.g. head/bread; stomach/school.

Task 2 – Matching (10mins)

- Give pairs the word and picture cards from **Worksheet p1** and ask them to match the words and pictures.
- Ask one pair or individuals to come to the board and match the words and pictures on the matching slide.

Differentiation: Pair learners strong / weak so they can support each other, or, if appropriate to your learners, pair the beginner readers and writers together and support them to complete the activity by focusing on the initial letters of the words.

Task 3 – Pre-listening (5mins)

- Show the picture on the introduction slide and elicit what it shows (someone at the doctor's).
- Invite learners to share their experiences of visiting the doctor in the UK.

Task 4 – Listening hotspot (10 mins)

- Ask a volunteer to come and stand by the board.
- Play the audio and ask the learners which body part is being talked about.
- Encourage them to give their answer by pointing to that part of their own body.
- Encourage the learners to reach an agreement, playing the audio again and pausing after the key word if necessary.
- Ask the volunteer to tap on the agreed part of the body on the picture, to check.
- Repeat with the rest of the slides in the question group.

Task 5 – Spelling - letter tiles (10mins)

If your learners are fairly confident writers, omit this task and go straight to **Task 6**.

- Show the first slide and give the learners some time to try to memorise the spellings.
- On the next slide, elicit what is shown by the pictures.
- Ask the learners to use their letter tiles to make the words.
- Ask a volunteer to drag and drop the letters to make the words on the board, to check.
- Repeat with the next two slides.

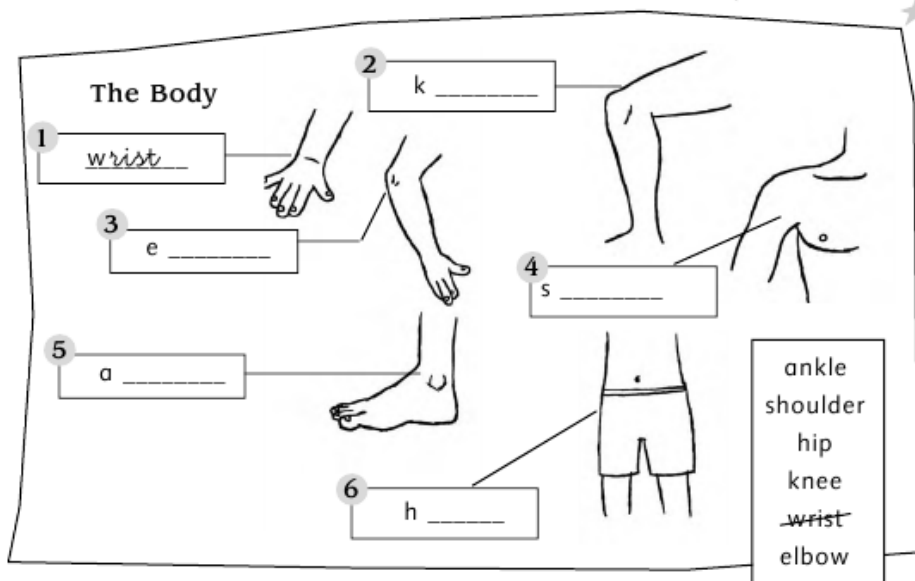
Task 6 – Spelling – writing (10 mins)

- If necessary, show the first slide of the question group again for the learners to remind themselves of the spelling.
- Show the last slide of the question group and elicit what is shown by the first picture.
- Ask the learners to write the word on their mini whiteboards and hold up to show you.
- If you have a wireless keyboard, one learner could type their answer on this to check.
- Otherwise type the answer in yourself to show the correct version.
- Repeat with the rest of the pictures.

Science - Parts of the body

one stop cllil

1 Label the picture.



2 Add these words to the poster above.

arm leg foot hand body

3 Circle the correct words.

- 1 My elbow is part of my leg / arm.
- 2 My knee is part of my leg / arm.
- 3 My shoulder joins my leg / body to my leg / arm.
- 4 My wrist joins my arm / body to my leg / hand.
- 5 My hip joins my arm / body to my leg / arm.
- 6 My ankle joins my leg / body to my arm / foot.

