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A Techno-Clil Lesson

**ICT and CLIL, the winning
combination**





What's CLIL

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- CLIL is an acronym
 - Content Language Integrated Lesson

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





What's CLIL

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- CLIL is :
 - teaching of subjects to students in a language that is not their own.
- 2 elements to look at here:
 - The subject:
 - This can be anything from academic subjects like physics and history, to even life skills taught in a classroom context.
 - The medium of instruction:
 - It is the language used inside the classroom to explain the subject.





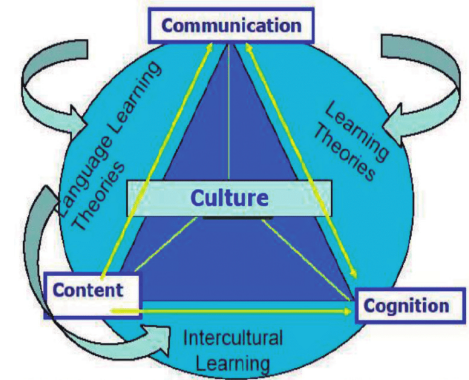
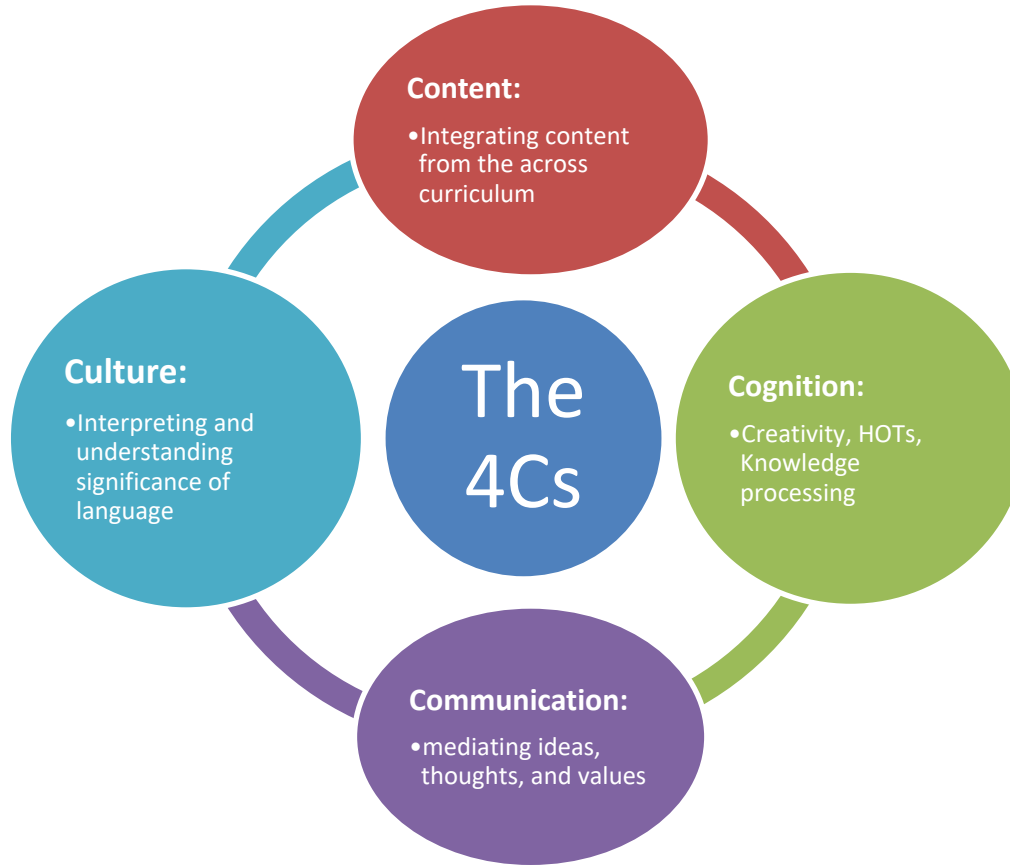
The effective aspects of CLIL

- Allow to use the language,
 - it's very motivating
- work with those who have difficulty learning languages
- it can be used at all school levels
- get the students used to get together and discuss
- promotes cooperative learning and learning by doing
- activates 3 dimensions of knowledge: cognitive, metacognitive and relational





The 4cs model - Coyle





The overall goals of CLIL

The overall goals of CLIL can be wide-ranging but should include (Dalton-Puffer, 2007) to:

- Develop intercultural communication skills;
- Prepare for internationalism;
- Provide opportunities to study content through different perspectives;
- Access subject-specific target language terminology;
- Improve overall target language competence;
- Develop oral communication skills;
- Diversify methods and forms of classroom practice;
- Increase learner motivation.

