Sept 2015 – Mai 2018

- **Unternehmerisches Denken und Sprachliche Vielfalt - eine Brücke in die Zukunft**

Source material based on:

Cambridge English Webinars for Teachers May 2015

Schedule for the Day

Morning Session   9:00 – 12:00

- **All about CLIL 1 (Theory and Examples)**

Coffee Break

- **All about CLIL 2 (Theory and Examples)**

Lunch Break 12:00 – 14:00

Afternoon Session 14:00 – 16:00
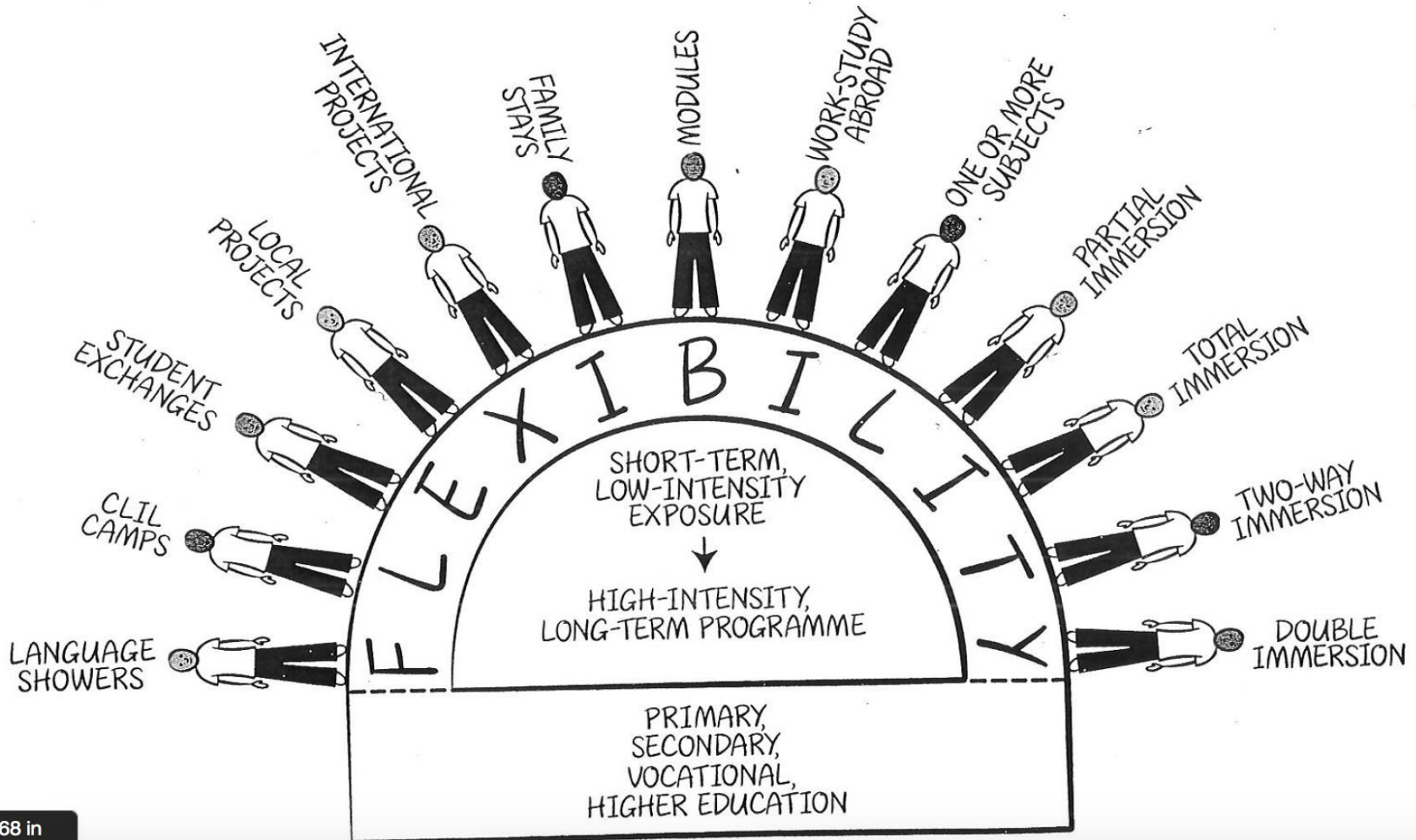
Practical Group Work