TEACHER'S NOTES

one stop cllil

Subject: Science

Parts of the body

Objective: identifying the most important joints in the human body

Vocabulary: ankle, shoulder, hip, knee, wrist, elbow, arm, leg, head, foot, hand, body

Warm up

- Revise the main body parts with an action game, for example, *Touch your head with your left hand. Stand on your right leg.*
- Encourage pupils to think of instructions for the class.

Activity 1

- Pupils label the joints using the words in the box.
- Point to the different joints and name them to provide a pronunciation model.
- Deliberately make mistakes and allow pupils to correct you, e.g. point to 'wrist' and ask *Is this my ankle?*

Answers: 1-wrist; 2-knee; 3-elbow; 4-shoulder; 5-ankle; 6-hip

Activity 2

Pupils complete the poster with the body parts they already know.

Activity 3

- Make 'True / False' statements about the joints, for example, *An elbow is part of a leg.* Pupils answer (*False*).
- Pupils read the sentences and circle the correct word.
- Ask for volunteers to read the sentences out loud.

Answers: 1-arm; 2-leg; 3-body / arm; 4-arm / hand; 5-body / leg; 6-leg / foot

Project ideas

- Pupils make a paper skeleton comprised of two pieces for each leg and arm, the body, the head, the hands and the feet. The pieces are joined with butterfly clips.
- In pairs, pupils measure the distance between the joints: elbow to wrist, elbow to shoulder, etc. They make a note of the measurements.

Quizlet for CLIL Lesson

Quizlet

Главная

Ваша библиотека

Создать

CLIL

ДЛЯ УРОКОВ

Live

ИЗУЧАТЬ

Карточки

Заучивание

Письмо

Правописание

Тест

Подбор

Гравитация

ankle



1/6



Автор
quizlette7500219



tasks for vocabulary

добавлен в [CLIL](#) | [CLIL](#)

ОПРЕДЕЛЕНИЕ



ВЫБЕРИТЕ ПРАВИЛЬНЫЙ ТЕРМИН

1 sholder

2 elbow

3 wrist

4 ankle

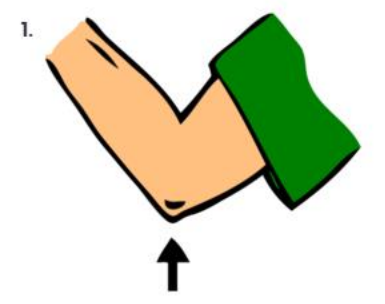
Назад

Тест

Печать

Параметры

2 вопросов для письменного ответа



ВВЕДИТЕ ОТВЕТ



ВВЕДИТЕ ОТВЕТ

2 вопросов для подбора


Назад

ПИСЬМО

ОСТАЛОСЬ	6
НЕПРАВИЛЬНО	0
ПРАВИЛЬНО	0

Параметры

Не знаю



Ваш ответ (английский)