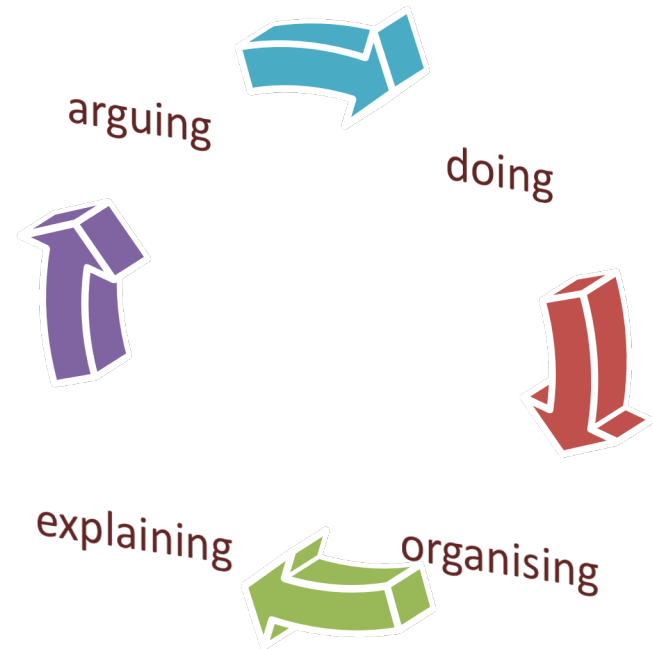




A pluriliteracies approach

the Lego analogy:

- cognitive discourse functions and genres interact at different levels in the process of constructing and communicating knowledge.
- learners of all age groups can participate in all the ways of working and creating knowledge in a subject (doing, organising, explaining, arguing) at an age appropriate level is one of model's most central points.





A pluriliteracies approach

The Pluriliteracies Wheel

creating deep learning tasks
by enabling students to language subject specific activities

Genre:

"A genre is a culturally determined way of communicating knowledge, with patterns that can be predicted, to varying degrees, by members of a particular culture. It is a social activity that has a purpose, is enacted through stages and is realised through language.
In terms of the school subjects, the genres are the 'practices' (actions combined with visual and verbal texts) that the teacher and students engage in." (cf. Poilias, 2006: 49)

It is important to understand that genres come in different sizes. A lab report (macro genre), for instance, is comprised of several micro genres like explanations, definitions, hypotheses, etc.

Genre-based writing is an indispensable tool to develop advanced disciplinary literacies in one or several languages and an integral part of PTL.

Cognitive Discourse Functions:

Cognitive discourse functions are the building blocks of thinking. We language through cognitive discourse functions (CDFs). It is through these CDFs that learners build and structure knowledge, which allows them to make sense of new content, to build conceptual knowledge and to demonstrate and communicate their understanding.



Operative Verbs:

Operative Verbs are used to initiate learning processes. These verbs trigger CDFs and are widely used in education to design both written and oral tasks and for assessment purposes. However, these verbs alone do not really offer any information about the language needed by the students so they can successfully engage in these activities and so that the various technical meanings can be understood.

Activity Domains:

Each subject has its specific activity domains made up of genres with their predictable patterns of structure and language. Students learn about a subject by participating in these four broad activity domains:

- Doing: student produce scientific data;
- Organising: students organize the data;
- Explaining: students make sense of the data;
- Arguing: students use their newly gained knowledge to question ideas/the world around them.

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Language skills

In a CLIL lesson, all four language skills should be combined. The skills are seen thus:

- **Listening** is a normal input activity, vital for language learning
- **Reading**, using meaningful material, is the major source of input
- **Speaking** focuses on fluency. Accuracy is seen as subordinate
- **Writing** is a series of lexical activities through which grammar is recycled.





Attention

- A CLIL lesson looks at content and language in equal measure





CLIL at school: Team Teaching

The team teaching in CLIL is the key concepts in implementing the Clil methodology.

- A strong synergy between teachers (Subject teachers and language teachers)
- A shared planning of the the entire Clil path
- The sharing of the class management
- Teachers share methods, strategies, resources, materials, techniques, evaluation.