Overview

- **Definition of CLIL**
- **What CLIL can offer**
- **4Cs Framework**
- **What challenges do CLIL teachers face?**
- **Planning**
- **Support**
- **Assessing CLIL**
- **Summary**

Definition of CLIL (British Council)

Content and Language Integrated Learning (1990s)

- An approach to teaching curricular subjects through a second / non-native language
- The topic dictates the language items to be taught.
- It has dual-focused aims: learning of content and the simultaneous learning of a foreign language.
- Learners acquire everyday English for real-life situations.
- CLIL views language as a "vehicle", a core skill, a tool to do something else.

THE MANY FACES OF CLIL

FLEXIBILITY

SHORT-TERM, LOW-INTENSITY EXPOSURE
↓
HIGH-INTENSITY, LONG-TERM PROGRAMME

PRIMARY, SECONDARY, VOCATIONAL, HIGHER EDUCATION

INTERNATIONAL PROJECTS
FAMILY STAYS
MODULES
WORK-STUDY ABROAD
ONE OR MORE SUBJECTS
LOCAL PROJECTS
PARTIAL IMMERSION
STUDENT EXCHANGES
TOTAL IMMERSION
CLIL CAMPS
TWO-WAY IMMERSION
LANGUAGE SHOWERS
DOUBLE IMMERSION

What CLIL can offer

What CLIL can offer to youngsters of any age, is a natural situation for language development which builds on other forms of learning. This natural use of language can boost a youngster's motivation and *hunger* towards learning languages. It is this *naturalness* which appears to be one of the major platforms for CLIL's importance and success in relation to both language and other subject learning.

David Marsh: "Using languages to learn and learning to use languages"

4Cs Framework

Interrelationship between Content and language

History	Learning outcomes	Content and language
	understand the importance of the River Nile to Ancient Egypt be able to communicate facts about the River Nile in the past	*Giving historical recount* Each year, water from the Nile rose and flooded the area. When the water went back, it left mud.
		Explaining cause and effect in the past: Consequently, the water from the Nile was … As a result, the fields near the Nile were …
		Expressing purpose Egyptians built dams / canals to hold back the water. carry water inland.

4Cs Framework

Communication: interaction during learning

Basic Interpersonal Communicative Skills (BICS)	CLIL teachers need to …
meaningful social language for everyday classroom communication	provide social opportunities (pair and group work) for students to put BICS into practice in CLIL lessons.
'Let's look at the things we did again.'	

Cognitive Academic Language Proficiency (CALP)	CLIL teachers need to …
subject-specific language of school subjects	model academic language and help learners understand academic content so they can develop subject literacy and linguistic skills.
Have you considered how the findings of the experiment could have been affected by the accuracy of the measurements?	

4Cs Framework

<u>C</u>ognition: thinking integral to high-quality learning

tasks to develop lower- and higher-order cognitive processing

lower-order cognitive demands   higher-order cognitive demands

recalling	understanding	applying	analysing	evaluating	creative thinking
1. Identify: What can you see in the picture?	**2.** Make a table with four different types of animals in this ecosystem.	**3.** Is there an ecosystem like this near your school? Why or why not?	**4.** Look at the picture again. Choose three animals. What could they eat?	**5.** Read your partner's description of the poster. Which words describe the ecosystem ? What would you change?	**6.** If you could create an ecosystem near your school, which plants and animals would live in it?

4Cs Framework: Culture

Intercultural and international awareness:

- knowledge and understanding of cultures beyond the classroom

- projects and exchanges with schools from other countries

- a classroom culture of co-operative learning and respect for others

What Challenges do CLIL teachers face?

- content knowledge
- language level – their own and their learner's
- classroom communication
- teaching difficult subject concepts
- planning and preparation

Qualities of a Good CLIL Teacher

Flexibility, above all

Willingness…

- to adjust your subject material and methods to a different form of teaching
- to experiment (this is new to everyone)
- to be a team worker, to be open to learning from others, including the students; i.e., to develop a team culture
- to communicate with the other teachers and solve problems together
- to celebrate small victories
- to have fun, go on field trips, be creative…and pass on that enthusiasm to your students

Planning for Content

- Plan less per lesson when CLIL is new.
- Feel comfortable with the content yourself.
- Find and adapt authentic resources.
- Use multi-modal input – working with the same information in different ways.
- Build on what learners know. Link to other subjects.