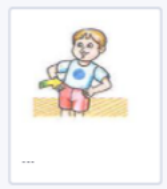
Ответ

Назад

Подбор

ВРЕМЯ 3,6

knee



elbow

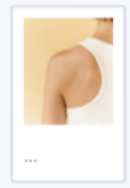
ankle



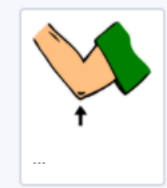
hip



wrist



sholder



Назад

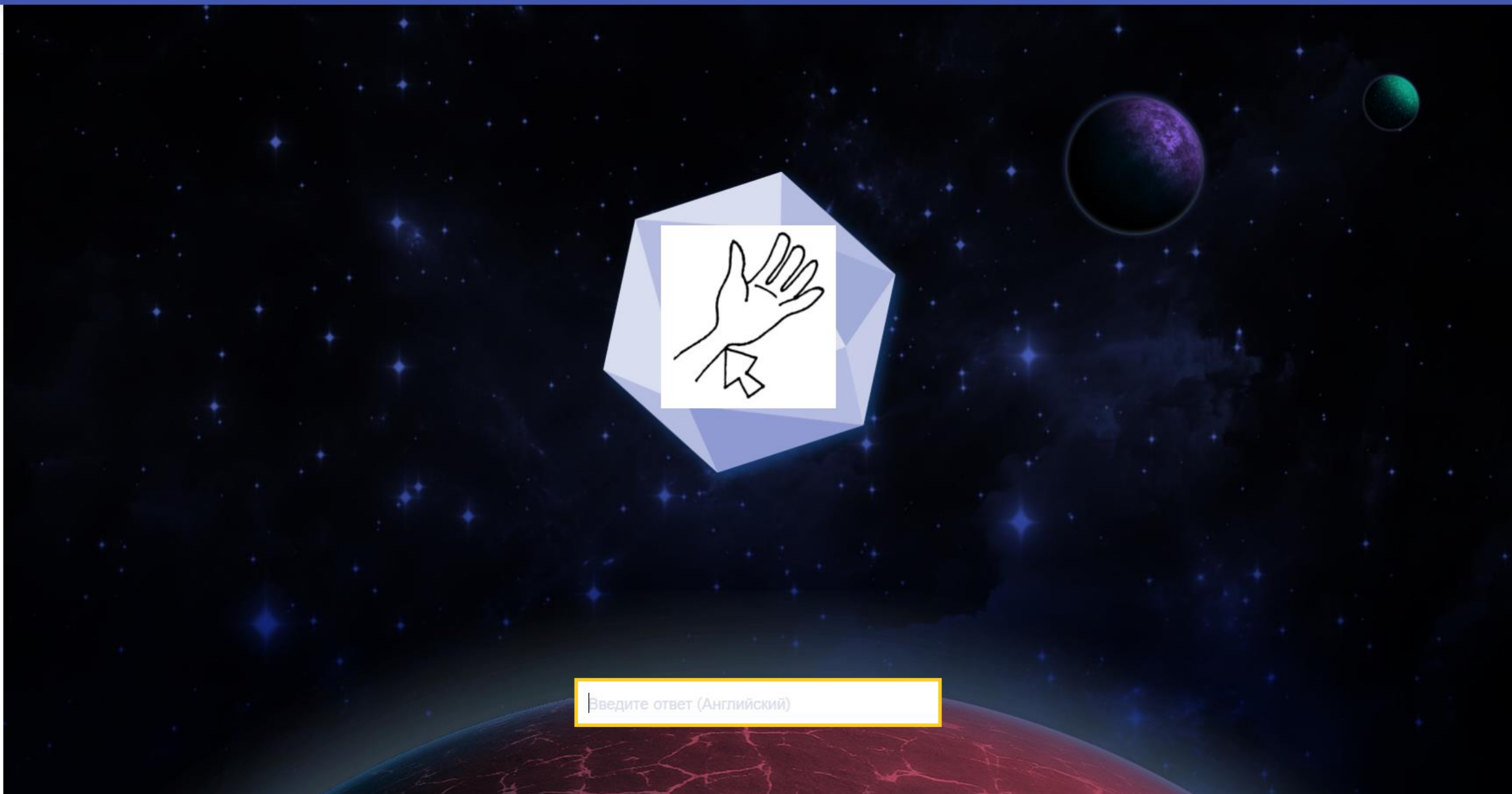
Гравитация

РЕЗУЛЬТАТ
0

УРОВЕНЬ
1

Пауза

Начать заново



Benefits of using this method

- ▶ Development of intercultural communication skills.
- ▶ It provides opportunities to study content through different perspectives.
- ▶ Increase of learners' motivation and confidence.
- ▶ Cooperation among teachers.
- ▶ Development of thinking skills.
- ▶ Students are in contact with the target language.

- MODERNIZE : it's not a teacher-fronted class.
- Work in groups.
- Cooperative work.
- Projects.
- Movility in the class.
- Motivate.
- Communication skills
- Scaffolding: Anticipating Problems , in
 - Realistic objectives.
- Bloom's taxonomy: *different activities, the teaching/learning process.*