Task for students

- Listen and label a diagram/picture/map/graph/chart
- Listen and fill in a table
- Listen and make notes on specific information (dates, figures, times)
- Listen and reorder information
- Listen and identify location/speakers/places
- Listen and label the stages of a process/instructions/sequences of a text
- Listen and fill in the gaps in a text





Typical speaking activities

- Question loops - questions and answers, terms and definitions, halves of sentences
- Information gap activities with a question sheet to support
- Trivia search - 'things you know' and 'things you want to know'
- Word guessing games
- Class surveys using questionnaires
- 20 Questions - provide language support frame for questions
- Students present information from a visual using a language support handout.





How to organise a CLIL lesson

THE TECHNO-CLIL APPROACH





European Commission recommendations

- Report 2014 “Improving the effectiveness of language learning: CLIL and Computer Assisted Language Learning”:
 - suggests the use of learning technologies to reinforce language learning and CLIL implementation.

Benefits highlighted by the combination of CLIL and ICT

- increased enthusiasm and a stronger participation by students,
- renewal and improvement of the teaching strategies
- better student learning outcomes .





Techno-CLIL approach

The techno-CLIL approach is strictly connected to the use of webtools to complement and complete the CLIL methodology.

Webtools...

- For each phase of the lesson (Plan ► Assessment)
- For language (grammar, vocabulary, pronunciation)
- For subjects (contents and specific language)





Techno-CLIL: Lesson Plan

The Learning Designer is a tool to help teachers design teaching and learning activities and share their learning designs with each other.

The tool is based on the six learning types: Read/Write/Listen (or Acquisition), Inquiry, Practice, Production, Discussion and Collaboration.

- Learning designer
 - The plastic Materials
- Tes Blendspace
 - SDV Example





Resources for subject teachers

- [Teacher Tube](#)
- [TES](#)
- [Slide player](#)
- [Teaching Ideas](#)
- [TED](#)
- [Suggestions for lessons](#)
- [Khan Accademy](#)
- [Specific for CLIL](#)
 - [A trip in CLIL](#)
 - [CLIL Store](#)
 - [Clil lesson](#)
 - [Ed puzzle](#)
 - [State of Matter](#)





Resources for english teachers

- Snappy words
- Visuwords
- Grammarly
- Rewordify
- Voki
 - SDV Example
- Specific for CLIL
 - <https://learningapps.org>
 - SDV Example
 - free sample material





The debate methodology

Debate refers to a discussion about an issue or a resolution in which two or more people advocate opposing positions.

- Platform
 - [Kialo](#)
 - [Mootish](#)

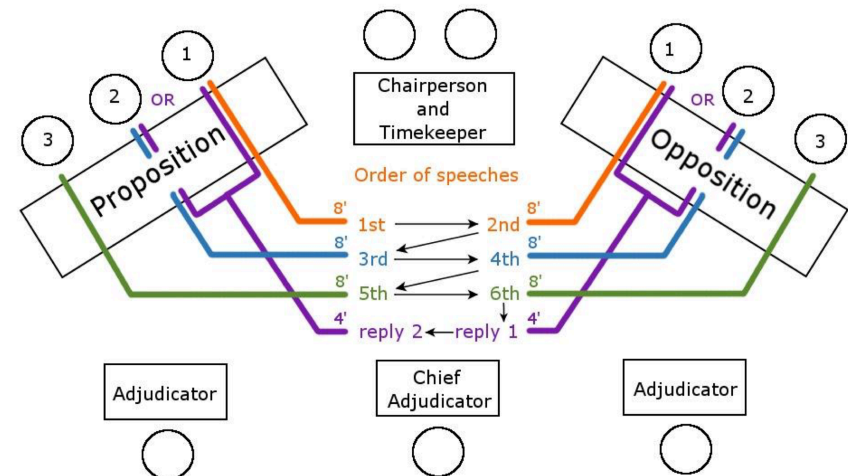


Fig.1: The debate layout





Assesment and Evaluation

- Rubric construction:
 - 2 aspects:
 - Language
 - Content
- Webtools
 - [Rubistar](#)
 - [5 free rubrics making](#)
 - [Rubric.pdf](#)

Evaluation

- [Quizlet](#)
- [Quizziz](#)
- [Kahoot](#)
 - [Kahoot example](#)