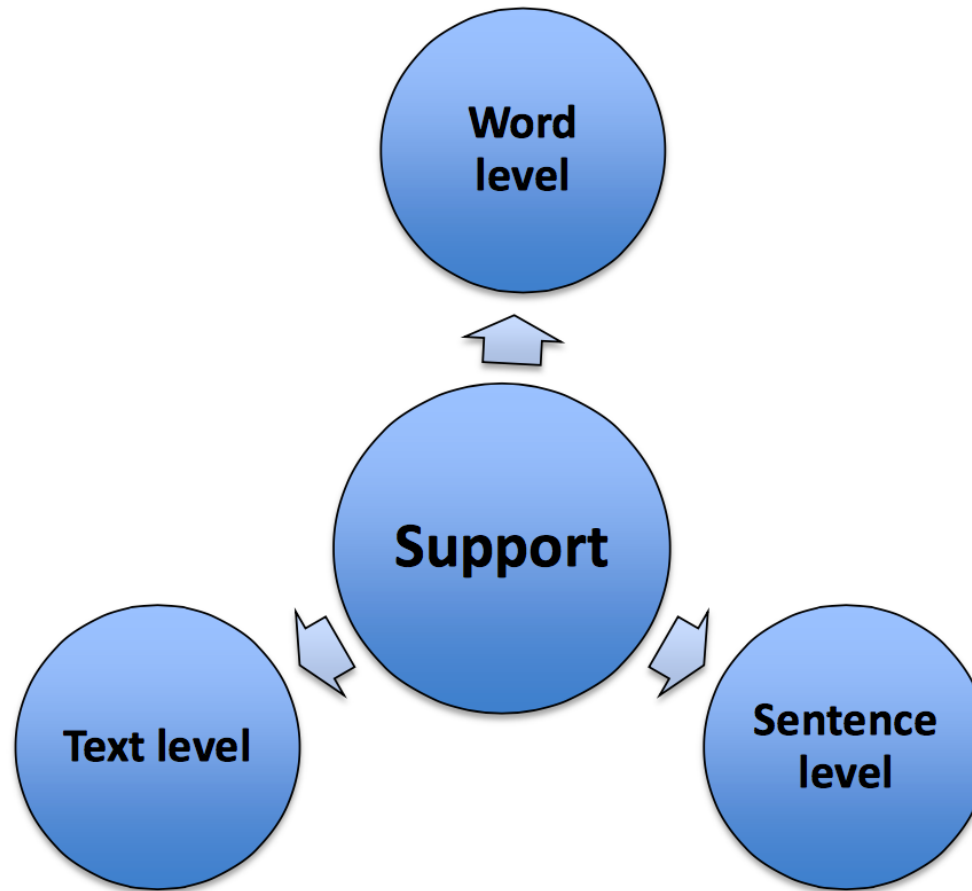# Planning for language and communication

- Know what vocabulary and grammar is needed for the content you're teaching.

- Understand your learners' language needs.

- Plan hands-on and problem-based activities that involve communication.

What learning support is useful for learners in CLIL lessons?
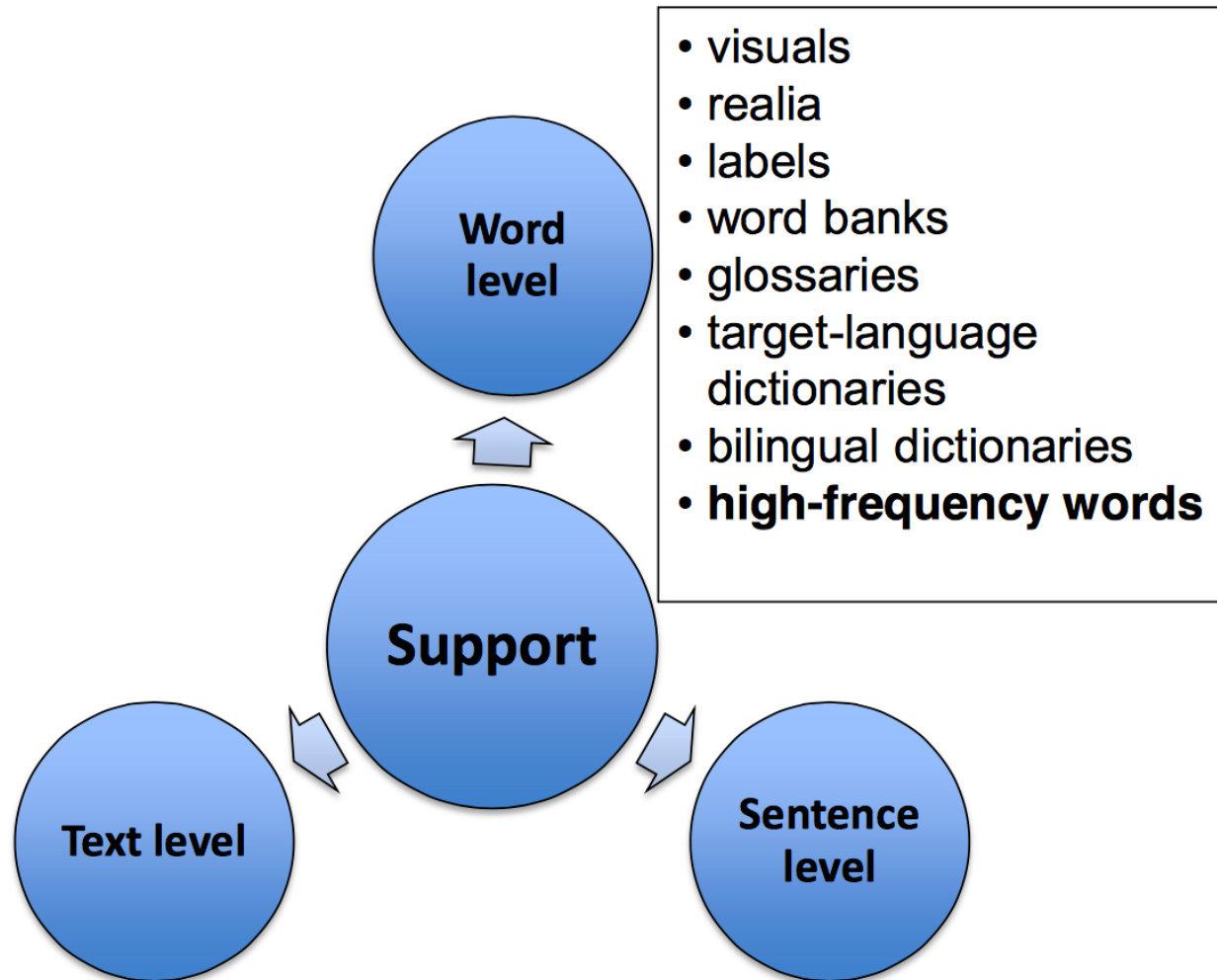
SUPPORT is needed to:

- understand new content and language

- process new content and language

- communicate new content and language
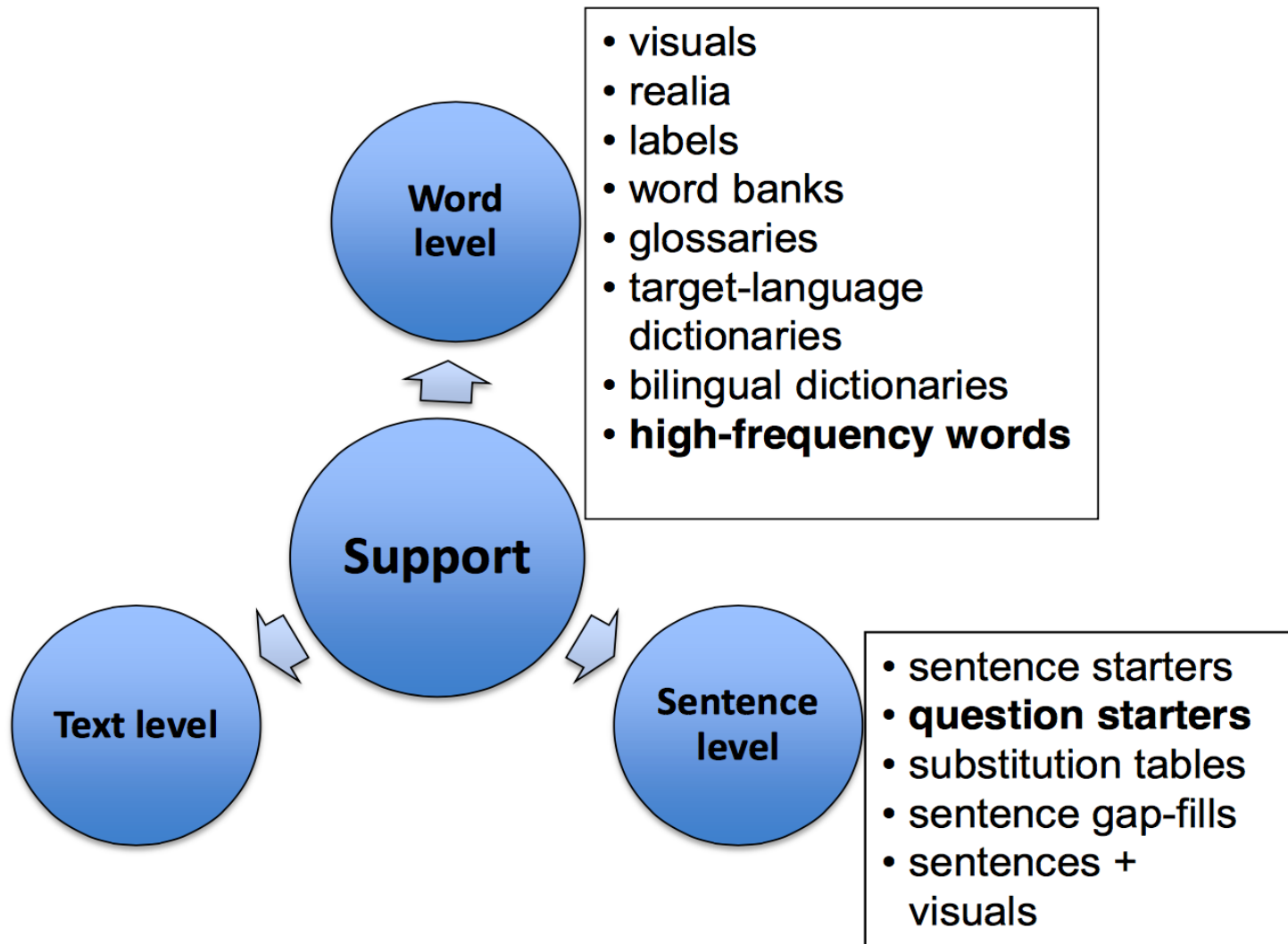
Support: word, sentence, text level

- longer wait time
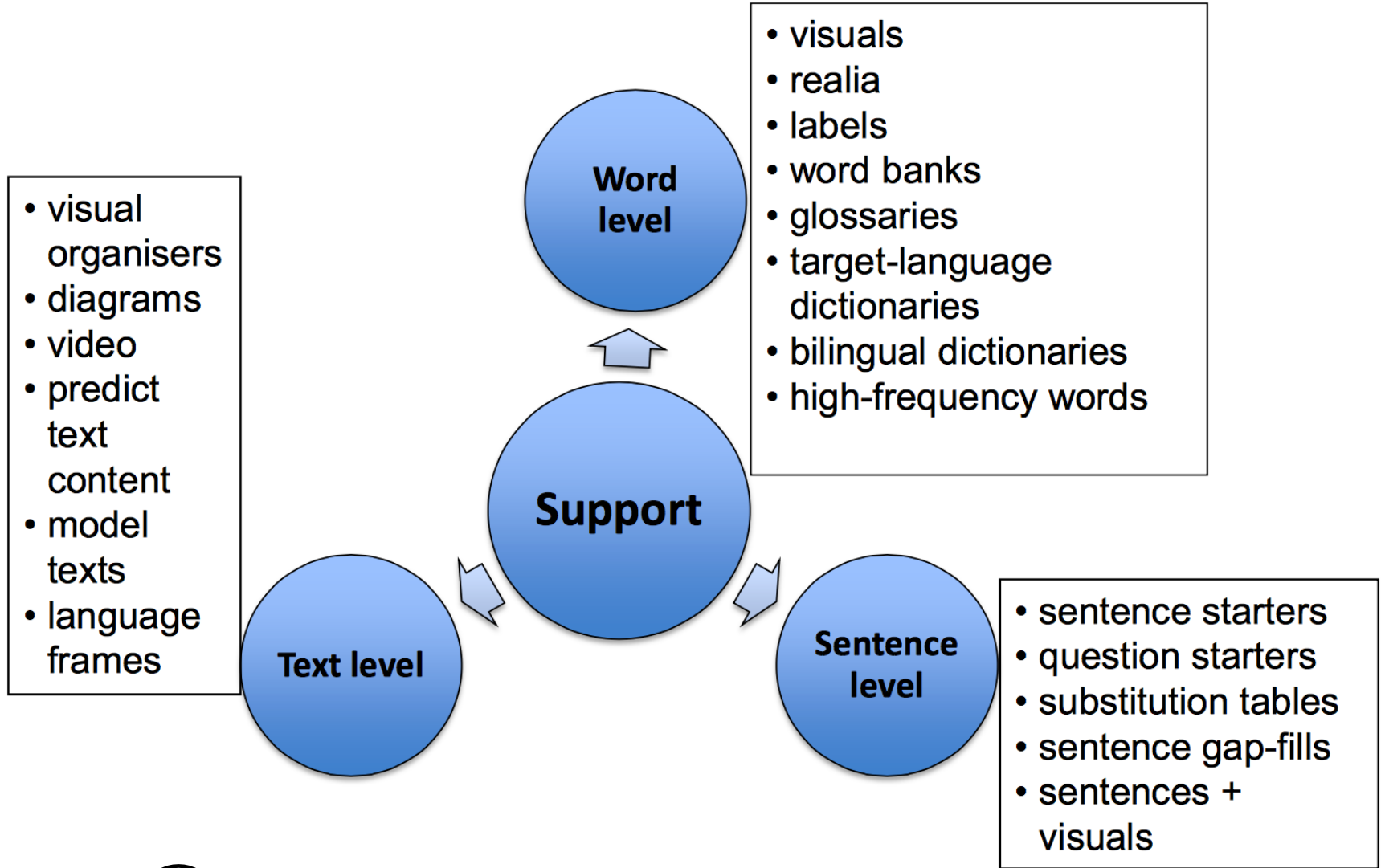- some use of L1
- constructive feedback

Support: word, sentence, text level

- visuals
- realia
- labels
- word banks
- glossaries
- target-language dictionaries
- bilingual dictionaries
- **high-frequency words**

Word level

Support

Text level

Sentence level

Support: word, sentence, text level

Word level

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Support

Text level

Sentence level

- sentence starters
- **question starters**
- substitution tables
- sentence gap-fills
- sentences + visuals

Erasmus+

Support: word, sentence, text level

Word level

- visuals
- realia
- labels
- word banks
- glossaries
- target-language dictionaries
- bilingual dictionaries
- high-frequency words

Support

Text level

- visual organisers
- diagrams
- video
- predict text content
- model texts
- language frames

Sentence level

- sentence starters
- question starters
- substitution tables
- sentence gap-fills
- sentences + visuals

next G generation 18
www.klostergasse.at

Erasmus+

What kinds of support?

word bank

Rocks

Igneous: 'ignus' means fire

Sedimentary: from pieces of clay, sand or rock (sediments)

Metamorphic: changed by heat or pressure

to compact
to weather
to erode

round ↔ angular
soft ↔ hard
smooth ↔ rough
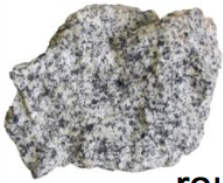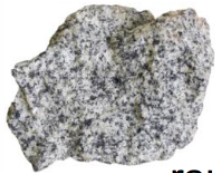dark ↔ light

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sentence bank

___ rocks	are formed	by from	_____.
___ rocks	have got		
	are made up of		_____.
	consist mainly of		

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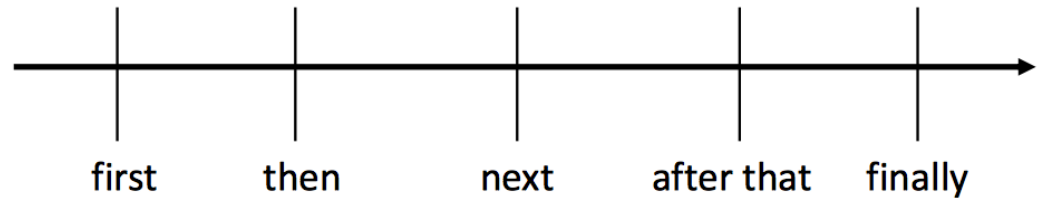soft ↔ hard
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sentence bank

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		from	
___ rocks	have got		_____.
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recount

first   then   next   after that   finally
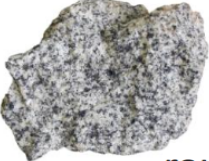
Erasmus+

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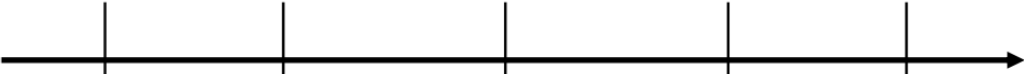
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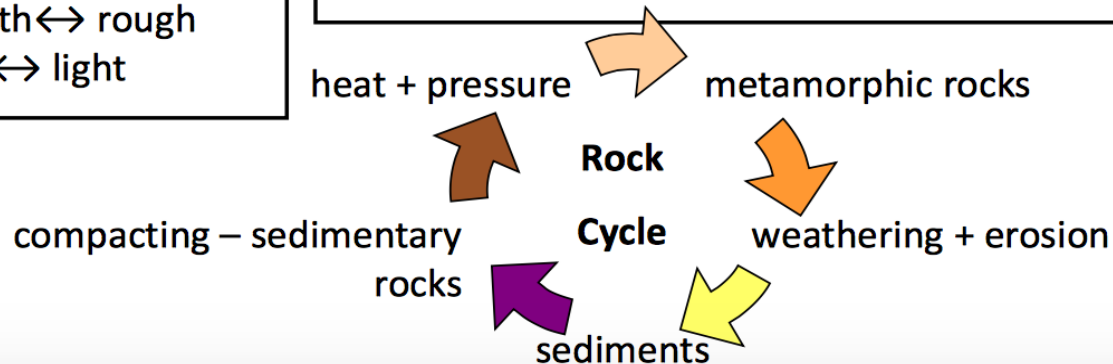soft ↔ hard
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sentence bank

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| have got |

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recount

first   then   next   after that   finally

heat + pressure → metamorphic rocks

Rock Cycle

compacting – sedimentary rocks

weathering + erosion

sediments

Writing language frame

Defining oceans and seas

Oceans and seas are large _____ . They all contain _____ . However, some have a higher _____ _____ than others. Oceans and seas are _____ because they _____ , they _____ and they _____. An example of an ocean is _____, whereas _____ is a sea.

Speaking language frame

Presenting information about an ocean and sea

Our group found out about _____ and
_____. On this map, you can see that the
_____ is in the _____, while the
_____ is in the _____. The _____
has far more _____ than the ____ . They
are both used for _____ but we think the
_____ provides more _____.

Assessing CLIL

'Assessment is so fundamental to the success of CLIL, it needs to be planned for in detail before any teaching takes place.'

Llinares, Morton and Whittaker

How can teachers assess CLIL learners?

- Build in regular formative assessment.

- Use different strategies.

- Give constructive feedback on both content and language.

- Help learners to assess themselves and each other (peer assessment).

- Design learner-friendly CLIL tests.

CLIL assessment: constructive feedback on content and language

- It was a good idea to include a map of Taiwan. It's useful to label more features.

- You identified the changes shown in the graph correctly. Next time use numbers from the graph to justify your statements.

- Your explanation of why new industries developed in Taiwan is written in excellent English. The details will be helpful for other students.

adapted from Sibley S2003

To summarize about learning with CLIL…

- Content and language are learned at the same time
- The content guides the language used (vocabulary and grammar)
- Support should be provided by English teachers
- Learner-centered activities boost motivation
- Excellent for intercultural and international awareness
- Furthers personal and classroom communication (learning in groups)
- The teachers themselves work in teams
- Planning and assessment are essential
- Activities should lead to a final product

An Interview with David Marsh

https://www.youtube.com/watch?v=-Czdg8-6mJA

Source: Cambridge University Press ELT